State Board for Career and Technical Education Agenda

January 27, 2025
10:00 AM CT
CTE Conference Room and Microsoft Teams

Microsoft Teams - Click here to join meeting
Meeting ID: 235 109 326 776 - Passcode: ina6US

1. **Call to Order**
2. **Board Outcome Progress Monitoring**
    a. **1.1 – Opportunity Gap Analysis**
    b. **3.3 – Public/Private Partnerships**
3. **Consent Agenda**
    a. **Approve December 16, 2024 Minutes**
    b. **Approve Consolidated Annual Report**
    c. **Approve revised Program Approval Policy 1st Reading**
    d. **Accept Finance Reports**
    e. **Accept State Director's Report – Agency Update**
4. **Information Only**
    a. **Funding Policy Sub-Committee Update**
    b. **December Time Tracking Report**
5. **Board Comments**
6. **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 – January 2025

2.a Opportunity Gap Analysis

1. Does the data provide any insights into whether our rural students are underserved in CTE programming?

In the current state no, it does not. It only looks at the various demographics and the different regions of the state. We are in the process of determining how we can provide this to each local school district, which we then can determine if rural students are underserved in specific programs.

2. I wonder if this data would be more easily understood if presented graphically instead of narratively.

The intent of the document provided was to provide an overview of what the Department observed as gaps and opportunities, to save the Board the time reviewing all the data. Below is a chart, illustrating enrollment by career cluster by economic development region. I have also included the actual opportunity gap analysis spreadsheets for the Board's review. The under or overserved percentages in the OGA are calculated by comparing the percentage of the overall population of a subgroup with the percentage enrollment of that same subgroup. If the variance is greater than 10% it is flagged as either an under or overserved population.

Career Cluster	Region 1 Enrollment	Region 2 Enrollment	Region 3 Enrollment	Region 4 Enrollment	Region 5 Enrollment	Region 6 Enrollment	Region 7 Enrollment	Region 8 Enrollment
Agriculture, Food, and Natural Resources	547	1366	185	222	1016	898	1062	559
Architecture and Construction	67	63	195	303	607	115	350	202
Arts, Audio/Video Technology & Communication	0	8	7	73	423	6	152	58
Business, Management & Administration	672	1500	581	909	1345	735	723	828
Education & Training	0	35	0	0	44	1	3	10
Finance	60	278	91	149	357	148	469	103
Government & Public Administration	0	0	0	0	0	0	0	0
Health Science	298	236	150	331	885	187	669	267
Hospitality & Tourism	19	20	93	7	64	20	172	56
Human Services	684	1391	807	1131	2258	602	2413	722
Information Technology	137	125	28	127	343	48	406	4
Law & Public Safety	0	0	0	0	0	0	0	0
Manufacturing	37	41	172	89	508	32	228	85
Marketing, Sales, & Service	19	136	157	400	882	159	451	7
STEM	80	446	98	243	501	127	436	186
Transportation, Distribution & Logistics	141	350	134	155	272	187	287	152
Totals	**2761**	**5995**	**2698**	**4139**	**9505**	**3265**	**7821**	**3239**

2.b Public/Private Partnerships – Our goal monitoring is heavily weighted to the Compass platform. Can you provide board members with a link to a resource summarizing what Compass is and how it benefits students and CTE programs?

Compass is a tool that connects schools, students, and employers to prepare for the future. Compass is an application built by Golden Path Solutions, based in Fargo, ND, that is integrated into RUReady.ND.gov. Employers create accounts and can share profiles of their companies, overviews of their careers, and work-based learning opportunities for schools and students. Students create profiles of themselves, can learn about future careers and which match their skills, understand what classes and experiences they might want to try out, learn more about specific companies and any incentives they offer (i.e. tuition reimbursement

programs) and apply for and complete work-based learning. Schools get real time insight into skills employers need for the future and are provided employer contacts for guest speaking, field trips, or career fair invites. Students can learn what careers they fit and how to prepare for those careers. Employers benefit in their ability to develop future workforce through connections and driving awareness of their opportunities. Compass helps track work-based learning processes for ND CTE, measuring activity, and helping schools and the state measure and meet WBL goals related to Perkins V funding, while supporting state-wide workforce development efforts. Compass also supports ND DPI with Choice Ready via the student's profile meeting the 4-year rolling plan.

Resources to help articulate this value:

1) *Overview of Golden Path Solutions and Compass: www.goldenpath.net*
2) *Benefits for schools: https://goldenpath.net/schools/*
3) *Benefits for students: https://goldenpath.net/students/*
4) *Benefits for employers: https://goldenpath.net/employers/*
5) *How Compass supports Choice Ready and the 4-year rolling plan: https://goldenpath.net/north-dakota-resources-for-the-4-year-rolling-plan/*
6) *How Compass supports sponsorships and programs like the ND Career Builders program: https://goldenpath.net/offering-a-sponsorship-at-your-company/*
7) *The overall work-based learning flow: Slide 9 of the deck here: https://www.cte.nd.gov/sites/www/files/documents/CRN/GoldenPathSolutions_Basics2024.pdf*

3.b Consolidated Annual Report

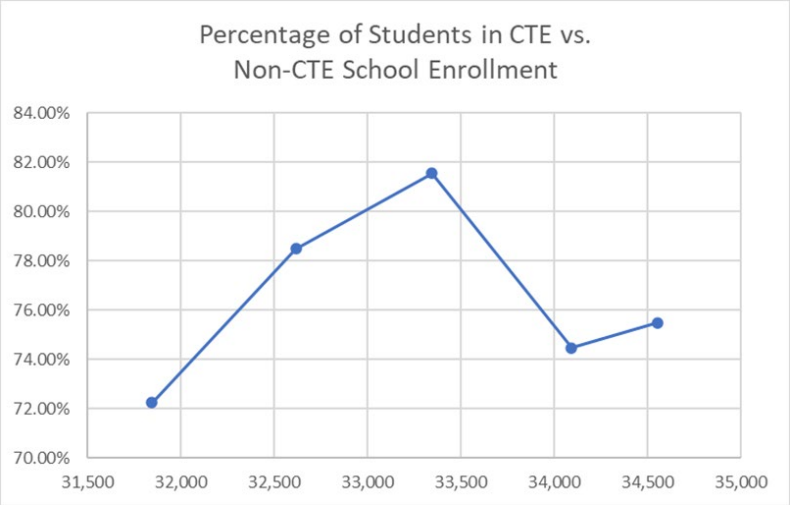
1. Can you provide actual numbers of 5 Year Secondary Enrollment and Concentrators? Concentrators appear on the graph to be trending upward, but difficult to tell.

School Year	Secondary Participants Counts	Secondary Concentrators Counts
SY 19-20	23,007	8,129
SY 20-21	25,604	8,648
SY 21-22	27,198	9,444
SY 22-23	25,388	9,657
SY 23-24	26,085	9,777

2. Can you provide actual numbers of 5 Year CTE vs Overall HS Enrollment? Can we calculate from this data what percentage of high school students enroll in CTE? If so, can you show the trendline for that?

School Year	CTE Participant Enrollment	Overall High School Enrollment
SY 19-20	23,007	31,847
SY 20-21	25,604	32,619
SY 21-22	27,198	33,347
SY 22-23	25,388	34,092
SY 23-24	26,085	34,556

School Year	Overall School Enrollment	Percentage of Students in CTE
SY 19-20	31,847	72.24%
SY 20-21	32,619	78.49%
SY 21-22	33,347	81.56%
SY 22-23	34,092	74.47%
SY 23-24	34,556	75.49%



3. Enrollment and Concentrators by Gender – the data indicate more males than females enrollment in CTE. Do we have data showing what percentage of male students and female students enroll in CTE? If so, does this data indicate that a lower PERCENTAGE of females enroll in CTE? – *Yes.*

School Year	Percentage of Male Participants	Percentage of Female Participants
SY 19-20	53.05%	46.95%
SY 20-21	52.32%	47.68%
SY 21-22	52.39%	47.61%
SY 22-23	53.12%	46.88%
SY 23-24	52.47%	47.53%

4. Same questions as above for Post-Secondary Enrollment.

School Year	Percentage Female Post-Secondary Participants	Percentage Male Post-Secondary Participants
SY 19-20	46.28%	53.72%
SY 20-21	47.20%	52.80%
SY 21-22	46.79%	53.21%
SY 22-23	47.94%	52.06%
SY 23-24	48.25%	51.75%

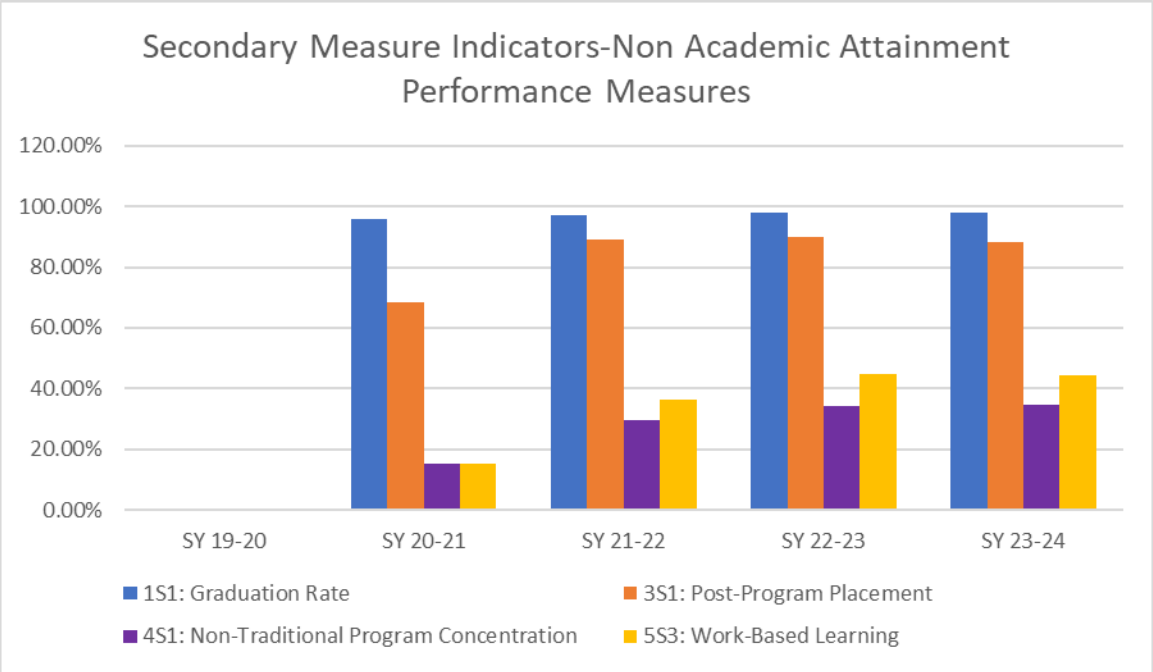
5. The report indicates that improvement plans are required for schools and consortiums that are deficient in meeting these performance areas. How are those improvement plans monitored by the department?

   The plans are submitted to the Department for approval.

What are the implications if a school or consortium fails to make progress to meet the performance targets?

The state may require they use Perkins funds to address those areas.

6. Page 49 – Post-Program Placement data is missing from the bottom graph in SY 21-22.



7. Page 51 – Percentage of students that Earned Recognized Post-Secondary Credential declined considerably (60% to 40%) from 22-23 to 23-24. To what do you attribute this decline?

Response from Paula Marschner our Educational Research Analyst:
One of the factors that we do see happening is the population of class size of Post-Secondary Completers/Concentrators itself, we do tend to see fluctuation gaps happening of 10-20% at times from year to year this is not an uncommon trend that we do see at times happening that is not out of the norm. OCTAE gives us a flexibility buffer of 25% or less to compensate for those fluctuation gap swings of 20%-25% due to the reasoning of ND being a rural state population class sizes change can fluctuate like that from year to year. Another factor discovered this year, is students are not going into the Human Services career cluster sector, since that declared major program of study is focused more on career-oriented human services that students are deciding not to go into that particular major or declared major. Instead, Human Services students trends are aiming towards more introductory courses in Human Services rather than again declaring it as their major program of study. We are also starting to see a trend with Employers, now doing their on-the-job training of new hires because they cannot get applicants to apply due to lack of experience/skills training, and employers are now taking a proactive approach of doing their own on-the-job training to get employees hired to fill those job vacancies that they have. This factor alone could also be a contributing factor to students not completing their college credentials and skipping that step and going straight to the employer's on-the-job training instead.

3.c. Program Approval Policy First Reading

It would be easier to ask questions about the policy items if they were numbered/lettered, rather than delineated with bullet points. Having said that….

1. "Center held contracts are encouraged, or MOU with responsibilities and expectations clearly defined." So center-held contracts are "encouraged" but if a center (or school) uses an MOU instead, will they be approved? What is "clearly defined?" If it is not clear to the department, does the center or schools involved have an opportunity to remedy the situation?

The policy can be reformatted to include numbers/letters. Yes, a program will still be approved if teachers are secured through an MOU rather than the Center holding the contract. It is listed as a requirement under a CTE Program as an expectation. Clearly defined means the expectations of the Center, the School District, and the Educator are included in the MOU. Yes, the Center would have the ability to clarify the MOU, if it is unclear to the Department.

2. Virtual/hybrid programs – does not mention simulators, but is it fair to say that simulators are or can be, in many cases, an acceptable hands-on learning method?

Yes, simulators would be an acceptable hands-on learning method. A student would be manipulating the simulator. Program such as aviation and heavy equipment operation already use simulators for hands on training.

3. Class-time distribution – are all CTE courses clearly defined as Basic, Intermediate, and Advanced?

By reviewing the sequence of courses in a plan of study, yes it can be determined what a basic, intermediate and advanced class may be. Courses that are prerequisites for other courses would be considered basic and possibly intermediate.

3.e. Director Report

1. Program Specialist resignation – Is this one of the four program specialist positions for which we recently became fully staffed.

Yes, that is correct.

2. Gear Up Grant opportunity – Can you provide more specifics about this grant and how it will help our schools/centers/students?

The GEAR UP program is a discretionary grant program that provides support to eligible students from low-income backgrounds to increase academic performance and help prepare them for postsecondary education.

The intent of the grant would be to add additional Career Exploration and Planning modules to the RUReadyND platform. This would serve to improve upon the process of career exploration.

We are very early on in the discussions, with not a lot of content in place as of now.

What carrots and sticks do we have to encourage more widespread adoption platform? I'm going to guess emails with have limited efficacy, but I understand there aren't more options available without board support.

Currently, it is required to use the Compass program for Work-based learning Coordinator grants. Besides that, we do not have any incentive to use the program. Also, we engage in a lot of trainings and workshops. The most recent emails are to encourage teachers, who have all received overview training of the platform at PDC, to opt into the platform. We will monitor that growth and look at opportunities.

Is there are a marketing strategy through job service or anything like that to promote the compass platform to employers once we get better adoption?

Job Service is an advocate for WBL and Compass. We have held joint webinars, including JSND, NDCTE, NDDOL and NDWSI explaining the benefits and the opportunities. NDCTE staff have trained JSND staff on the platform and materials have been provided to the staff to distribute.

1. **GrPM1.1**
    a. I found it very challenging to look at the Opportunity Gap Analysis Summary to identify trends & patterns. Does a format that serves more as an at-a-glance / summary exist or is one being considered?

The document provided was to serve as observations the Department made when reviewing the data. A chart has been included, to provide an overview as well as the spreadsheets of all the regions.

    b. Education enrollment within the CAR appears to be significantly lower than the other Clusters, aside from those that are listed as zero. Considering CAR data corresponds with the 23-24 program year, I found it interesting that, according to the State-wide Opportunity Gap analysis, the Education cluster no longer appears on the low enrollment list. What were the criteria for “low enrollment”?

You are correct, it is significantly lower. The criterion for low enrollment is an enrollment of 100. There isn’t a significance in the number, just used it as an arbitrary cutoff.

    c. **Strategic Question Preview:** *What strategies might have contributed to the increase in Education & Training enrollments that lead to the shift from 22-23 to 23-24?*

There has been a lot of discussion between the state FACS office and local FACS teachers about the opportunity to provide the Education Program of Study courses. These are relatively new courses and FACS teachers needed to be aware they can teach. Also, there has been discussion at the administrative level, to provide students access to the Education Program of Study, to change the perception of teaching and encourage students to pursue it. This is also a series of coursework that can provide dual credit opportunities.

    d. **Strategic Question Preview:** *How exciting to see Education & Training to emerge as a “low enrollment” career cluster in 23-23 and then not in 23-24.*

What strategies might have contributed to the increase in Education & Training enrollments that lead to this shift?

I am confused, is this a duplicative question?

e. **Strategic Question Preview:** *The 22-23 Opportunity Gap Analysis indicates 3 career clusters (Education & Training; Government & Public Admin; and Law & Public Safety) that were identified as "low enrollment." It appears as though the same 3 clusters were identified as "low enrollment" in all 8 regions. However, all regions except for Region 7, also had a range of 1 – 4 additional cluster(s) identified as "low enrollment". Are there variables or factors from within Region 7 that could be scaled to other regions to reduce the number of clusters identified as "low enrollment?"*

That is partially the intent of the Opportunity Gap Analysis. If there are areas of success, we can dig in to determine what they are and how do we replicate.

2. **GRPM 3.3**
   a. Is data available as to how many learners do WBL Coordinators serve (on average and/or as a range)?

This is difficult to answer as the WBL programs are in various stages of development. Also, some are employed at a Center while others are housed within a school district. A question a have what does served mean? Does that mean having access to a WBL coordinator or being placed in a WBL experience. Are we counting our CTE Enrollments or all students? WBL Coordinators, in some areas, are also involved in establishing job shadows and planning career expos, which includes thousands of students. What we do know are the actual placements occurring due to a WBL Coordinator, per calendar year.

Year	Reported Sustained WBL Experiences	Reported Simulated WBL Experiences
2022	39	
2023	1,061	
2024	2,242	124

   b. Is data available as to how many partnerships do WBL Coordinators generate (on average and/or as a range)?

Data provided to us is over 200 unique employers have partnered with education, due to the work of the WBL Coordinators and this is growing each year. 123 Employer names have been reported to the Department that have hosted a student.

   c. Is WBL access part of the opportunity gap analysis? – *No, it is not.*

3. **CAR**
   a. Are WBL Coordinators tied to specific Centers and/or High Schools, accessible by any CTE learners, by geography, or other?

The WBL Coordinators are employees of specific schools and/or centers. They serve a specific school district, if employed by the school district, and the member school districts, if employed by a Center.

b. How are our target performance levels identified?

If I understand the question correctly, you are asking how the targets were identified. Originally under Perkins V, we looked at three years of trend data for each performance measure, calculated the average, and identified the target within that average. The annual increases were identified by the current trend the state was on. When the Department had to submit new targets in 2024, we were required to look at the two previous years of performance and set a baseline no less than the average of those two years. We then set a conservative growth in each target.

c. If I recall correctly, we did not meet the Academic Proficiency in Reading/Language or Math last year either. What do we do when indicators we do not meet our indicators?

The Department needs to submit a performance improvement plan for each measure we do not meet. Those performance plans are primarily focused on supporting local recipients increase their performance, to attain their goals, therefore the state's goals.

d. Integration of academic standards is noted multiple times. Can you describe the process for facilitating this integration? Is there something that the Board might consider reviewing (ex. crosswalk) that would enhance our standards approval process?

By integration of academic standards, it is meant that standards of every CTE program area are provided for schools and teachers to use and integrate within their own CTE classrooms. These CTE standards are the academic principles for which each program area is accountable and are derived from academic and professional collaboration at the national and state levels. It is inherent that what may be called "core" standards (i.e. math, science, English, etc.) are being taught in any CTE classroom through the very application of what CTE does.

It is not necessary to crosswalk our program area standards to these "core" standards, as the CTE standards are meant to show what is particular, special, and unique to the CTE class work. Our teachers are first and foremost responsible for teaching the CTE standards, whereas the application of "core" standards is being monitored by CTE teachers in tandem with the other teachers of the school.

e. Are local program improvement plans required to align investment of Perkins funds with unmet indicators?

This is the intent of the Comprehensive Local Needs Assessment and the Performance Improvement Plan. They are to review their data and prioritize the Perkins V funding the address unmet indicators.

4. **Program Approval Policy**
    a. The Policy refers to “distance” courses. Is that describing virtual/hybrid?

Yes, that should be clarified.

    b. Can you further explain the bullet points under “Additional requirements for CTE Center Programs”? Specifically the first bullet reading; “Programs must be accessible to all member schools” and those to follow that read “if the sites serve a single school district…..?” At first read, those bullets seem to conflicting, however, I don’t think that is the intent.

This provides the different options a Center can take when delivering programming. Yes, that language should be reviewed and edited for clarity.

    c. Bullet six, “One advisory committee….” seems to be incomplete. Is there a verb that could be added?

It should read as follows. Thank you for seeking clarification. One advisory committee must be held annually with representatives from all member schools along with business and industry

    d. Finally, I’m assuming that bullet seven, “Center-held contracts…” is referring to teacher contracts. Is that clarification worth considering?

Correct, that refers to teachers and counselors. Clarifying language can be added.

Region 1 Secondary Heatmap

CTE PROGRAM ENROLLMENT REPORT

This heatmap illustrates program-level disparities at the secondary level by gender, race/ethnicity and special population status. It draws from data in the "Sec Enrollment" tab.

Reading the Heatmap:

- Cells are **highlighted blue** if the student subgroup is over-represented by 10 percentage points or more.
- Cells are **highlighted orange** if the student subgroup is under-represented by 10 percentage points or more.
- Cells in **Column D** are shaded if 20 or fewer students are enrolled in a given program.

				GENDER			RACE/ETHNICITY								SPECIAL POPULATIONS							
Program C	Program Name	Career Cluster	Enrollme	F	M	Othe	AmInd	Asia	Latin	Blac	White	H/PI	Multi	Unkno	SW	ED	Non-	SP	OOW	EL	Home	Foste	AD
0	0	0	0																				
0	0	Agriculture, Food, and Natural Resources	547	-15%	15%	0%	-6%	-2%	-5%	-4%	13%	0%	4%	0%	-1%	-6%	91%	0%	0%	-4%	-2%	0%	0%
0	0	0	0																				
0	0	Architecture and Construction	67	-27%	27%	0%	6%	-2%	-14%	-4%	7%	-1%	7%	0%	7%	8%	100%	0%	0%	-5%	-4%	0%	0%
0	0	0	0																				
0	0	Arts, Audio/Video Technology & Communicatior	0																				
0	0	0	0																				
0	0	Business, Management & Administration	672	-1%	1%	0%	-6%	0%	-4%	-2%	7%	0%	6%	0%	-4%	-4%	25%	0%	0%	-2%	-2%	0%	0%
0	0	0	0																				
0	0	Education & Training	0																				
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0	0	Finance	60	-1%	1%	0%	-6%	-2%	-7%	-4%	14%	-1%	5%	0%	-12%	-2%	0%	0%	0%	-6%	-4%	0%	0%
0	0	0	0																				
0	0	Government & Public Administration	0																				
0	0	0	0																				
0	0	Health Science	298	28%	-28%	0%	-8%	1%	-1%	0%	1%	0%	6%	0%	-11%	-7%	93%	0%	0%	0%	0%	0%	0%
0	0	0	0																				
0	0	Hospitality & Tourism	19	31%	-31%	0%	-9%	-2%	0%	0%	1%	-1%	11%	0%	-10%	-16%	100%	0%	0%	-1%	0%	0%	0%
0	0	0	0																				
0	0	Human Services	684	12%	-12%	0%	-7%	-1%	-1%	-4%	6%	-1%	7%	0%	-2%	-4%	70%	0%	0%	-3%	0%	0%	0%
0	0	0	0																				
0	0	Information Technology	137	-28%	28%	0%	-7%	0%	1%	-2%	2%	-1%	8%	0%	-1%	-2%	100%	0%	0%	-4%	0%	0%	0%
0	0	0	0																				
0	0	Law & Public Safety	0																				
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0	0	Manufacturing	37	-18%	18%	0%	31%	-2%	-10%	-5%	-16%	-1%	3%	0%	-4%	65%	92%	0%	0%	-6%	-5%	0%	0%
0	0	0	0																				
0	0	Marketing, Sales, & Service	19	10%	-10%	0%	-9%	-2%	-5%	0%	1%	4%	11%	0%	-10%	-11%	0%	0%	0%	-6%	-5%	0%	0%
0	0	0	0																				
0	0	STEM	80	-25%	25%	0%	-1%	-2%	-8%	-5%	14%	-1%	3%	0%	-3%	18%	99%	0%	0%	-6%	-4%	0%	0%
0	0	0	0																				
0	0	Transportation, Distribution & Logistics	141	-33%	33%	0%	-9%	0%	-10%	-3%	14%	-1%	9%	0%	10%	-9%	100%	0%	0%	-3%	-2%	0%	0%
0	0	0	0																				

Region 2 Secondary Heatmap

CTE PROGRAM ENROLLMENT REPORT

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0	0	0	0																				
0	0	Agriculture, Food, and Natural Resources	1366	-12%	12%	0%	-5%	-1%	-3%	-4%	11%	0%	1%	0%	0%	5%	86%	0%	0%	-1%	0%	0%	-2%
0	0	0	0																				
0	0	Architecture and Construction	63	-28%	28%	0%	10%	-2%	3%	-5%	-6%	-1%	0%	0%	-1%	35%	100%	0%	0%	2%	-1%	0%	-6%
0	0	0	0																				
0	0	Arts, Audio/Video Technology & Communicatior	8	1%	-1%	0%	-12%	-2%	6%	-5%	1%	-1%	13%	0%	8%	20%	63%	0%	0%	-1%	-1%	0%	-6%
0	0	0	0																				
0	0	Business, Management & Administration	1500	-1%	1%	0%	-4%	0%	-1%	-2%	5%	0%	2%	0%	-5%	7%	30%	0%	0%	0%	-1%	0%	-2%
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0	0	Education & Training	35	31%	-31%	0%	-12%	-2%	-4%	1%	3%	5%	9%	0%	-5%	-4%	0%	0%	0%	-1%	2%	0%	0%
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0	0	Finance	278	0%	0%	0%	-3%	1%	-4%	-2%	6%	-1%	2%	0%	-12%	9%	0%	0%	0%	0%	-1%	0%	-3%
0	0	0	0																				
0	0	Government & Public Administration	0																				
0	0	0	0																				
0	0	Health Science	236	35%	-35%	0%	-9%	0%	2%	1%	6%	-1%	2%	0%	-6%	-7%	95%	0%	0%	0%	0%	0%	1%
0	0	0	0																				
0	0	Hospitality & Tourism	20	-24%	24%	0%	-7%	-2%	-2%	10%	-4%	-1%	5%	0%	-2%	-10%	100%	0%	0%	-1%	-1%	0%	14%
0	0	0	0																				
0	0	Human Services	1391	12%	-12%	0%	-4%	-1%	1%	0%	1%	1%	3%	0%	0%	5%	60%	0%	0%	0%	0%	0%	0%
0	0	0	0																				
0	0	Information Technology	125	-18%	18%	0%	14%	0%	-1%	-3%	-12%	0%	2%	0%	-2%	8%	89%	0%	0%	0%	-1%	0%	1%
0	0	0	0																				
0	0	Law & Public Safety	0																				
0	0	0	0																				
0	0	Manufacturing	41	-37%	37%	0%	-10%	-2%	3%	-3%	6%	2%	2%	0%	-4%	0%	90%	0%	0%	-1%	2%	0%	4%
0	0	0	0																				
0	0	Marketing, Sales, & Service	136	-9%	9%	0%	-10%	1%	-4%	-1%	13%	-1%	1%	0%	-13%	20%	10%	0%	0%	-1%	0%	0%	-3%
0	0	0	0																				
0	0	STEM	446	-13%	13%	0%	-8%	-1%	0%	1%	4%	1%	2%	0%	3%	-6%	83%	0%	0%	-1%	1%	0%	6%
0	0	0	0																				
0	0	Transportation, Distribution & Logistics	250	-39%	39%	0%	8%	-2%	-2%	-1%	-4%	-1%	1%	0%	-7%	3%	100%	0%	0%	0%	-1%	0%	0%
0	0	0	0																				

Region 3 Secondary Heatmap

CTE PROGRAM ENROLLMENT REPORT

This heatmap illustrates program-level disparities at the secondary level by gender, race/ethnicity and special population status. It draws from data in the "Sec Enrollment" tab.

Reading the Heatmap:

- Cells are highlighted blue if the student subgroup is over-represented by 10 percentage points or more.
- Cells are highlighted orange if the student subgroup is under-represented by 10 percentage points or more.
- Cells in **Column D** are shaded if 20 or fewer students are enrolled in a given program.

				GENDER			RACE/ETHNICITY								SPECIAL POPULATIONS							
Program C	Program Name	Career Cluster	Enrollme	F	M	Other	AmInd	Asian	Latinx	Black	White	H/PI	Multi	Unknow	SW	ED	Non-	SP	OOW	EL	Home	Foste	AD
0	0	0	0																			
0	0	Agriculture, Food, and Natural Resources	185	-3%	3%	0%	-11%	1%	-1%	2%	3%	0%	0%	0%	-3%	12%	92%	0%	0%	-1%	-4%	0%	0%
0	0	0	0																			
0	0	Architecture and Construction	195	-16%	16%	0%	22%	0%	-1%	0%	-20%	0%	0%	0%	-6%	17%	100%	0%	0%	2%	1%	1%	0%
0	0	0	0																			
0	0	Arts, Audio/Video Technology & Communicatior	7	-5%	5%	0%	-49%	0%	-1%	0%	51%	0%	0%	0%	####	-41%	86%	0%	0%	-1%	-4%	-1%	0%
0	0	0	0																			
0	0	Business, Management & Administration	581	1%	-1%	0%	-13%	0%	0%	0%	12%	0%	1%	0%	-22%	-8%	40%	0%	0%	0%	0%	0%	0%
0	0	0	0																			
0	0	Education & Training	0																			
0	0	0	0																			
0	0	Finance	91	6%	-6%	0%	-27%	0%	-1%	1%	28%	0%	0%	0%	-22%	-23%	0%	0%	0%	-1%	-2%	-1%	0%
0	0	0	0																			
0	0	Government & Public Administration	0																			
0	0	0	0																			
0	0	Health Science	150	37%	-37%	0%	1%	1%	-1%	0%	-1%	0%	0%	0%	-8%	-2%	97%	0%	0%	1%	0%	-1%	0%
0	0	0	0																			
0	0	Hospitality & Tourism	93	8%	-8%	0%	18%	0%	-1%	0%	-16%	0%	0%	0%	-2%	16%	100%	0%	0%	-1%	0%	0%	0%
0	0	0	0																			
0	0	Human Services	807	7%	-7%	0%	-4%	0%	1%	0%	2%	0%	1%	0%	-4%	4%	42%	0%	0%	0%	0%	0%	0%
0	0	0	0																			
0	0	Information Technology	28	-23%	23%	0%	-52%	0%	9%	0%	37%	0%	7%	0%	-4%	-41%	57%	0%	0%	-1%	-4%	-1%	0%
0	0	0	0																			
0	0	Law & Public Safety	0																			
0	0	0	0																			
0	0	Manufacturing	172	-22%	22%	0%	3%	0%	0%	0%	-5%	0%	1%	0%	2%	5%	72%	0%	0%	1%	-4%	-1%	0%
0	0	0	0																			
0	0	Marketing, Sales, & Service	157	-1%	1%	0%	-39%	2%	1%	0%	36%	1%	0%	0%	-6%	-35%	83%	0%	0%	-1%	1%	0%	1%
0	0	0	0																			
0	0	STEM	98	-20%	20%	0%	-55%	0%	0%	0%	55%	0%	1%	0%	0%	-48%	81%	0%	0%	-1%	-4%	-1%	0%
0	0	0	0																			
0	0	Transportation, Distribution & Logistics	134	-38%	38%	0%	-1%	0%	2%	0%	-1%	0%	1%	0%	3%	1%	100%	0%	0%	6%	-2%	-1%	1%
0	0	0	0																			

Region 4 Secondary Heatmap

CTE PROGRAM ENROLLMENT REPORT

This heatmap illustrates program-level disparities at the secondary level by gender, race/ethnicity and special population status. It draws from data in the "Sec Enrollment" tab.

Reading the Heatmap:

- Cells are highlighted blue if the student subgroup is over-represented by 10 percentage points or more.
- Cells are highlighted orange if the student subgroup is under-represented by 10 percentage points or more.
- Cells in **Column D** are shaded if 20 or fewer students are enrolled in a given program.

				GENDER			RACE/ETHNICITY								SPECIAL POPULATIONS								
Program C	Program Name	Career Cluster	Enrollme	F	M	Othe	AmInd	Asia	Latinx	Blac	White	H/PI	Multi	Unknov	SW	ED	Non-	SP	OOW	EL	Home	Foste	AD
0	0	0	0																				
0	0	Agriculture, Food, and Natural Resources	222	-12%	12%	0%	-5%	-2%	2%	-5%	8%	0%	2%	0%	-10%	39%	89%	0%	0%	0%	0%	-1%	-2%
0	0	0	0																				
0	0	Architecture and Construction	303	-36%	36%	0%	-4%	-3%	-3%	-2%	7%	-1%	6%	0%	2%	-2%	100%	0%	0%	-1%	0%	0%	0%
0	0	0	0																				
0	0	Arts, Audio/Video Technology & Communicatior	73	-14%	14%	0%	-6%	-3%	-4%	-6%	16%	-1%	4%	0%	-1%	-14%	100%	0%	0%	-1%	1%	-1%	-1%
0	0	0	0																				
0	0	Business, Management & Administration	909	-5%	5%	0%	-4%	-1%	-3%	-2%	7%	-1%	5%	0%	-7%	7%	31%	0%	0%	-1%	0%	-1%	0%
0	0	0	0																				
0	0	Education & Training	0																				
0	0	0	0																				
0	0	Finance	149	-8%	8%	0%	-4%	-3%	-4%	-2%	12%	-1%	2%	0%	-10%	14%	0%	0%	0%	-1%	-1%	-1%	-2%
0	0	0	0																				
0	0	Government & Public Administration	0																				
0	0	0	0																				
0	0	Health Science	331	35%	-35%	0%	-5%	0%	-3%	-2%	3%	-1%	7%	0%	-15%	-1%	100%	0%	0%	-2%	0%	-1%	1%
0	0	0	0																				
0	0	Hospitality & Tourism	7	-34%	34%	0%	8%	-3%	3%	-6%	-1%	-1%	0%	0%	18%	70%	100%	0%	0%	11%	-1%	-1%	-2%
0	0	0	0																				
0	0	Human Services	1131	9%	-9%	0%	-4%	-2%	-1%	-2%	2%	-1%	7%	0%	-3%	11%	50%	0%	0%	0%	0%	0%	0%
0	0	0	0																				
0	0	Information Technology	127	-26%	26%	0%	-3%	3%	-4%	-2%	-2%	-1%	9%	0%	2%	12%	96%	0%	0%	-1%	0%	1%	3%
0	0	0	0																				
0	0	Law & Public Safety	0																				
0	0	0	0																				
0	0	Manufacturing	89	-34%	34%	0%	-5%	-2%	3%	-5%	7%	0%	2%	0%	6%	22%	93%	0%	0%	1%	1%	-1%	-2%
0	0	0	0																				
0	0	Marketing, Sales, & Service	400	-5%	5%	0%	-5%	-2%	2%	-3%	2%	-1%	8%	0%	-10%	11%	7%	0%	0%	-1%	-1%	0%	0%
0	0	0	0																				
0	0	STEM	243	-28%	28%	0%	-6%	-1%	-7%	-3%	14%	-1%	4%	0%	-4%	-9%	95%	0%	0%	-2%	-1%	-1%	0%
0	0	0	0																				
0	0	Transportation, Distribution & Logistics	155	-36%	36%	0%	-5%	-3%	2%	-4%	6%	-1%	5%	0%	6%	8%	100%	0%	0%	-2%	0%	-1%	1%
0	0	0	0																				

Region 5 Secondary Heatmap

CTE PROGRAM ENROLLMENT REPORT

This heatmap illustrates program-level disparities at the secondary level by gender, race/ethnicity and special population status. It draws from data in the "Sec Enrollment" tab.

Reading the Heatmap:

- Cells are highlighted blue if the student subgroup is over-represented by 10 percentage points or more.
- Cells are highlighted orange if the student subgroup is under-represented by 10 percentage points or more.
- Cells in **Column D** are shaded if 20 or fewer students are enrolled in a given program.

				GENDER			RACE/ETHNICITY								SPECIAL POPULATIONS							
Program C	Program Name	Career Cluster	Enrollme	F	M	Othe	AmInd	Asia	Latin	Blac	White	H/PI	Multi	Unkno	SW	ED	Non-	SP	OOW	EL	Home	Foste	AD
0	0	0	0																				
0	0	Agriculture, Food, and Natural Resources	1016	-12%	12%	0%	-2%	-3%	-2%	-11%	17%	0%	1%	0%	-2%	-10%	76%	0%	0%	-5%	-2%	0%	0%
0	0	0	0																				
0	0	Architecture and Construction	607	-38%	38%	0%	-1%	-1%	-2%	-7%	8%	0%	3%	0%	0%	-8%	100%	0%	0%	-2%	-1%	0%	0%
0	0	0	0																				
0	0	Arts, Audio/Video Technology & Communicatior	423	-1%	1%	0%	-2%	2%	-2%	1%	-3%	0%	4%	0%	-3%	-3%	68%	0%	0%	2%	0%	0%	0%
0	0	0	0																				
0	0	Business, Management & Administration	1345	-3%	3%	0%	-2%	-1%	-1%	-5%	8%	0%	2%	0%	-5%	-2%	36%	0%	0%	-2%	-1%	0%	0%
0	0	0	0																				
0	0	Education & Training	44	26%	-26%	0%	-1%	-3%	-1%	3%	-5%	0%	7%	0%	-4%	-1%	0%	0%	0%	-5%	-2%	0%	0%
0	0	0	0																				
0	0	Finance	357	-9%	9%	0%	-2%	0%	-1%	-8%	11%	0%	1%	0%	-11%	-8%	0%	0%	0%	-4%	0%	0%	0%
0	0	0	0																				
0	0	Government & Public Administration	0																				
0	0	0	0																				
0	0	Health Science	885	24%	-24%	0%	-3%	0%	-3%	-2%	6%	0%	2%	0%	-9%	-9%	94%	0%	0%	-2%	-1%	0%	0%
0	0	0	0																				
0	0	Hospitality & Tourism	64	9%	-9%	0%	0%	0%	3%	-5%	1%	0%	2%	0%	-6%	-1%	100%	0%	0%	-3%	-2%	0%	0%
0	0	0	0																				
0	0	Human Services	2258	12%	-12%	0%	-2%	-1%	-1%	-1%	1%	0%	3%	0%	-2%	1%	69%	0%	0%	0%	0%	0%	0%
0	0	0	0																				
0	0	Information Technology	343	-30%	30%	0%	-3%	4%	-1%	-3%	0%	0%	3%	0%	-3%	-2%	92%	0%	0%	1%	-2%	0%	0%
0	0	0	0																				
0	0	Law & Public Safety	0																				
0	0	0	0																				
0	0	Manufacturing	508	-32%	32%	0%	-1%	-1%	-3%	-5%	5%	0%	3%	0%	1%	-3%	98%	0%	0%	-1%	0%	0%	0%
0	0	0	0																				
0	0	Marketing, Sales, & Service	882	-14%	14%	0%	-3%	-1%	-2%	-4%	8%	0%	2%	0%	-12%	-13%	6%	0%	0%	-3%	-1%	0%	0%
0	0	0	0																				
0	0	STEM	501	-20%	20%	0%	-2%	-1%	-1%	-6%	8%	0%	3%	0%	-3%	-9%	94%	0%	0%	-3%	-1%	0%	0%
0	0	0	0																				
0	0	Transportation, Distribution & Logistics	272	-38%	38%	0%	-1%	-2%	-1%	-8%	9%	0%	2%	0%	-1%	-5%	89%	0%	0%	-1%	0%	0%	0%
0	0	0	0																				

Region 6 Secondary Heatmap

CTE PROGRAM ENROLLMENT REPORT

This heatmap illustrates program-level disparities at the secondary level by gender, race/ethnicity and special population status. It draws from data in the "Sec Enrollment" tab.

Reading the Heatmap:

- Cells are highlighted blue if the student subgroup is over-represented by 10 percentage points or more.
- Cells are highlighted orange if the student subgroup is under-represented by 10 percentage points or more.
- Cells in **Column D** are shaded if 20 or fewer students are enrolled in a given program.

				GENDER			RACE/ETHNICITY								SPECIAL POPULATIONS								
Program C	Program Name	Career Cluster	Enrollme	F	M	Othe	AmInd	Asia	Latinx	Blac	White	H/PI	Multi	Unkno	SW	ED	Non-	SP	OOW	EL	Home	Foste	AD
0	0	0	0																				
0	0	Agriculture, Food, and Natural Resources	898	-4%	4%	0%	-2%	0%	-1%	-2%	5%	0%	1%	0%	-3%	4%	73%	0%	0%	0%	0%	0%	0%
0	0	0	0																				
0	0	Architecture and Construction	115	-34%	34%	0%	-1%	0%	-2%	-1%	3%	0%	1%	0%	1%	12%	100%	0%	0%	-1%	0%	1%	0%
0	0	0	0																				
0	0	Arts, Audio/Video Technology & Communicatior	6	18%	-18%	0%	-2%	-1%	-4%	-3%	10%	0%	0%	0%	-16%	22%	100%	0%	0%	-1%	0%	0%	0%
0	0	0	0																				
0	0	Business, Management & Administration	735	4%	-4%	0%	-2%	-1%	-1%	-2%	3%	0%	2%	0%	-3%	11%	50%	0%	0%	-1%	0%	0%	0%
0	0	0	0																				
0	0	Education & Training	1	52%	-52%	0%	-2%	-1%	-4%	-3%	10%	0%	0%	0%	-16%	72%	0%	0%	0%	-1%	0%	0%	0%
0	0	0	0																				
0	0	Finance	148	-6%	6%	0%	-2%	-1%	-4%	-3%	7%	0%	1%	0%	-4%	6%	0%	0%	0%	-1%	0%	0%	0%
0	0	0	0																				
0	0	Government & Public Administration	0																				
0	0	0	0																				
0	0	Health Science	187	39%	-39%	0%	-1%	-1%	1%	-1%	0%	0%	3%	0%	-8%	-2%	81%	0%	0%	0%	0%	0%	0%
0	0	0	0																				
0	0	Hospitality & Tourism	26	37%	-37%	0%	-2%	-1%	1%	-3%	5%	0%	0%	0%	-1%	2%	100%	0%	0%	-1%	0%	0%	0%
0	0	0	0																				
0	0	Human Services	602	9%	-9%	0%	-2%	0%	-1%	-1%	1%	0%	2%	0%	1%	1%	60%	0%	0%	-1%	0%	0%	0%
0	0	0	0																				
0	0	Information Technology	48	-13%	13%	0%	0%	1%	0%	-3%	0%	0%	2%	0%	-10%	8%	90%	0%	0%	-1%	0%	0%	0%
0	0	0	0																				
0	0	Law & Public Safety	0																				
0	0	0	0																				
0	0	Manufacturing	32	-36%	36%	0%	-2%	-1%	-1%	-3%	1%	0%	6%	0%	15%	16%	100%	0%	0%	-1%	0%	0%	0%
0	0	0	0																				
0	0	Marketing, Sales, & Service	159	-4%	4%	0%	1%	1%	-2%	-2%	1%	0%	1%	0%	-10%	-11%	26%	0%	0%	-1%	0%	0%	0%
0	0	0	0																				
0	0	STEM	127	-5%	5%	0%	-2%	1%	2%	-3%	0%	0%	2%	0%	1%	4%	81%	0%	0%	0%	0%	0%	0%
0	0	0	0																				
0	0	Transportation, Distribution & Logistics	187	-38%	38%	0%	-1%	-1%	-1%	-3%	5%	0%	1%	0%	-2%	1%	80%	0%	0%	0%	0%	0%	0%
0	0	0	0																				

Region 7 Secondary Heatmap

CTE PROGRAM ENROLLMENT REPORT

This heatmap illustrates program-level disparities at the secondary level by gender, race/ethnicity and special population status. It draws from data in the "Sec Enrollment" tab.

Reading the Heatmap:

- Cells are highlighted blue if the student subgroup is over-represented by 10 percentage points or more.
- Cells are highlighted orange if the student subgroup is under-represented by 10 percentage points or more.
- Cells in **Column D** are shaded if 20 or fewer students are enrolled in a given program.

				GENDER			RACE/ETHNICITY								SPECIAL POPULATIONS								
Program C	Program Name	Career Cluster	Enrollme	F	M	Other	AmInd	Asian	Latinx	Black	White	H/PI	Multi	Unknow	SW	ED	Non-	SP	OOW	EL	Home	Foste	AD
0	0	0	0																				
0	0	Agriculture, Food, and Natural Resources	1062	-16%	16%	0%	-9%	-1%	-2%	-3%	13%	-1%	3%	0%	-4%	8%	89%	0%	0%	-2%	-1%	0%	-16%
0	0	0	0																				
0	0	Architecture and Construction	350	-34%	34%	0%	-9%	-1%	0%	-3%	11%	-1%	3%	0%	-6%	-9%	100%	0%	0%	0%	-1%	0%	15%
0	0	0	0																				
0	0	Arts, Audio/Video Technology & Communicatior	152	2%	-2%	0%	-5%	-1%	0%	-4%	7%	-1%	4%	0%	-3%	6%	87%	0%	0%	-2%	-1%	1%	7%
0	0	0	0																				
0	0	Business, Management & Administration	723	2%	-2%	0%	0%	-1%	-1%	-3%	3%	-1%	3%	0%	-4%	15%	43%	0%	0%	-2%	0%	0%	-21%
0	0	0	0																				
0	0	Education & Training	3	18%	-18%	0%	-11%	-1%	-4%	-4%	22%	-1%	0%	0%	-15%	43%	0%	0%	0%	-2%	-2%	-1%	-21%
0	0	0	0																				
0	0	Finance	469	-7%	7%	0%	-6%	0%	-1%	-1%	6%	-1%	4%	0%	-9%	-2%	0%	0%	0%	-1%	-1%	-1%	11%
0	0	0	0																				
0	0	Government & Public Administration	0																				
0	0	0	0																				
0	0	Health Science	669	27%	-27%	0%	-9%	0%	-2%	-2%	9%	0%	5%	0%	-10%	-9%	98%	0%	0%	-2%	-1%	-1%	10%
0	0	0	0																				
0	0	Hospitality & Tourism	172	6%	-6%	0%	-8%	-1%	-1%	-2%	8%	0%	3%	0%	-8%	-10%	100%	0%	0%	-1%	-2%	-1%	9%
0	0	0	0																				
0	0	Human Services	2413	12%	-12%	0%	-4%	-1%	0%	-2%	2%	0%	5%	0%	-1%	1%	74%	0%	0%	0%	-1%	0%	2%
0	0	0	0																				
0	0	Information Technology	406	-33%	33%	0%	-9%	1%	-1%	-2%	6%	0%	5%	0%	-2%	-4%	97%	0%	0%	-1%	-1%	0%	16%
0	0	0	0																				
0	0	Law & Public Safety	0																				
0	0	0	0																				
0	0	Manufacturing	228	-29%	29%	0%	-9%	-1%	-2%	-4%	15%	0%	2%	0%	-3%	1%	99%	0%	0%	-2%	-1%	0%	-2%
0	0	0	0																				
0	0	Marketing, Sales, & Service	451	-17%	17%	0%	-6%	-1%	-1%	-1%	7%	-1%	3%	0%	-9%	-9%	21%	0%	0%	-1%	-1%	-1%	9%
0	0	0	0																				
0	0	STEM	436	-25%	25%	0%	-7%	-1%	2%	-3%	8%	-1%	2%	0%	-4%	7%	89%	0%	0%	-1%	-1%	-1%	-5%
0	0	0	0																				
0	0	Transportation, Distribution & Logistics	287	-41%	41%	0%	-10%	-1%	-2%	-3%	13%	-1%	3%	0%	-5%	-9%	100%	0%	0%	-1%	-1%	0%	11%
0	0	0	0																				

Region 8 Secondary Heatmap

CTE PROGRAM ENROLLMENT REPORT

This heatmap illustrates program-level disparities at the secondary level by gender, race/ethnicity and special population status. It draws from data in the "Sec Enrollment" tab.

Reading the Heatmap:

- Cells are **highlighted blue** if the student subgroup is over-represented by 10 percentage points or more.
- Cells are **highlighted orange** if the student subgroup is under-represented by 10 percentage points or more.
- Cells in **Column D** are shaded if 20 or fewer students are enrolled in a given program.

				GENDER			RACE/ETHNICITY								SPECIAL POPULATIONS								
Program C	Program Name	Career Cluster	Enrollme	F	M	Othe	AmInd	Asia	Latin	Blac	White	HiPI	Multi	Unknot	SW	ED	Non-	SP	OOW	EL	Home	Foste	AD
0	0	0	0																				
0	0	Agriculture, Food, and Natural Resources	559	-7%	7%	0%	-1%	0%	-3%	-3%	6%	0%	1%	0%	0%	10%	88%	0%	0%	-1%	0%	0%	0%
0	0	0	0																				
0	0	Architecture and Construction	202	-20%	20%	0%	-4%	-1%	1%	-3%	1%	0%	6%	0%	1%	-5%	100%	0%	0%	-1%	-1%	0%	0%
0	0	0	0																				
0	0	Arts, Audio/Video Technology & Communicatior	58	21%	-21%	0%	2%	2%	1%	-1%	-4%	0%	0%	0%	-1%	-3%	12%	0%	0%	-2%	-1%	0%	0%
0	0	0	0																				
0	0	Business, Management & Administration	828	2%	-2%	0%	-3%	0%	-1%	-3%	5%	0%	2%	0%	-5%	11%	52%	0%	0%	0%	-1%	0%	0%
0	0	0	0																				
0	0	Education & Training	10	40%	-40%	0%	-5%	-1%	1%	-4%	10%	0%	0%	0%	1%	16%	0%	0%	0%	7%	-1%	0%	0%
0	0	0	0																				
0	0	Finance	103	-1%	1%	0%	-3%	2%	-3%	-3%	7%	0%	2%	0%	-15%	3%	0%	0%	0%	0%	-1%	0%	0%
0	0	0	0																				
0	0	Government & Public Administration	0																				
0	0	0	0																				
0	0	Health Science	267	19%	-19%	0%	-4%	0%	2%	3%	-3%	0%	3%	0%	-8%	-8%	92%	0%	0%	0%	0%	0%	0%
0	0	0	0																				
0	0	Hospitality & Tourism	56	-12%	12%	0%	-4%	0%	3%	3%	-6%	0%	4%	0%	-6%	-9%	100%	0%	0%	0%	-1%	0%	0%
0	0	0	0																				
0	0	Human Services	722	10%	-10%	0%	-3%	0%	0%	-1%	1%	0%	3%	0%	0%	7%	60%	0%	0%	1%	0%	0%	0%
0	0	0	0																				
0	0	Information Technology	4	-25%	25%	0%	-5%	-1%	16%	-4%	-5%	0%	0%	0%	-19%	26%	75%	0%	0%	-3%	-1%	0%	0%
0	0	0	0																				
0	0	Law & Public Safety	0																				
0	0	0	0																				
0	0	Manufacturing	85	-41%	41%	0%	-5%	-1%	-1%	-1%	5%	0%	4%	0%	4%	-8%	93%	0%	0%	-3%	1%	0%	0%
0	0	0	0																				
0	0	Marketing, Sales, & Service	7	8%	-8%	0%	-5%	-1%	5%	-4%	6%	0%	0%	0%	-19%	33%	29%	0%	0%	-3%	-1%	0%	0%
0	0	0	0																				
0	0	STEM	186	-15%	15%	0%	-5%	-1%	5%	0%	-5%	0%	4%	0%	2%	21%	89%	0%	0%	3%	0%	0%	0%
0	0	0	0																				
0	0	Transportation, Distribution & Logistics	152	-43%	43%	0%	-4%	2%	-1%	-3%	5%	1%	5%	0%	8%	-2%	95%	0%	0%	-1%	1%	0%	0%
0	0	0	0																				

NORTH DAKOTA
Career and Technical Education
Preparing Tomorrow's Workforce

Progress Monitoring

Director Guardrail Progress Measure 1.1

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

NORTH DAKOTA
Career and Technical Education
Preparing Tomorrow's Workforce

Director Response

The Board Packet includes reports for the following:

- Statewide data analysis for 2022-23
- Regional data analysis for 2023-23
- Statewide data analysis for 2023-24

The Department did not have access to the data necessary to disaggregate and analyze 2023-24 regionally in time for this report but should be ready by February 2025. We are working with SLDS to determine how to automate this in the future, to meet the Monitoring Calendar.

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Director Response

Explanation:

The data for the Opportunity Gap Analysis was sourced from a report generated by the Statewide Longitudinal Data System (SLDS). This report includes information on students participating in Career and Technical Education (CTE) courses. For this analysis, student enrollment is counted within each Career Cluster in which they are enrolled. While a student may take multiple courses (two or three courses) within a single Career Cluster, they will only be counted once for that specific Career Cluster. This ensures that the analysis focuses on unique student participation rather than the total number of courses taken.

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Director Response

Statewide Data:
The **2022/2023 Opportunity Gap Analysis statewide** data reveals minimal disparities at the state level. However, there are areas for improvement.

- Enrollment in the **Education and Training** Career Cluster was relatively low, with only 93 students participating statewide.
- Additionally, there are no programs currently available for two Career Clusters: **Government & Public Administration** and **Law & Public Safety.**
- The analysis reveals common themes in male and female enrollment trends.
- The summary highlights Career Clusters with a higher percentage of male students and those with a higher percentage of female students.
- Additionally, statewide data shows a disproportionately higher percentage of **White Americans** enrolled in the **Agriculture, Food, and Natural Resources** Career Cluster.

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Director Response

- The **2023/2024 Opportunity Gap Analysis statewide** data indicates that **Education and Training** is no longer on the low enrollment list, which is a positive trend.
- The common trends for male and female enrollment are very similar to 2022/2023.
- State-wide, there is now a higher percentage of White Americans in two Career Clusters. (**Agriculture, Food and Natural Resources and Finance**)
- There is a lower percentage of Students with Disabilities in the **Education and Training** Career Cluster State-wide.

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Career and Technical Education
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Director Response

Regional Data:
The **2022/2023 Regional Opportunity Gap Analysis** provides a detailed breakdown of data by region, offering insights into each of the state's eight Economic Regions.

The Regional Data Summary allows us to assess whether programs are being offered consistently across the state and helps identify which populations are accessing each Career Cluster based on their location.

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Next Steps

This data is for the Board and Department to review and consider as new and expanding CTE Programs Applications are reviewed and approved.

This data will also be shared with local CTE Administrators, in the respective areas, as they evaluate local programmatic needs.

- Education and Training
- Law and Public Safety

Utilize the Gap Analysis to target Perkins funding opportunities to close opportunity gaps. (Non-Trad, Special Populations, and Perkins V Innovation Grants)

If this process can be automated, share local Opportunity Gap Analysis, with local recipients.

NORTH DAKOTA
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Preparing Tomorrow's Workforce

Director Guardrail Progress Measure 3.3

The number of public/private partnerships, generated by the Department will increase from 907 in May 2024 to 950 in May 2029

Annual Targets: 2025-910,2026-920,2027-930,2028-940,2029-950

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Career and Technical Education
Preparing Tomorrow's Workforce

Director Response

To date, for the 2024-25 School year, the Department has generated a total of 779 public/private partnerships. The breakdown of partnerships are as follows:

- Compass Employer Partnership – 519
- Employers Hosting a WBL student through Compass – 260
- CTSO Partnership – TBD – This will be reported in June 2025, at the conclusion of all the state CTSO State Events.

The Department is well on its way to meeting this goal. In the 2023-24 school year, the CTSOs developed 234 public/private partnerships. If that is matched, our total for 2024-25 will be 1,013.

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Next Steps

To continue to meet this goal, there does need to be work at the Educator level, to ensure there is widespread adoption of the Compass platform and access to a WBL Coordinator as this has not been fully implemented statewide.

A step the Department is taking to achieve this is encouraging every CTE Instructor in ND to sign up to have access to Compass. Emails were sent out statewide, by the Program Supervisors, on January 13, 2025, encouraging instructors to opt in to this access, utilize the resources in their classrooms, and encourage WBL participation.

NORTH DAKOTA
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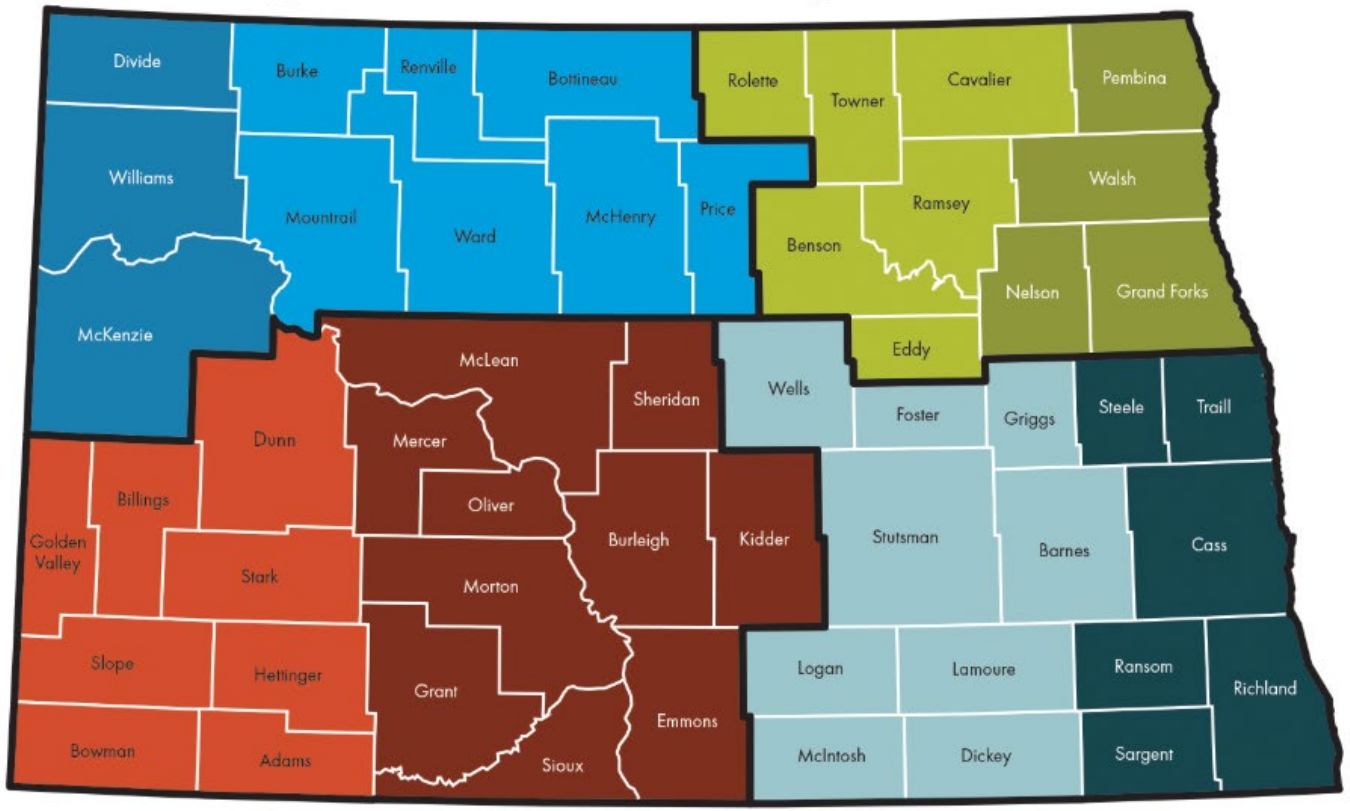
RDC Regional Council Map



REGION 1
Tri-County Regional Development Council

REGION 2
Souris Basin Planning Council

REGION 3
North Central Planning Council

REGION 4
Red River Regional Council

REGION 5
Lake Aggassiz Development Group

REGION 6
South Central Dakota Regional Council

REGION 7
Lewis and Clark Development Group

REGION 8
Roosevelt Custer Regional Council

NORTH WEST
Megan Langley
KayCee Lindsey
Daniel Stenberg
Maria Effertz

NORTH EAST
Dawn Mandt
Vacant
Kayla Elke

SOUTH EAST
Gwen Crawford
Carol Peterson
Lindsey Lipp

SOUTH WEST
Teran Doerr
Jay Doan
Antoinette Heier

2022/2023 Statewide CTE Participant Opportunity Gap Analysis Summary

LOW ENROLLMENT

- Education & Training – 93
- Government & Public Administration – 0
- Law & Public Safety - 0

Gender Data

Males are over-represented in the following Career Clusters.

- Agriculture, Food, and Natural Resources +11%
- Architecture and Construction +32%
- IT +28%
- Manufacturing +31%
- Marketing, Sales and Services +11%
- STEM +19%
- Transportation, Distribution & Logistics +39%

Females are under-represented in the following Career Clusters.

- Agriculture, Food, and Natural Resources - 11%
- Architecture and Construction -32%
- IT -28%
- Manufacturing -31%
- Marketing, Sales and Services -11%
- STEM -19%
- Transportation, Distribution & Logistics -39%

Females are over-represented in the following Career Clusters.

- Education & Training +30%
- Health Sciences +28%
- Human Services +11%

Males are under-represented in the following Career Clusters.

- Education & Training -30%
- Health Sciences -28%
- Human Services -11%

Racial Data

White Americans:

- Over-represented in Agriculture, Food, and Natural Resources +14%

Special Populations Data

Region 1 Low Enrollment

- Arts, Audio/Video Technology & communication – 0
- Education & Training – 0
- Government & Public Administration – 0
- Hospitality and Tourism - 19
- Law & Public Safety – 0
- Manufacturing – 37
- Marketing & Sales – 19

Region 1 Gender Data

Males are over-represented in the following Career Clusters.

- Agriculture, Food, and Natural Resources +15%
- Architecture and Construction +27%
- IT +28%
- Manufacturing +18%
- STEM +25%
- Transportation, Distribution & Logistics +33%

Females are under-represented in the following Career Clusters.

- Agriculture, Food, and Natural Resources -15%
- Architecture and Construction -27%
- IT -28%
- Manufacturing -18%
- STEM -25%
- Transportation, Distribution & Logistics -33%

Females are over-represented in the following Career Clusters.

- Health Sciences +28%
- Hospitality & Tourism +31%
- Human Services +12%
- Marketing, Sales and Services +10%

Males are under-represented in the following Career Clusters.

- Health Sciences -28%
- Hospitality & Tourism -31%
- Human Services -12%
- Marketing, Sales and Services -10%

Region 1 Racial Data

American Indians are over-represented in the following Career Cluster.

- Manufacturing +31%

LatinX Students are under-represented in the following Career Clusters.

- Architecture and Construction -14%

White Americans are over-represented in the following Career Clusters.

- Agriculture, Food, and Natural Resources +13%
- Finance +14
- STEM +14%
- Transportation, Distribution and Logistics +10%

White Americans are under-represented in the following Career Clusters.

- Manufacturing -26%

Region 1 Special Populations Data

Students With Disabilities are over-represented in the following Career Clusters.

- Transportation, Distribution & Logistics +10%

Students With Disabilities are under-represented in the following Career Clusters.

- Finance -12%
- Health Sciences -11%

Economically Disadvantaged Students are over-represented in the following Career Clusters.

- Manufacturing +65%
- STEM +18%

Region 2 Low Enrollment

- Arts, Audio/Video Technology & communication – 8
- Education & Training - 35
- Government & Public Administration – 0
- Hospitality and Tourism - 20
- Law & Public Safety – 0
- Manufacturing – 41

Region 2 Gender Data

Males are over-represented in the following Career Clusters

- Agriculture, Food, and Natural Resources +12%
- Architecture and Construction +28%
- Hospitality & Tourism +24%
- IT +18%
- Manufacturing +37%
- STEM +13%
- Transportation, Distribution & Logistics +39%

Females are under-represented in the following Career Clusters.

- Agriculture, Food, and Natural Resources -12%
- Architecture and Construction -28%
- Hospitality & Tourism -24%
- IT -18%
- Manufacturing -37%
- STEM -13%
- Transportation, Distribution & Logistics -39%

Females are over-represented in the following Career Clusters.

- Education & Training +31%
- Health Sciences +35%
- Human Services +12%
-

Males are under-represented in the following Career Clusters.

- Education & Training -31%
- Health Sciences -35%
- Human Services -12%

Region 2 Racial Data

American Indians are over-represented in the following Career Clusters

- Architecture & Construction +10%
- IT +14%

American Indians are under-represented in the following Career Clusters

- Arts, Audio/Video Technology & Communications -12%
- Education & Training -12%

White Americans are over-represented in the following Career Clusters

- Agriculture, Food, and Natural Resources +11%
- Marketing, Sales and Service +13%

White Americans are under-represented in the following Career Clusters

- IT -12%

Region 2 Special Populations Data

Students with Disabilities are underrepresented in the following Career Clusters

- Education & Training -17%
- Finance -11%
- Marketing, Sales & Service -15%

Students with Disabilities are under-represented in the following Career Clusters.

- Finance -12%
- Marketing, Sales and Service -13%

Economically Disadvantaged students are over-represented in the following Career Clusters

- Architecture & Construction +35%
- Arts, Audio/Video Technology & Communications +20%
- Marketing & Services +20%

Children with Active-Duty Parents are over-represented in the following Career Cluster.

- Hospitality & Tourism+14%

Region 3 Low Enrollment

- Arts, Audio/Video Technology & communication – 7
- Education & Training – 0
- Government & Public Administration – 0
- Law & Public Safety – 0

Region 3 Gender Data

Males are over-represented in the following Career Clusters

- Architecture and Construction +16%
- IT +23%
- Manufacturing +22%
- STEM +20%
- Transportation, Distribution & Logistics +38%

Females are under-represented in the following Career Clusters.

- Architecture and Construction -16%
- IT -23%
- Manufacturing -22%
- STEM -20%
- Transportation, Distribution & Logistics -38%

Females are over-represented in the following Career Clusters.

- Health Sciences +37%

Males are underrepresented in the following Career Clusters.

- Health Sciences -37%

Region 3 Racial Data

American Indians are over-represented in the following Career Clusters.

- Architecture & Design +22%
- Hospitality and Tourism +18%

American Indians are under-represented in the following Career Clusters.

- Agriculture, Food & Natural Resources -11%
- Arts, Audio/Video Technology & Communications -49%
- Business, Management & Administration -13%
- Finance -27%
- IT -52%
- Marketing Sales & Service -$39%
- STEM -55%

White Americans are over-represented in the following Career Cluster

- Arts, Audio/Video Technology & Communications +51%
- Business, Management & Administration +12%
- Finance +28%
- IT +37%
- Marketing, Sales & Service +36%
- STEM +55%

White Americans are under-represented in the following Career Clusters.

- Architecture & Construction -20%
- Hospitality & Tourism -16%

Region 3 Special Populations Data

Students with Disabilities are under-represented in the following Career Clusters.

- Business, Management & Administration -22%
- Finance -22%

Economically Disadvantaged Students are over-represented in the following Career Clusters.

- Agriculture, Food and Natural Resources +12%
- Architecture and Construction +17%
- Hospitality & Tourism +16%

Economically Disadvantaged Students are under-represented in the following Career Clusters.

- Arts, Audio/Video Technology & Communications -41%
- Finance -23%
- IT -41%
- Marketing, Sales & Services -35%
- STEM -48%

Region 4 Low Enrollment

- Education & Training – 0
- Government & Public Administration – 0
- Hospitality and Tourism - 7
- Law & Public Safety -0

Region 4 Gender Data

Males are over-represented in the following Career Clusters.

- Agriculture, Food, and Natural Resources +12%
- Architecture and Construction +36%
- Arts, Audio/Video Technology & Communications +14%
- Hospitality & Tourism +34%
- IT +26%
- Manufacturing +34%
- STEM +28%
- Transportation, Distribution & Logistics +36%

Females are under-represented in the following Career Clusters.

- Agriculture, Food, and Natural Resources -12%
- Architecture and Construction -36%
- Arts, Audio/Video Technology & Communications -14%
- Hospitality & Tourism -34%
- IT -26%
- Manufacturing -34%
- STEM -28%
- Transportation, Distribution & Logistics -36%

Females are over-represented in the following Career Clusters.

- Health Sciences +35%

Males are under-represented in the following Career Clusters.

- Health Sciences -34%

Region 4 Racial Data

White Americans are over-represented in the following Career Clusters.

- Arts, Audio/Video Technology & Communications +16%
- Finance +12%
- STEM +14%

Region 4 Special Populations Data

Students With Disabilities are over-represented in the following Career Clusters.

- Hospitality & Tourism +18%

Students With Disabilities are under-represented in the following Career Clusters.

- Health Sciences -15%

Economically Disadvantaged students are over-represented in the following Career Clusters.

- Agriculture, Food, and Natural Resources +39%
- Finance +14%
- Hospitality & Tourism +70%
- Human Services +11%
- IT +12
- Manufacturing +22%
- Marketing, Sales, & Service +11%

English Learners are over-represented in the following Career Clusters.

- Hospitality & Tourism +11%

Region 5 Low Enrollment

- Education & Training – 44
- Government & Public Administration – 0
- Hospitality and Tourism -64
- Law & Public Safety -0

Region 5 Gender Data

Males are over-represented in the following Career Clusters.

- Agriculture, Food, and Natural Resources +12%
- Architecture and Construction +38%
- IT +30%
- Manufacturing +32%
- Marketing, Sales and Services +14%
- STEM +20%
- Transportation, Distribution & Logistics +38%

Females are under-represented in the following Career Clusters.

- Agriculture, Food, and Natural Resources -12%
- Architecture and Construction -38%
- IT -30%
- Manufacturing -32%
- Marketing, Sales and Services -14%
- STEM -20%
- Transportation, Distribution & Logistics -38%

Females are over-represented in the following Career Clusters.

- Education & Training +26%
- Health Sciences +24%
- Human Services +12%

Males are under-represented in the following Career Clusters.

- Education & Training -26%
- Health Sciences -24%
- Human Services -12%

Region 5 Racial Data

Black Americans are under-represented in the following Career Cluster.

- Agriculture, Food & Natural Resources -11%

White Americans are over-represented in the following Career Cluster.

- Agriculture, Food, and Natural Resources +17%
- Finance +11%

Region 5 Special Populations Data

Students With Disabilities are under-represented in the following Career Clusters.

- Marketing, Sales & Services -12%
- Finance -11%

Economically Disadvantaged Students are under-represented in the following Career Cluster.

- Marketing, Sales & Services -13%

Region 6 Low Enrollment

- Arts, Audio/Video Technology & Communication - 6
- Education & Training – 1
- Government & Public Administration – 0
- Hospitality and Tourism - 20
- Law & Public Safety -0
- Manufacturing – 32

Region 6 Gender Data

Males are over-represented in the following Career Clusters.

- Architecture and Construction +34%
- IT +13%
- Manufacturing +36%
- Transportation, Distribution & Logistics +38%

Females are under-represented in the following Career Clusters.

- Architecture and Construction -34%
- IT -13%
- Manufacturing -36%
- Transportation, Distribution & Logistics -38%

Females are over-represented in the following Career Clusters.

- Arts, Audio/Video Technology & Communications +18%
- Education & Training +52%
- Health Sciences +39%
- Hospitality & Tourism +37%

The heatmap indicates males are underrepresented in the following Career Clusters.

- Arts, Audio/Video Technology & Communications -18%
- Education & Training +52%
- Health Sciences -39%
- Hospitality & Tourism +37%

Region 6 Racial Data

White Americans are over-represented in the following Career Clusters.

- Arts, Audio/Video Technology & Communications +10%
- Education & Training +10%

Region 6 Special Populations Data

Students With Disabilities are over-represented in the following Career Cluster.

- Manufacturing +15%

Students With Disabilities are under-represented in the following Career Clusters.

- Arts, Audio/Video Technology & Communications -16%
- Education & Training -16%
- Marketing, Sales and Service -10%

Economically Disadvantaged Students are over-represented in the following Career Clusters.

- Architecture & Construction +12%
- Arts, Audio/Video Technology & Communications +22%
- Business, Management & Administration +11%
- Education & Training +72%
- Manufacturing +16%

Economically Disadvantaged Students are under-represented in the following Career Clusters.

- Marketing, Sales, & Service -14%

Region 7 Low Enrollment

- Education & Training – 3
- Government & Public Administration – 0
- Law & Public Safety -0

Region 7 Gender Data

Males are over-represented in the following Career Clusters.

- Agriculture, Food, and Natural Resources +16%
- Architecture and Construction +34%
- IT +33%
- Manufacturing +29%
- Marketing, Sales and Services +17%
- STEM +25%
- Transportation, Distribution & Logistics +41%

Females are under-represented in the following Career Clusters.

- Agriculture, Food, and Natural Resources +16%
- Architecture and Construction +34%
- IT +33%
- Manufacturing +29%
- Marketing, Sales and Services +17%
- STEM +25%
- Transportation, Distribution & Logistics +41%

Females are over-represented in the following Career Clusters.

- Education and Training +18%
- Health Sciences +27%
- Human Services +12%

Males are under-represented in the following Career Clusters.

- Education and Training -18%
- Health Sciences -27%
- Human Services -12%

Region 7 Racial Data

American Indians are under-represented in the following Career Cluster.

- Education & Training -11%

White Americans are over-represented in the following Career Clusters.

- Agriculture, Food, and Natural Resources +13%
- Architecture and Construction +11%
- Education and Training +22%
- Manufacturing +15%
- Transportation, Distribution & Logistics +13%

Region 7 Special Populations Data

Students with Disabilities are under-represented in the following Career Cluster.

- Education and Training -15%

Economically Disadvantaged Students are over-represented in the following Career Clusters.

- Business, Management & Administration +15%
- Education & Training +43%

Students with Active-Duty Parents are over-represented in the following Career Clusters.

- Architecture and Construction +15%
- Finance +11%
- IT +16%
- Transportation, Distribution & Logistics +12%

Students with Active-Duty Parents are under-represented in the following Career Clusters.

- Agriculture, Food, and Natural Resources -16%
- Business, Management & Administration -21%
- Education and Training -21%

Region 8 Low Enrollment

- Education & Training – 10
- Government & Public Administration – 0
- IT - 4
- Law & Public Safety -0
- Marketing, Sales & Service – 7

Region 8 Gender Data

Males are over-represented in the following Career Clusters

- Architecture and Construction +20%
- Hospitality & Tourism +12%
- IT +25%
- Manufacturing +41%
- STEM +15%
- Transportation, Distribution & Logistics +43%

Females are under-represented in the following Career Clusters.

- Architecture and Construction -20%
- Hospitality & Tourism -12%
- IT -25%
- Manufacturing -41%
- STEM -15%
- Transportation, Distribution & Logistics -43%

Females are over-represented in the following Career Clusters.

- Arts, Audio/Video Technology & Communications +21%
- Education and Training +40%
- Health Sciences +19%
- Human Services +10%

Males are underrepresented in the following Career Clusters.

- Arts, Audio/Video Technology & Communications -21%
- Education and Training -40%
- Health Sciences -19%
- Human Services -10%

Region 8 Racial Data

LatinX students are under-represented in the following Career Cluster.

- IT +16%

White Americans are over-represented in the following Career Cluster.

- Education and Training +10%

Region 8 Special Populations Data

Students With Disabilities are under-represented in the following Career Clusters.

- Finance -15%
- IT -19%
- Marketing, Sales and Service -19%

Economically Disadvantaged students are over-represented in the following Career Clusters.

- Business, Management & Administration +11%
- Education and Training+16%
- IT +26%
- Marketing, Sales, & Service +33%
- STEM +21%

2023/2024 Statewide CTE Participant Opportunity Gap Analysis Summary

LOW ENROLLMENT

- Government & Public Administration – 0
- Law & Public Safety - 0

Gender Data

Males are over-represented in the following Career Clusters.

- Agriculture, Food, and Natural Resources +11%
- Architecture and Construction +34%
- IT +25%
- Manufacturing +31%
- Marketing, Sales and Services +12%
- STEM +20%
- Transportation, Distribution & Logistics +36%

Females are under-represented in the following Career Clusters.

- Agriculture, Food, and Natural Resources - 11%
- Architecture and Construction -34%
- IT -25%
- Manufacturing -31%
- Marketing, Sales and Services -12%
- STEM -20%
- Transportation, Distribution & Logistics -36%

Females are over-represented in the following Career Clusters.

- Education & Training +33%
- Health Sciences +29%
- Human Services +10%

Males are under-represented in the following Career Clusters.

- Education & Training -33%
- Health Sciences -29%
- Human Services -10%

Racial Data

White Americans:

- Over-represented in Agriculture, Food, and Natural Resources +12%
- Over-represented in Finance +12%

Special Populations Data

Students with Disabilities:

- Under-represented in Education and Training -11%

Minutes for State Board for Career and Technical Education
December 16, 2024

Call to Order:

The regular meeting of the State Board for Career and Technical Education was held on Monday, December 16, 2024, via Microsoft Teams. It was called to order by Chair Sonia Meehl at 10:00 am CT.

Roll call was conducted and voting members present include:

Board Member Levi Bachmeier
Superintendent Kirsten Baesler
Board Member Pat Bertagnolli
Board Member Lyndsi Engstrom
Vice Chancellor Jerry Rostad proxy for Chancellor Mark Hagerott
Vice-Chair Mike McHugh
Board Member Eric Nelson
Board Member Jason Rohr

Also present: Wayde Sick, Mark Wagner, Gwen Ferderer, Laurie Elliott, Marcia McMahon, Mark Openshaw, Pam Stroklund, Daniel Spellerberg, Lyle Krueger, Randal Brockman, Maggie Backen, Ronda Schauer, Aaron Anderson, Eric Ripley, Nikki Fideldy-Doll and Lorie Ruff.

Meeting chat information for this meeting does not exist.

Board Outcome Progress Monitoring:

Wayde Sick presented the Director Guardrail Progress Measure 2.1 Monitoring Report and explained the numerator and denominator definitions and their data sources. The target for this measure was 87% but the current status is only 85.8% so we did not meet our 2024-25 target goal. Director Sick clarified this was due to the targeting being new and not having implemented programs to address teacher retention as well as having a large number of new programs coming online the last few years has increased unqualified educators. The next steps are to review Perkins budget and determine if there are dollars that can be shifted to the area of mentorship with emphasis on teacher retention and advocating with Legislature for additional dollars for CTE to focus on retention or add more funding to the ND Rise Program.

Superintendent Baesler moved to accept Director Sick's Guardrail Progress Measure 2.1 Monitoring Report and it was seconded by Vice Chancellor Jerry Rostad. The motion passed unanimously.

Consent Agenda:

Lyndsi Engstrom 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 November meeting tracker that was included in the material packet and reported that the Board has spent almost 59% of their time focused on student outcome and adult behavior. She commended the members on a job well done. At next month's meeting members will receive a cumulative quarterly time tracker for their review.

Items for Discussion and Possible Action:

Second Reading of Proposed TrainND Funding Policy: Chair Meehl reminded members that the Board approved the first reading last month. Superintendent Baesler moved to approve the Second Reading of Proposed TrainND Funding Policy and it was seconded by Lyndsi Engstrom. With no further discussion a roll call vote was administered:

Board Member Pat Bertagnolli - Aye
Board Member Lyndsi Engstrom - Aye
Vice Chancellor Jerry Rostad – Aye
Vice-Chair Mike McHugh – Aye
Board Member Eric Nelson – Aye
Board Member Jason Rohr - Aye
Board Member Levi Bachmeier - Aye
Superintendent Baesler – Aye
Chair Sonia Meehl - Aye
9-0-0 Absent

Discuss Draft CTE Funding Policy: Wayde Sick reviewed the progress that the Funding Subcommittee has made and reported that the purpose of today's discussion is to seek input from this Board on points that the Subcommittee is undecided on. One area of concern is Administration Allocation which is currently reimbursement for operational and administrative costs surrounding all programs offered by a center. A potential solution that the Subcommittee has discussed is separating Administration Allocation and Operating Allocation. Another concern is the administration and operation costs for virtual centers and if it is appropriate to fund them at the same rate as a brick-and-mortar center. After much discussion, Subcommittee Members felt that they had sufficient direction from Board Members to proceed with the rewriting of the policy. Chair Meehl asked if any member had any additional ideas or thoughts to contact Wayde Sick as soon as possible.

The next meeting is scheduled for January 27 in Bismarck.

There being no other business brought before the Board, the meeting adjourned at 11:28 am.

_____
Sonia Meehl
SBCTE Chairperson

Consolidated Annual Report 2024

July 1, 2023 – June 30, 2024

ND STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

Wayde Sick

STATE DIRECTOR AND EXECUTIVE OFFICER

600 E Boulevard Ave, Dept. 270, Bismarck, ND, 58505-0610

NORTH DAKOTA STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

Sonia Meehl, Chair..... Oakes

Mike McHugh, Vice-Chair .....Mandan

Levi Bachmeier.....West Fargo

Kirsten Baesler ..... Bismarck

Pat Bertagnolli ..... Bismarck

Lyndsi Engstrom..... Westhope

Dr. Mark Hagerott..... Bismarck

Eric Nelson .....Williston

Jason Rohr.....Jamestown

In accordance with Title IX of the 1972 Education Amendments, Title VI of the Civil Rights Act of 1964, and Section 504 of the Rehabilitation Act of 1973, it is the policy of the North Dakota State Board for Career and Technical Education not to discriminate in its educational programs, activities, and employment policies.

Equal opportunity in education is a priority of the Board. In accordance with state and federal law, the Board policy does not advocate, permit, or practice discrimination on the basis of sex, race, color, national origin, religion, age, or disability.

INTRODUCTION

This performance report is for the program year 2023 (July 1, 2023 – June 30, 2024) and outlines the accomplishments and benefits to individuals in North Dakota because of federal funding received from the Carl D. Perkins Career and Education Act of 2006 (PL 109-270) as amended by the Strengthening Career and Technical Education for the 21st Century Act (amendment effective July 1, 2019). This report reflects direct accomplishments because of Perkins funding and does not include additional state and local funding.

This annual accountability report is submitted in compliance with the Perkins Act and is intended to provide information about the North Dakota Department of Career and Technical Education's success in meeting program goals and to provide direction for future programs and activities in the state. It follows a prescribed format as required by the US Department of Education and is submitted as part of the State of North Dakota's annual Performance, Enrollment, Accountability, and Financial Status Report. Additional data has been included to fully describe each activity or program.

Carl D. Perkins Vocational and Technical Education Act of 2006
amended by the Strengthening Career and Technical Education for the 21st Century Act
(amendment effective July 1, 2019)
Consolidated Annual Report
State of North Dakota
Program Year 2023-24
Narrative

I. Program Administration [Section 122 (c)]

Report on State Administration (roles/responsibility)

North Dakota's career and technical education governing board is the State Board for Career and Technical Education. The agency responsible for this is the Department of Career and Technical Education. The agency head is Mr. Wayde Sick, who serves as State Director and as Executive Officer for the State Board.

The State Board for Career and Technical Education administers career and technical education in North Dakota as required under Public Law 105-332. Reference to the "State Board" throughout this narrative refers to the official board. The State Board consists of nine members, six of whom are appointed by the Governor from each of the six judicial districts in the state. The other three members are required by state statute: the elected Superintendent of Public Instruction; the appointed Chancellor of Higher Education; and the appointed Executive Director of Job Service North Dakota.

The State Board does not conduct career and technical education programs directly. It works with public school districts, area CTE centers, Bureau of Indian Affairs schools, tribally controlled colleges, state colleges, and other agencies that conduct career and technical education programs. The State Board's responsibilities include assistance in planning, assisting curriculum development and implementation, and evaluating CTE programs at the secondary and postsecondary levels.

The State Board is responsible for the administration of programs; federal and state legislation; and the administration of funding made available from Congress and the state. Career and technical education consist of high-quality instructional programs that are designed to give individuals the skills to continue in further education and/or the job market.

Career and technical education consists of high-quality instructional programs that are designed to prepare students for a wide range of careers and further education. These programs focus on providing students with the knowledge and skills necessary for success in specific industries or professions. Career and Technical Education (CTE) aims to bridge the gap between academic learning and practical, real-world application.

Key features of high-quality CTE programs include:

Relevance: CTE programs are designed to align with the current and future needs of the workforce. They focus on industries that are in demand and offer opportunities for career growth.

Hands-on Learning: CTE emphasizes experiential learning through hands-on activities, simulations, and real-world projects. This approach helps students apply theoretical knowledge in practical settings, enhancing their understanding and skills.

Industry-Standard Equipment and Technology: High-quality CTE programs use up-to-date equipment and technology relevant to the industry. This exposure ensures that students are familiar with the tools and practices they will encounter in the workplace.

Partnerships with Industry: Collaboration with businesses, industries, and community organizations is essential for CTE programs. These partnerships provide students with insights into industry expectations, access to mentorship, and opportunities for internships or apprenticeships.

Certifications and Credentials: CTE programs often incorporate industry-recognized certifications and credentials. These qualifications validate a student's skills and enhance their employability.

Integration with Academic Subjects: CTE programs should be designed to complement traditional academic subjects, showing students the practical applications of concepts learned in core classes like math, science, and language arts.

Career Explorations: CTE helps students explore different career pathways by exposing them to various industries. This exploration is crucial for making informed decisions about future education and career choices.

Inclusive and Diverse: High-quality CTE programs are inclusive and provide opportunities for students of all backgrounds and abilities. They promote diversity and prepare students to thrive in diverse workplaces.

Continuous Improvement: CTE programs should undergo regular assessments and evaluations to ensure they stay current with industry trends and educational standards. Continuous improvement helps maintain the quality and relevance of the programs.

Post-Secondary Transitions: Successful CTE programs facilitate seamless transitions for students from high school to post-secondary education or directly into the workforce. This may involve articulation agreements with colleges, universities, or industry training programs.

In summary, high-quality Career and Technical Education programs are dynamic, relevant, and responsive to the needs of both students and the workforce. They provide a comprehensive educational experience that equips students with the skills and knowledge required for success in their chosen careers.

The uniqueness of career and technical education is in its capacity to not only prepare for further education or employment but to enable individuals to develop the human “transformation and coping skills” essential to occupational mobility and personal success over a student’s lifetime.

Implications for Program Year 2023-24

Implications for the Program Year 2023-24 reflect continued priority issues concerning data, including Perkins V data-related training:

- Focus on identifying and aligning standards in all CTE program areas, with an emphasis on aligning academic standards in CTE instructional programs.
- Continued improvement of the data system that is in place, with an additional focus on increasing communication and training for complete, accurate, valid, and reliable data collection at the secondary and postsecondary levels.
- Both secondary and postsecondary Perkins V recipients need continual training related to core indicators, stating goals, identification of appropriate strategies, and measuring outcomes.
- Reassessment of secondary and postsecondary core indicator performance measures.
- New local Perkins coordinators/administrators must be provided with orientation and training sessions.
- Technical assistance delivered to administrators.
- Focus major training efforts on core indicators at spring and fall conferences.
- Refine the new public postsecondary data system, ConnectND, while still considering the data systems in place at state tribal colleges. Explore additional data linkages between secondary and postsecondary to follow up on the placement of concentrators exiting secondary into the state higher education system.
- Work with the Department of Public Instruction and local school administrators to integrate data collection systems by connecting local data entered PowerSchool and the Department of Public Instruction’s State Automated Reporting System (STARS). STARS is used as a primary source of data collection for CTE.

- Provide an alternative or interim method to assist postsecondary recipients with data collection for the Limited English Proficiency, Single Parent, and Displaced Homemaker special populations.
- Developing work-based learning guidance that includes the collection of data using the state's web-based K-12 student information system. (PowerSchool).
- Incorporation of work-based coordinators strategically placed across the state to manage quality work experience for all students in all CTE program areas.

The State has funded the development of a State Longitudinal Data System (SLDS) to disseminate data reports among agencies. This system is undergoing the development of a reporting system that will improve Perkin's accountability reporting. SLDS is assisting with data visualization, such as enrollments, performance indicators, location of CTE programs, and method of delivery.

Progress in Developing and Implementing Work-Based Learning:

The state selected work-based learning as its program quality indicator for CTE programs. The work-based learning measure used for future reporting years connects classroom education with on-the-job experience that states can deploy to help businesses and workers better meet their current needs while enhancing states' ability to prepare their future workforce for success. As the nature of work and careers changes, work-based learning can prepare students to engage in active learning both at work and in the classroom and develop new skills throughout their careers.

This quality indicator now replaces the Perkins IV indicator of Technical Assessment. Perkins V provides definitions and options for work-based learning. The definitions of both options selected are below:

Option 1: Sustained interaction (e.g., Cooperative Work Experiences) should strive for a minimum of 40 hours of supervised experience on the worksite. Although the student may spend more than 40 hours on the worksite, 40 hours should be the minimum.

Option 2: Simulated environments in an educational setting (which means any CTE-funded course) should strive for a minimum of 40 hours throughout a series of in-class projects/lab work, with each project/lab taking no less than 1 week or 5 successive hours of class time to complete. The entire series of projects/labs should have a goal of equaling 40 hours or more total during enrollment in the program.

A face-to-face sustained interaction and/ or a simulated work-based learning experience for the intent of Perkins V can be utilized.

NDCTE will provide established guidelines that will provide information, resources, and best practices on how to develop work-based learning experiences as well as what qualifies as a work-based learning experience, whether that is a sustained interaction or simulated experience. The intent is to provide training and resources to allow local programs to begin working on opportunities for our students to engage with employers and enhance their technical and career-ready skills. Incorporation of work-based coordinators strategically placed across the state to manage quality work experience for all students in all CTE program areas. A WBL Coordinator will be the point of contact for students, employers, and educators. WBL Coordinators will be endorsed to teach Career Management which is the course that is used as an indicator under the Workforce Ready section of the ND State Scholarship. The WBL endorsement enables WBL Coordinators to be the teacher of record for all work-based learning experiences.

Program Performance

Secondary/Postsecondary

The North Dakota Department of Career and Technical Education administers Perkins V implementation at the secondary and postsecondary level, as well as state-funded career and technical education programs.

The Department of Career and Technical Education is responsible for serving as the liaison for local Perkins recipients, providing technical assistance in the planning, administration, and implementation of local plans. Local education agencies have most of the direct implementation responsibilities for Perkins grants. However, the state has leadership responsibilities in our specific programmatic areas:

Agriculture Education
Business Education
Career Development
Curriculum Development
Education Equity
Family & Consumer Sciences
Information Technology
Marketing Education
Nontraditional Training
Special Populations
Technology & Engineering Education
Trade, Industry & Health Sciences
(See also http://www.cte.nd.gov)

Definitions:

To measure student performance and program effectiveness, student populations are defined as follows:

Secondary level:

Participant:	*A secondary student who has completed one (1) or more course(s) in any career and technical education program area.*
Concentrator:	*A secondary student who has earned two (2) or more credits in a single CTE program area recognized by the state (see above list)*

Postsecondary/Adult level:

Participant:	*A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.*
Concentrator:	*A postsecondary/adult student who:* *1. Completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic/technical credits and culminates in the award of an industry-recognized credential, certificate, or degree or:* *2. Completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, certificate, or degree.*

Enrollment Totals:

a.) Total Enrollment:

POPULATION	NUMBER OF SECONDARY STUDENTS	NUMBER OF POSTSECONDARY STUDENTS
GRAND TOTAL	**26,085**	**8,519**
GENDER		
Female	**12,398**	**4,108**
Male	**13,687**	**4,406**
Unknown	**0**	**5**
RACE/ETHNICITY		
American Indian or Alaska Native	**1,690**	**1,242**
Asian	**344**	**87**
Black or African American	**1,267**	**301**
Hispanic/Latino	**1,556**	**428**
Native Hawaiian/Pacific Islander	**57**	**13**
White	**20,197**	**5,857**
Two or More Races	**974**	**379**
Unknown/Other	**0**	**212**
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES		
Individuals with Disabilities (ADA)	**0**	**6**
Disability Status (ESEA/IDEA)	**4,353**	**0**
Economically Disadvantaged	**7,901**	**1,543**
Single Parents	**1**	**635**
Out of Workforce Individuals	**1**	**0**
Limited English	**787**	**0**
Migrant	**55**	**0**
Individuals Preparing for Non-Traditional fields	**6,126**	**1,656**
Youth in Foster Care	**62**	**31**
Homeless Individuals	**380**	**15**
Youth with Parent in Active Military	**305**	**0-not collected-no source available**

Enrollment for Career and Technical Education is identified by "Career Cluster":

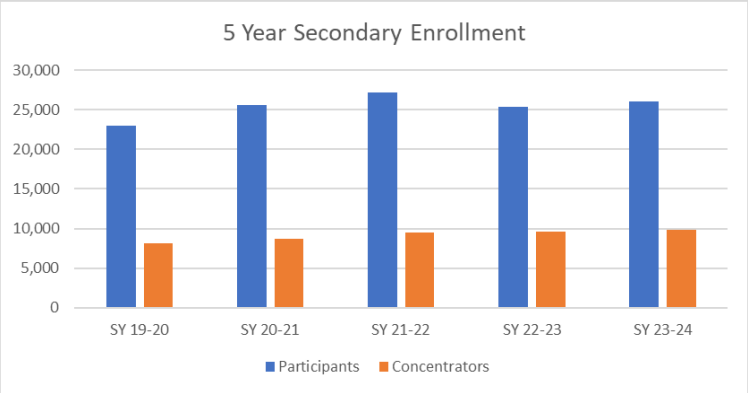
1 Agriculture/Natural Resources
2 Architecture/Construction
3 Arts/Audio Video Tech/Comm.
4 Business/Administration
5 Education/Training
6 Finance
7 Government/Public Admin.
8 Health Sciences
9 Hospitality/Tourism
10 Human Services
11 Information Technology
12 Law/Public Safety & Security
13 Manufacturing
14 Marketing/Sales & Service
15 STEM (Science, Technology, Engineering & Mathematics)
16 Transportation, Distribution & Logistics

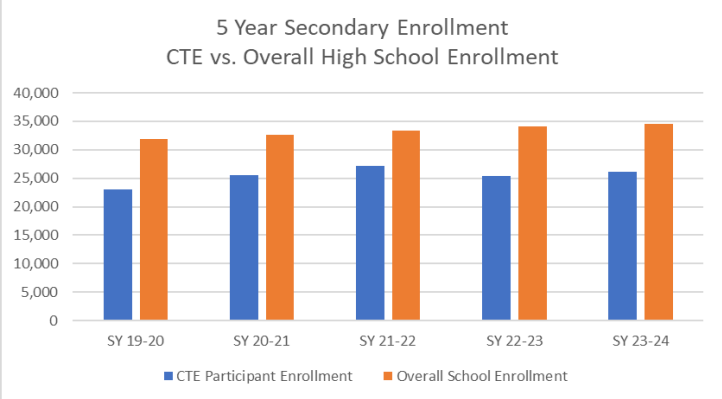
Enrollment of CTE Participants by Career Clusters:

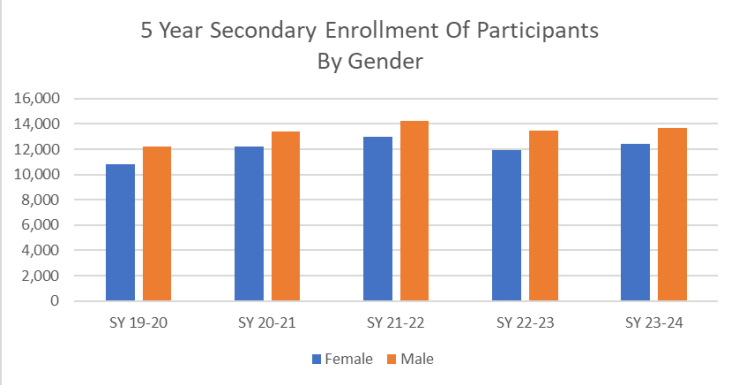
POPULATION/ CLUSTER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	TOTAL
SECONDARY																	
Female	666	80	135	1,428	51	332	0	1,597	157	5,633	330	0	201	932	620	236	12,398
Male	1,163	487	117	1,786	9	465	0	420	150	3,045	846	0	676	1,522	1,414	1,587	13,687
TOTAL	**1,829**	**567**	**252**	**3,214**	**60**	**797**	**0**	**2,017**	**307**	**8,678**	**1176**	**0**	**877**	**2,454**	**2,034**	**1,823**	**26,085**
POPULATION/ CLUSTER	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**TOTAL**
POSTSECONDARY																	
Female	146	21	40	1,403	225	0	0	1,478	12	155	214	127	125	48	58	56	4,108
Male	523	341	17	1,043	87	0	0	241	22	12	575	99	941	69	76	360	4,406
Unknown Gender	2	0	0	0	1	0	0	0	0	0	1	0	1	0	0	0	5
TOTAL	**669**	**362**	**57**	**2446**	**312**	**0**	**0**	**1719**	**34**	**167**	**789**	**226**	**1066**	**117**	**134**	**416**	**8,519**
Grand Total	**2,498**	**929**	**309**	**5,660**	**372**	**797**	**0**	**3,736**	**341**	**8,845**	**1,965**	**226**	**1,943**	**2,571**	**2,168**	**2,239**	**34,604**

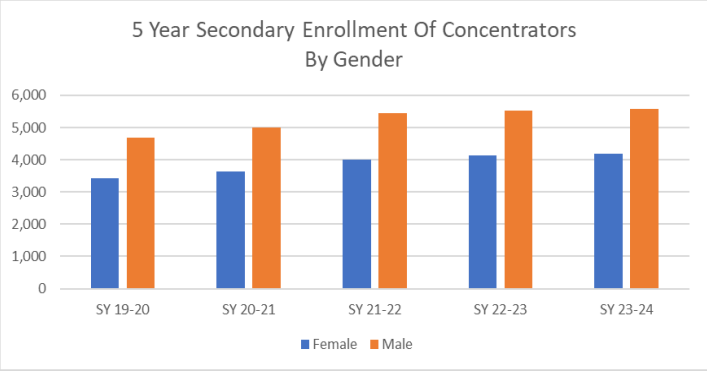
Enrollment of CTE Concentrators by Career Clusters:

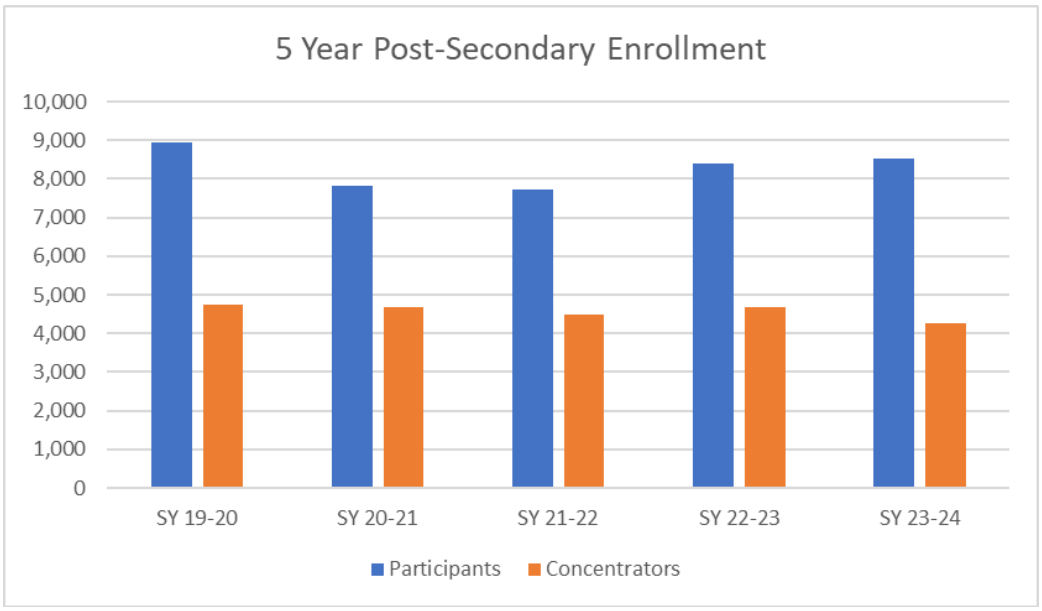
POPULATION/ CLUSTER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	TOTAL
SECONDARY																	
Female	362	36	36	367	26	162	0	632	123	1,677	110	0	106	286	163	103	4,189
Male	720	265	39	525	2	252	0	149	102	953	280	0	380	457	534	930	5,588
TOTAL	**1,082**	**301**	**75**	**892**	**28**	**414**	**0**	**781**	**225**	**2,630**	**390**	**0**	**486**	**743**	**697**	**1033**	**9,777**
POPULATION/ CLUSTER	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**TOTAL**
POSTSECONDARY																	
Female	70	10	33	301	47	0	0	1,022	10	112	74	26	108	12	8	28	1,861
Male	291	255	12	230	16	0	0	141	14	7	381	47	671	8	28	301	2,402
Unknown Gender	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
TOTAL	**361**	**265**	**45**	**531**	**63**	**0**	**0**	**1163**	**24**	**119**	**455**	**73**	**779**	**20**	**36**	**329**	**4,264**
GRAND TOTAL	**1,443**	**566**	**120**	**1,423**	**91**	**0**	**0**	**1,944**	**249**	**2,749**	**845**	**73**	**1,265**	**763**	**733**	**1,362**	**14,041**

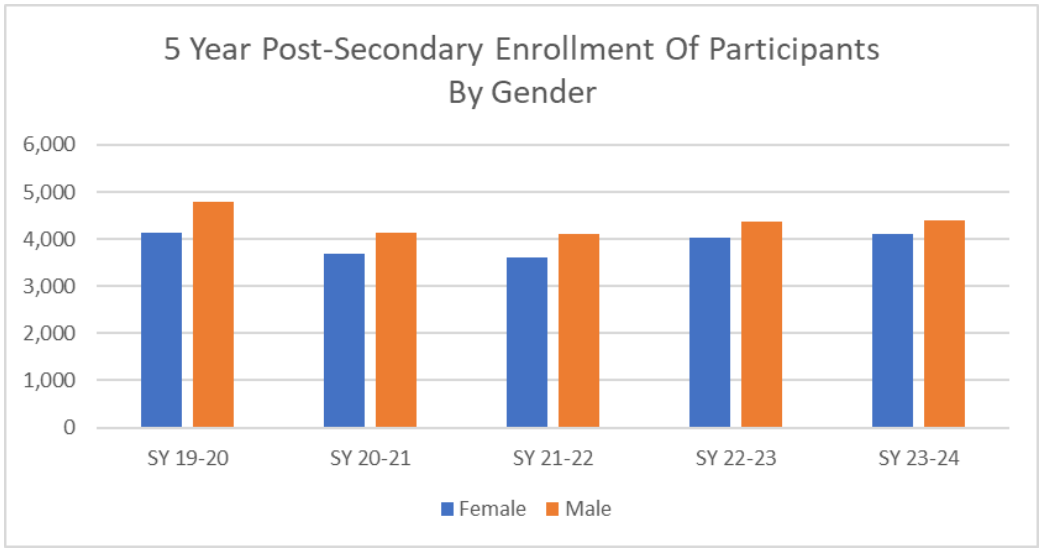


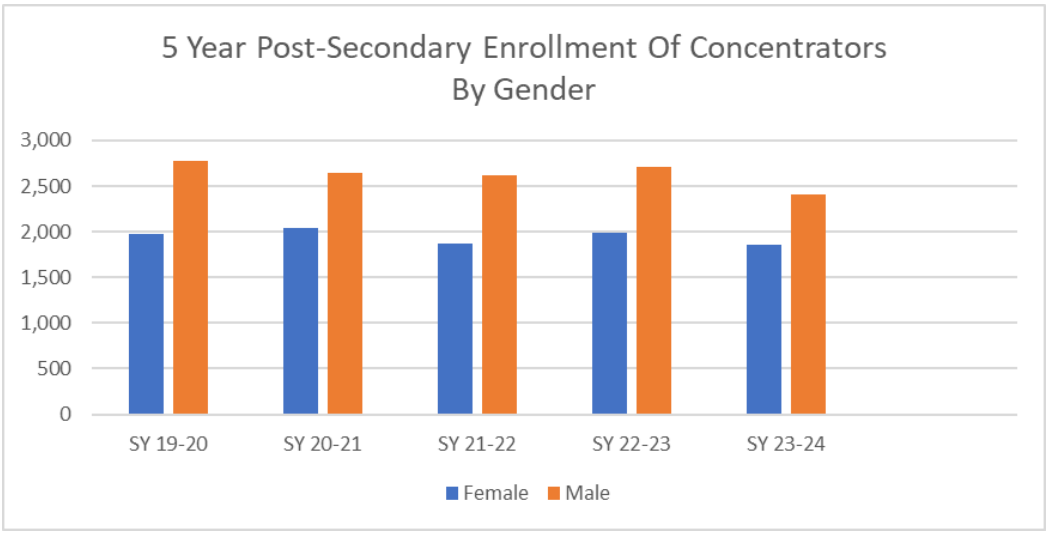







5 Year Post-Secondary Enrollment
10,000
9,000
8,000
7,000
6,000
5,000
4,000
3,000
2,000
1,000
0
SY 19-20
SY 20-21
SY 21-22
SY 22-23
SY 23-24
Participants
Concentrators


5 Year Post-Secondary Enrollment Of Participants By Gender
6,000
5,000
4,000
3,000
2,000
1,000
0
SY 19-20
SY 20-21
SY 21-22
SY 22-23
SY 23-24
Female
Male


5 Year Post-Secondary Enrollment Of Concentrators By Gender
3,000
2,500
2,000
1,500
1,000
500
0
SY 19-20
SY 20-21
SY 21-22
SY 22-23
SY 23-24
Female
Male

State Performance Summary

Listed are the statewide percentages and adjusted performance levels agreed upon by the state and the US Department of Education's Office of Career, Technical, and Adult Education. The adjusted performance levels are incorporated into the State Plan as a condition of approval pursuant to section 113(b)(3)(A)(v) or the Carl D. Perkins Career and Technical Education Act of 2006, 20 USC 2301 et. seq. as amended by Public Law 109-270.

For the tables below, concentrators are reported based on the definitions of concentrators described above; however, the methodology differs. For secondary, concentrators are measured as a cohort with exiting seniors reported as CTE concentrators. For postsecondary, concentrators are not treated as a cohort. Instead, the numbers reflect the postsecondary students meeting the definition of a concentrator and being actively enrolled in a CTE postsecondary program during the reporting year.

Secondary Performance Levels:

Indicator	Definition	Target Performance Level	Actual Performance Level	Actual vs. Adjusted	90% of Target Level & Met 90% of Target Level-Y/N
1S1: Student Graduation Rate	**Numerator:** Number of CTE concentrators in the current reporting year who were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. **Denominator:** Number of CTE concentrators in the current reporting year who were included as graduated in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.	95.10%	97.86% 3,931/4,017	+2.76%	85.59% Yes
2S1: Academic Proficiency in Reading/Language	**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the State under Section 111(b) (3) of the Elementary and Secondary Education Act (ESEA), as amended by No Child Left Behind, as based on the scores that were included in the State's computation of adequate yearly progress (AYP), and who left secondary education during the reporting year. **Denominator:** Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State's computation of AYP and who left secondary education during the reporting year.	52.78%	45.74% 1,805/3,946	-7.04%	47.50% No
2S2: Academic Proficiency in Mathematics	**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the State under Section 111(b) (3) of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act, as based on the scores that were included in the State's computation of adequate yearly progress (AYP), and who left secondary education during the reporting year.	34.85%	29.70% 1,169/3,946	-5.15%	31.37% No

	Denominator: Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who left secondary education during the reporting year.				
2S3: Academic Proficiency in Science	**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the statewide high school science assessment administered by the State under Section 111(b) (3) of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act, as based on the scores that were included in the State's computation of adequate yearly progress (AYP), and who left secondary education during the reporting year. **Denominator:** Number of CTE concentrators who took the ESEA assessments in science whose scores were included in the State's computation of AYP and who left secondary education during the reporting year.	54.55%	47.86% 1,848/3,861	-6.69%	49.10% No
3S1: Post-Program Placement	**Numerator:** Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training; in military service; or into employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2020, would be assessed between October 1-December 31, 2020). **Denominator:** Number of CTE concentrators who left secondary education during the reporting year.	67.72%	88.22% 3,391/3,844	+20.50%	60.95% Yes
4S1: Non-Traditional Program Concentration	**Numerator:** Number of CTE concentrators, from underrepresented gender groups, enrolled in career and technical education programs and programs of study that lead to non-traditional fields during the reporting year. **Denominator:** Number of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields during the reporting year.	15.84%	34.69% 1,336/3,851	+18.85%	14.26% Yes
5S3: Program Quality-Participated in Work-Based Learning	**Numerator:** Number of CTE concentrators who graduated from high school having participated in work-based learning (in grade levels 9-12) during the reporting year. **Denominator:** Number of CTE concentrators who graduated from high school during the reporting year.	8.89%	44.46% 1,768/3,977	+35.57%	8.00% Yes

Implementation of State Program Improvement Plans:

The North Dakota Department of Career and Technical Education exceeded the targeted achievement levels for the following measures;

1S1 – Student Graduation Rate, 2S3 – Academic Proficiency in Science, 3S1 – Post-Program Placement, 4S1 - Nontraditional Participation, and 5S3: Program Quality- Participated in Work Based Learning

2S1 Academic Proficiency in Reading/Language, 2S2 – Academic Proficiency in Mathematics, and 2S3 – Academic Proficiency in Science did not meet the 90% Agreed-Upon Level of Performance.

NDCTE administration will continue to work with the Department of Public Instruction (DPI) to incorporate the data reported to the Department of Education, paying particular attention to students within CTE programs and working toward continuous improvement in collection and reporting.

NDCTE will continue to be involved in the Joint Boards/P-20 Educational Taskforce, a joint effort of the North Dakota University System; the Department of Career and Technical Education; the Department of Public Instruction; and the Education Standards and Practices Board. Participation in P-20 has strengthened CTE's role in the alignment and integration of academic standards.

Implementation of Local Program Improvement Plans:

There are 35 secondary Perkins Eligible Recipients in the form of Perkins Consortiums (24) or single school districts (11) that receive Perkins funding. For each eligible recipient, targets were set for the seven performance measures.

Local program improvement plans are required for those deficient in a performance area, outlining local steps to be taken and/or the need for state assistance to improve performance.

Results:

1S1- Graduation rate - No schools/consortiums have failed to meet the 90% adjusted performance level this year.

2S1 – Academic Achievement – Reading/Language Arts – 4 schools and 14 consortiums failed to meet this year's 90% adjusted performance level.

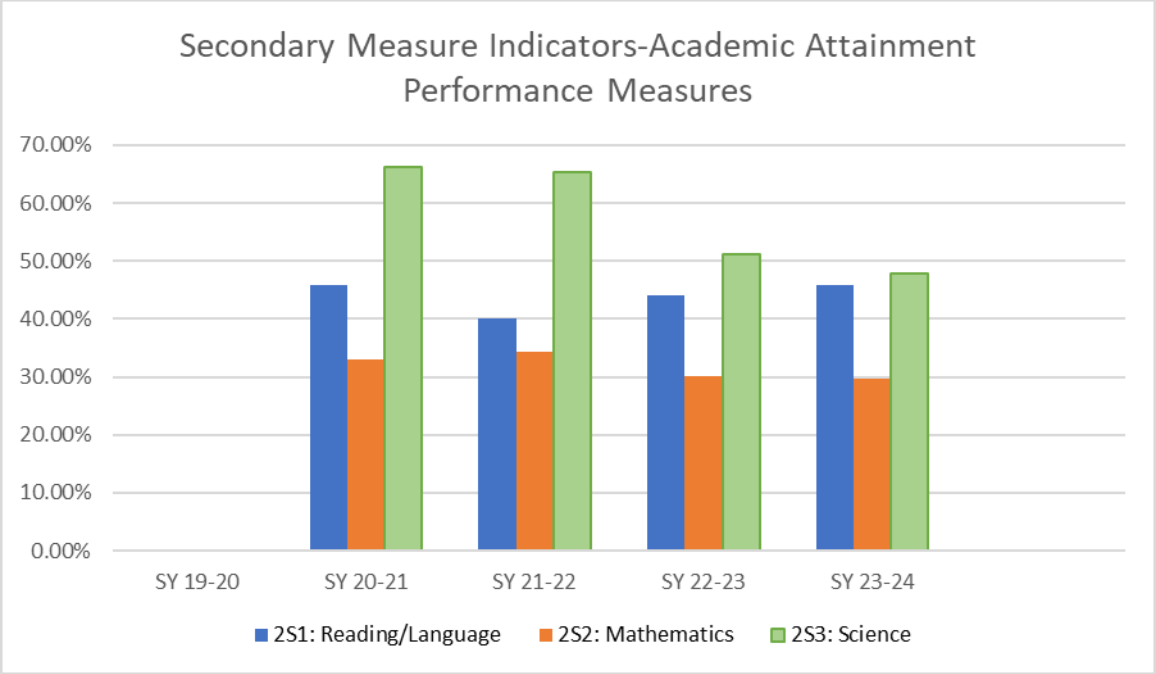
2S2 – Academic Attainment – Mathematics – 2 schools and 16 consortiums failed to meet this year's 90% adjusted performance level.

2S3 – Academic Attainment – Science – 4 schools and 11 consortiums failed to meet this year's 90% adjusted performance level.

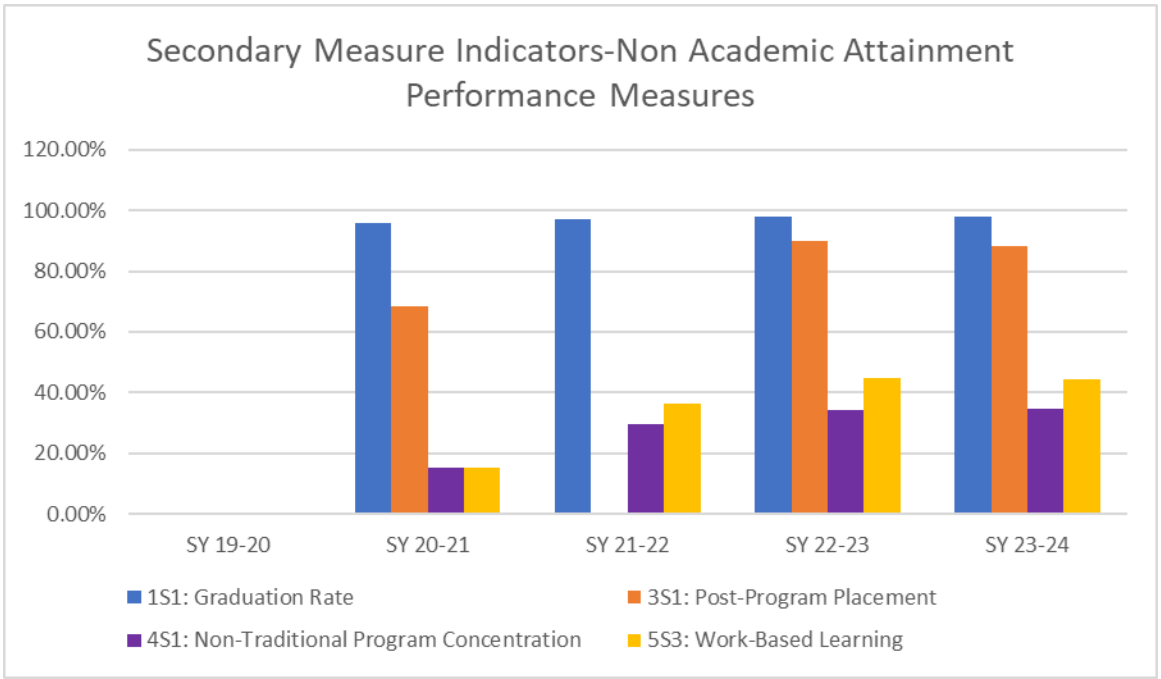
3S1 – Post- Program Placement- 2 schools and no consortiums failed to meet the 90% target.

4S1 – Non-Traditional Program Concentration- 2 schools and no consortiums failed to meet the 90% target.

5S3 – Worked-Based Learning no schools and one consortium failed to meet the 90% target.



Note: SY 2019-20 No Performance Data required by Dept of Education-OCTAE due to Perkins V Transitional period. Science Indicator Measure was first introduced for Perkins V in SY 20-21.



Note: SY 2019-20 No Performance Data required by Dept of Education-OCTAE due to Perkins V Transitional period. Science Indicator Measure was first introduced for Perkins V in SY 20-21.

Postsecondary Performance Levels:

Indicator	Definition	Target Performance Level	Actual Performance Level	Actual vs. Adjusted	90% of Target Level & Met 90% of Target Level-Y/N
1P1: Post-Secondary Placement	**Numerator:** The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment. **Denominator:** Number of CTE concentrators who completed their program in the reporting year.	80.23%	75.87% 1,302/1,716	-4.36%	72.21% Yes
2P1: Earned Recognized Postsecondary Credential	**Numerator:** Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year. **Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year.	39.12%	41.09% 1,752/4,264	+1.97%	35.21% Yes
3P1: Non-Traditional Program Concentration	**Numerator:** Number of CTE concentrators from underrepresented gender groups in career and technical education programs and programs of study that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE concentrators in career and technical education programs and programs of study that leads to employment in nontraditional fields during the reporting year.	18.12%	16.34% 644/3,941	-1.78%	16.31% Yes

Implementation of State Program Improvement Plans: The North Dakota Department of Career and Technical Education exceeded the achievement levels for the three measures; 1P1: Post-Secondary Placement, 2P1: Earned Recognized Postsecondary Credential, and 3P1: Non-Traditional Program Concentration.

Implementation of Local Program Improvement Plans:

There are ten postsecondary Perkins Eligible Recipients, three in the form of a Perkins Consortium, and seven single post-secondary institutions that receive Perkins Act Funding. For each eligible recipient, targets were set for the three performance measures.

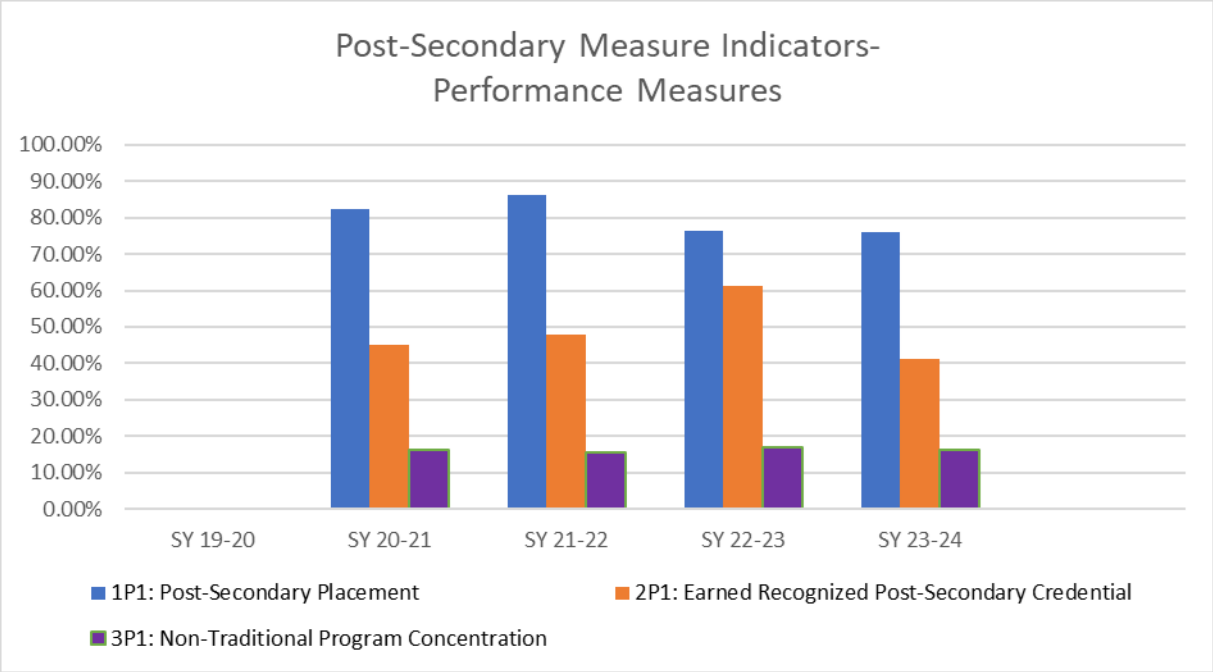
Eligible recipients are notified of their performance results, with those falling below the standard marked for improvement.

Results:

For 1P1: Post-Secondary Placement, one institution did not meet or exceed the individual performance goal.

For 2P1: Earned Recognized Post-Secondary Credential, all met or exceeded the individual performance goal.

For 3P1: Nontraditional Program Concentration, one institution met or exceeded the individual performance goal.



Note: SY 2019-20 No Performance Data required by Dept of Education-OCTAE due to Perkins V Transitional period

Approved Program Policy Revision

January 27, 2025

The Department is requesting the Board to approve revisions to the Secondary Program Approval Process. The proposed changes are discussions that have occurred among department staff and the funding subcommittee. This memo serves to explain the changes. The highlighted areas are added amendments.

CTE Certified Teacher – This language gives the Department direction how to handle situations when a program is taught by a permitted or long-term substitute teacher.

Additional Requirements for CTE Center Programs – This language provides guidelines CTE Center Programs are to follow.

Virtual/Hybrid Programs – This section provides expectations for virtual and hybrid programs, to ensure programs are meeting quality standards.

Requirements for a New Administrative Program – The additional language provides authority in policy to approve a CTE Administration program.

The final amendment adds an additional requirement to approved Career Development programs.

With these additional guidelines, the Department will have the ability to direct programs to higher quality. It is my recommendation the Board approves these amendments, effective the 2025-2026 school year.

NORTH DAKOTA
Career and Technical Education

600 East Boulevard Ave – 15th Floor
Bismarck ND 58505
701-328-3180 www.cte.nd.gov

Approved Program Policy

(including new programs, expansions, and transfers)

Requirements for an Approved Instructional Program:

1. Credits
    a. A minimum of 2 credits per year in a coordinated plan.
    b. Distance courses **MAY** be counted as part of the 2-credit sequence for program approval purposes.
2. Class Size (9-12 enrollment)
    a. Class size requirements listed in Perkins V: Size, Scope, Quality Definitions - Secondary programs
3. CTE certified teacher
    a. Refer to teacher licensing requirements for specific program areas
    b. A program utilizing a permitted or long-term substitute teacher will be approved for one year. At the beginning of the following year, the approval will be denied unless a fully certified teacher is hired or the teacher is placed on and is making satisfactory progress on a plan of study, as assigned by the Department. Progress on the plan of study will be monitored annually to ensure satisfactory progress.
4. Curriculum
    a. Based on state, national, or industry standards for each program area.
5. Student Leadership Opportunity
    a. Program related Career & Technical Student Organization (CTSO) OR documented leadership opportunities.
6. Facilities and equipment
    a. Adequate as determined by program standards.
    b. Barrier-free facility.
7. Advisory Committee
    a. Active advisory committee for each instructional program that meets at least two times per school year.
        i. Committee may be combined to serve multiple CTE programs with a minimum of three representatives for each CTE program – unless program standards require a separate committee to serve a specific program.
    b. Refer to the Advisory Committee Guide for details on the requirements and purpose of an advisory committee.

8. Additional requirements for CTE Center Programs:
    a. Programs must be accessible to all member schools,
    b. If the sites serve a single school district, all program alike instructors must meet to collaborate a minimum of four times a year,
    c. If the site serves a single school district, Course Outlines reflect the common programming across all sites,
    d. If the site serves a single school district, the school district must be a member of the center,
    e. Staff must be supervised and evaluated by a certified CTE Center Director,
    f. One advisory committee with representatives from all member schools along with business and industry must be held annually, and
    g. Center-held personnel contracts encouraged, or Memorandum of Understanding (MOU) with responsibilities and expectations clearly identified.
9. Virtual/Hybrid Programs
    a. Virtual programs must provide opportunities to learn, provide, and practice desired skills in a hands-on manner, as necessary. Hands-on options include but are not limited to the following:
        i. Lab time at the home school
        ii. Attending in-person sessions at a CTE Center or post-secondary institution.
        iii. Employer-provided work-based learning
        iv. Or other eligible training provider
    b. Class Time Distribution: The class time can be divided into two main components:
        i. Lab Time (Hands-on Practice): Typically, lab time for CTE courses should constitute around 50-70% of the total course time, depending on the subject matter and level.
        ii. Lecture/Theory Time: The remaining time should be allocated to theoretical instruction, demonstrations, and assessments.
        iii. Suggested hands-on opportunities breakdown of a semester course (based on 90 hours)
            1. Basic Courses (Introductory Level)
                a. Lab Time: 45 hours (50%)
                b. Lecture/Theory Time: 45 hours (50%)
                c. Example Subjects: Basic automotive repair, introductory welding, culinary arts fundamentals, basic computer programming.
            2. Intermediate Courses
                a. Lab Time: 54 hours (60%)
                b. Lecture/Theory Time: 36 hours (40%)
                c. Example Subjects: Intermediate electronics, advanced culinary arts, health sciences (CNA training), graphic design.
            3. Advanced Courses
                a. Lab Time: 63 hours (70%)
                b. Lecture/Theory Time: 27 hours (30%)
                c. Example Subjects: Advanced welding techniques, robotics, software development, automotive diagnostics.

Requirements for a New Administrative Program

- The administrator must possess a CTE Administrators Credential issued by the Department or making progress on a plan of study to attain a CTE Administrators Credential as assigned by the Department.

Requirements for a New Program

- New Program – Complete the new and expanding program application.

Requirements for a Program Expansion or Transfer

- Program Expansion (any increase in percentage of time from the previous year) – Complete the new and expanding program application.
- Program Transfer – Complete the new and expanding program application.

Requirements for an Approved Career Development Program

1. CTE credentialed counselor (see requirements on page 8 for Career Development in CTE teacher licensing requirements)
2. Program of Work that incorporates ND Career Development Standards including but not limited to the following:
    a. Developing career portfolios (RUReady.ND.gov usage preferred), which include test and grades results, examples of student work, and resumes and cover letters to prospective employers.
    b. Advising students and parents on high school CTE programs and academic curriculum, preparing them for college application and admission.
    c. Arranging job shadowing, work placements, and community-based learning programs to allow students to directly experience workplace situations.
    d. Sponsoring workshops, classes, focus groups, and special presentations that focus on job skills and personal development.
    e. Informing students about postsecondary financing that can be used to support advanced education and training.
    f. Arranging dual/concurrent enrollment and Advanced Placement credits to prepare students for the rigor of postsecondary education.
    g. Planning and preparation for tests related to career development (ACT, SAT, PSAT, ASVAB, WorkKeys).
    h. Providing specialized counseling and intervention services to provide students with individualized attention.
3. Advisory Committee (see above)
4. Minimum of eight class meetings/year in grades seven through twelve.
5. Adequate facilities and equipment as determined by program standards.
6. Additional requirements for CTE Center Career Development Programs:
    a. All center career development counselors meet to collaborate at least four times a year,
    b. Program of Work reflects the common programming across all sites,
    c. Staff must be supervised and evaluated by a certified CTE Center Director,
    d. One advisory committee with representatives from all program schools along with business and industry must be held annually, and
    e. Center-held contracts encouraged, or Memorandum of Understanding (MOU) with responsibilities and expectations clearly identified.
7. Federal Perkins monies will not be used for Career Development salaries.
8. Federal Perkins monies may be used for equipment in approved programs.

9. Supporting Policy Guidelines

10. Programs may be approved but not funded due to availability of funds.
11. If a deficiency occurs after a program has been approved, there is a one-year grace period to allow a school or institution to correct the deficiency.

Policy update requested: January 2025

~~Policy approved: November 19, 2018~~

DEPARTMENT OF CAREER AND TECHNICAL EDUCATION

APPROPRIATION STATUS REPORT

FOR THE MONTH ENDED NOVEMBER 30, 2024

	ORIGINAL APPROPRIATION	CURRENT APPROPRIATION	BIENNIUM TO DATE EXPENSE	%	BALANCE OF APPROPRIATION
EXPENDITURES BY LINE ITEM					
SALARIES AND WAGES	$4,984,211.00	$5,406,928.00	$3,374,117.32	62%	$2,032,810.68
OPERATING EXPENSES	$3,046,350.00	$3,046,350.00	$1,611,575.02	53%	$1,434,774.98
GRANTS	$12,007,349.00	$12,007,349.00	$5,261,895.52	44%	$6,745,453.48
GRANTS - SECONDARY	$41,537,780.00	$41,537,780.00	$29,626,823.33	71%	$11,910,956.67
GRANTS - STEM	$100,000.00	$100,000.00	$40,435.58	40%	$59,564.42
CRF-INITIATIVE GRANT PROGRAM	$97,276,228.00	$157,167,541.85	$80,793,434.63	51%	$76,374,107.22
ADULT FARM MANAGEMENT	$1,706,138.00	$1,706,138.00	$483,171.01	28%	$1,222,966.99
WORKFORCE TRAINING	$2,987,500.00	$2,987,500.00	$1,723,919.68	58%	$1,263,580.32
MARKETPLACE FOR KIDS	$300,000.00	$300,000.00	$192,236.49	64%	$107,763.51
TOTAL EXPENDITURES	$163,945,556.00	$224,259,586.85	$123,107,608.58	55%	$101,151,978.27
EXPENDITURES BY SOURCE					
GENERAL FUND EXPENDITURES	$53,200,708.00	$53,532,351.34	$35,224,186.17	66%	$18,308,165.17
FEDERAL FUND EXPENDITURES	$110,589,874.00	$143,559,761.51	$68,284,555.40	48%	$75,275,206.11
SPECIAL FUND EXPENDITURES	$154,974.00	$27,167,474.00	$19,598,867.01	72%	$7,568,606.99
TOTAL EXPENDITURES	$163,945,556.00	$224,259,586.85	$123,107,608.58	55%	$101,151,978.27

DEPARTMENT OF CAREER AND TECHNICAL EDUCATION

CTE ADMINISTRATIVE BUDGET

2023 - 2025 Biennium

Nov-24	23 - 25 BUDGET	CURRENT MONTH EXPENDITURES	YEAR TO DATE EXPENDITURES	BALANCE OF BUDGET	PERCENT OF BUDGET EXPENDED	PERCENT OF TIME ELAPSED
SALARIES	$5,406,928.00	$209,912.77	$3,374,117.32	$2,032,810.68	62.40%	70.83%
OPERATING EXPENSES	$3,046,350.00	$43,327.13	$1,611,575.02	$1,434,774.98	52.90%	70.83%
TRAVEL	$380,000.00	$27,055.34	$217,402.96	$162,597.04	57.21%	70.83%
DUES & PROFESSIONAL DEVELOPMENT	$400,000.00	$679.00	$82,574.32	$317,425.68	20.64%	70.83%
PROFESSIONAL SERVICES	$361,350.00	$4,857.97	$36,761.96	$324,588.04	10.17%	70.83%
RENT/LEASES/UTILITIES/REPAIRS	$210,000.00	$962.46	$163,126.42	$46,873.58	77.68%	70.83%
POSTAGE	$25,000.00	$292.40	$3,211.48	$21,788.52	12.85%	70.83%
OPERATING FEES	$75,000.00	$0.00	$26,091.05	$48,908.95	34.79%	70.83%
SUPPLIES	$1,200,000.00	$837.32	$928,860.90	$271,139.10	77.41%	70.83%
PRINTING & PAPER	$100,000.00	$1,063.30	$25,859.90	$74,140.10	25.86%	70.83%
TELEPHONE	$20,000.00	$660.90	$10,379.10	$9,620.90	51.90%	70.83%
ITD	$200,000.00	$6,918.44	$114,521.45	$85,478.55	57.26%	70.83%
FURNITURE & EQUIPMENT	$75,000.00	$0.00	$2,785.48	$72,214.52	3.71%	70.83%
TOTAL	$8,453,278.00	$253,239.90	$4,985,692.34	$3,467,585.66	58.98%	70.83%

DEPARTMENT OF CAREER AND TECHNICAL EDUCATION

APPROPRIATION STATUS REPORT

FOR THE MONTH ENDED DECEMBER 31, 2024

	ORIGINAL APPROPRIATION	CURRENT APPROPRIATION	BIENNIUM TO DATE EXPENSE	%	BALANCE OF APPROPRIATION
EXPENDITURES BY LINE ITEM					
SALARIES AND WAGES	$4,984,211.00	$5,406,928.00	$3,583,539.81	66%	$1,823,388.19
OPERATING EXPENSES	$3,046,350.00	$3,046,350.00	$1,638,572.12	54%	$1,407,777.88
GRANTS	$12,007,349.00	$12,007,349.00	$5,380,556.52	45%	$6,626,792.48
GRANTS - SECONDARY	$41,537,780.00	$41,537,780.00	$29,590,713.63	71%	$11,947,066.37
GRANTS - STEM	$100,000.00	$100,000.00	$40,435.58	40%	$59,564.42
CRF-INITIATIVE GRANT PROGRAM	$97,276,228.00	$157,167,541.85	$82,165,919.65	52%	$75,001,622.20
ADULT FARM MANAGEMENT	$1,706,138.00	$1,706,138.00	$483,171.01	28%	$1,222,966.99
WORKFORCE TRAINING	$2,987,500.00	$2,986,419.68	$2,041,692.68	68%	$944,727.00
MARKETPLACE FOR KIDS	$300,000.00	$300,000.00	$192,886.49	64%	$107,113.51
TOTAL EXPENDITURES	$163,945,556.00	$224,258,506.53	$125,117,487.49	56%	$99,141,019.04
EXPENDITURES BY SOURCE					
GENERAL FUND EXPENDITURES	$53,200,708.00	$53,532,351.34	$35,725,252.24	67%	$17,807,099.10
FEDERAL FUND EXPENDITURES	$110,589,874.00	$143,558,681.19	$69,198,223.55	48%	$74,360,457.64
SPECIAL FUND EXPENDITURES	$154,974.00	$27,167,474.00	$20,194,011.70	74%	$6,973,462.30
TOTAL EXPENDITURES	$163,945,556.00	$224,258,506.53	$125,117,487.49	56%	$99,141,019.04

DEPARTMENT OF CAREER AND TECHNICAL EDUCATION

CTE ADMINISTRATIVE BUDGET

2023 - 2025 Biennium

Dec-24	23 - 25 BUDGET	CURRENT MONTH EXPENDITURES	YEAR TO DATE EXPENDITURES	BALANCE OF BUDGET	PERCENT OF BUDGET EXPENDED	PERCENT OF TIME ELAPSED
SALARIES	$5,406,928.00	$209,422.49	$3,583,539.81	$1,823,388.19	66.28%	75.00%
OPERATING EXPENSES	$3,046,350.00	$26,997.10	$1,638,572.12	$1,407,777.88	53.79%	75.00%
TRAVEL	$380,000.00	$11,712.80	$229,115.76	$150,884.24	60.29%	75.00%
DUES & PROFESSIONAL DEVELOPMENT	$400,000.00	$2,519.50	$85,093.82	$314,906.18	21.27%	75.00%
PROFESSIONAL SERVICES	$361,350.00	$3,857.50	$40,619.46	$320,730.54	11.24%	75.00%
RENT/LEASES/UTILITIES/REPAIRS	$210,000.00	$162.46	$163,288.88	$46,711.12	77.76%	75.00%
POSTAGE	$25,000.00	$128.33	$3,339.81	$21,660.19	13.36%	75.00%
OPERATING FEES	$75,000.00	$0.00	$26,091.05	$48,908.95	34.79%	75.00%
SUPPLIES	$1,200,000.00	$607.73	$929,468.63	$270,531.37	77.46%	75.00%
PRINTING & PAPER	$100,000.00	$987.16	$26,847.06	$73,152.94	26.85%	75.00%
TELEPHONE	$20,000.00	$660.75	$11,039.85	$8,960.15	55.20%	75.00%
ITD	$200,000.00	$6,360.87	$120,882.32	$79,117.68	60.44%	75.00%
FURNITURE & EQUIPMENT	$75,000.00	$0.00	$2,785.48	$72,214.52	3.71%	75.00%
TOTAL	$8,453,278.00	$236,419.59	$5,222,111.93	$3,231,166.07	61.78%	75.00%

CTE State Director's Report
January 2025

Goal Progress

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

A draft policy continues to be worked on by the Board Funding Subcommittee.

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 was 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

I continue to watch the proposed changes to the Perkins V State Plan Guide and Consolidated Annual Report Guide. My understanding is that all proposed changes for the State Plan Guide have been removed and transferred over to the Consolidated Annual Report guide. This requires many of the proposals to potentially still take effect, but the State will not have to revise its State Plan, therefore conduct Public Hearings and collect Public Comment.

Shila Leno has joined the Department as the Health Careers and Public Safety Program Supervisor. Her first day was January 2nd.

Laura Mehrer, Program Specialist, resigned effective January 3rd. The Department is in the process of replacing her.

I continue to meet at least quarterly with each Program Supervisor, to learn what they are working on and any concerns they have.

Interpret and Implement Board Policy and State and Federal Law

The Consolidated Annual Report will be reviewed and approved at the January 2025 meeting. It is due to be submitted to the US Department of Education by January 31, 2025.

Planning and Coordination

The Department hosted the Local CTE Administrators on December 18th. The next meeting is scheduled for February 3&4th, in conjunction with CTE in Memorial Hall.

To demonstrate the value of CTE Programs, the Department organizes CTE in Memorial Hall every Legislative Session. By doing so, state lawmakers can witness firsthand how CTE programs foster a more skilled and adaptable workforce, reduce unemployment, and stimulate economic growth.

This year's CTE in Memorial Hall will be held February 3-5, 2025. The Board is invited to attend.

I am in conversations with the Department of Public Instruction on a grant opportunity. It is a Gear Up Grant, which would ramp up Career Exploration opportunities.

Fiscal Management

The Departments budget is in line for the remainder of the 2023-25 biennium.

The Department continues to work with the Funding Subcommittee, to develop a Funding Policy. A report is included later in the Board Packet.

Advocate for Career and Technical Education

Mr. Wagner and I participated in a Legislative Open House, hosted by Job Service North Dakota on January 13th.

I have had numerous conversations with several Legislators, as the 69th Legislative Assembly as begun.

I presented before a Joint Education Committee on January 8th, providing an overview of what NDCTE does and the state of Career and Technical Education in North Dakota.

I presented before the Senate Appropriations Education and Environmental Subcommittee on January 13th, providing an overview of the Department's budget and its additional funding requests. The budget requests that raised the most questions were the New and Expanding Programs and CTE Capital Projects Program.

February is CTE Month. This year's theme is Igniting Potential, Inspiring Success. The Department has developed templates for local CTE Educators to use when posting social media, drafting stories, etc. We are encouraging local CTE educators to showcase their schools or centers, programs, and students.

Legislative Update

The Department is currently tracking 101 bills, with various levels of engagement. I am not including any Department Appropriations bills, as we are tracking a number of those as well.

Below are the bills the Department are most interested in:

HB1036 – This bill would create an office of apprenticeship within the ND Dept. of Labor that would support the ND Federal Office of Apprenticeship. I am currently working with state agencies and sponsors to consider moving this office to another agency, that is more involved in the workforce system.

HB1037 – This bill would appropriate $750,000 to NDCTE to grant funds to a workforce center serving NW ND for UAS training.

HB1098 – This bill would allow for students taking the General Education teacher pathway to be eligible for the State Scholarship.

HB1188 – This bill would provide flexibility to local CTE Center Boards, on how they assess their member schools.

HB1214 – This bill, among other things, codifies that transportation will be reimbursed by DPI to CTE Centers and other school districts, to enroll in CTE Courses.

HB1249 – Duplicate bill of HB1037

HB1251 – Prohibits schools from holding an extracurricular activity on family days, to include Easter Sunday. This is important to NDCTE as in the past, State CTSO events started the evening of Easter Sunday. If passed, we will need to ensure this doesn't happen again.

HB1358 – This bill provides code that allows NDDPI to authorize public charter schools.

HB1404 – This bill adds a military pathway as an avenue of earning the State Scholarship.

SB2009 – North Dakota State Fair appropriation bill. The NDCTE Agricultural Education Office organized FFA State Officers to present on behalf of the NDSF.

SB2019 – ND CTE Appropriations bill.

SB2105 – This bill places significant guardrails on schools on surveying students. The bill states the only 3rd party allowed to survey students is NDDPI. NDCTE and its CTSOs distribute surveys, to collect information. Although I have visited with the bill sponsor, and he has indicated this shouldn't impact us, I am still concerned and will engage as needed.

SB2131 – A bill that would codify the TrainND funding policy, that the State CTE Board approved in December 2024.

SB2147 – This bill makes amendments to a number of state scholarships, including the State Scholarship and Career Builders.

The Legislative Calendar up to Crossover is listed below:

January 20th – Deadline for Representatives to introduce bills.

January 20th – Deadline for a Senate bill containing an appropriation clause.

January 27th – Deadline for Senators to introduce bills.

February 10th – Deadline for Referrals of bills in the House to Appropriations Committee.

February 13th – Deadline for Referrals of bills in the Senate to Appropriations Committee.

February 25th – Bills must be out of committee in the house of origin.

February 28th – Crossover

More bills will be added daily.

Funding Policy Subcommittee Report

January 27, 2025

This report serves as an update on the discussion of the Subcommittee and not a policy recommendation. The Subcommittee continues to incorporate the six principles, that were drafted early in this process, while also minimizing the number of schools and centers that are negatively impacted. The Subcommittee met on January 7 and 14 to continue to work of drafting a new funding policy.

The proposal that was discussed at the January 14th meeting are as follows:

The following base amounts for every program were discussed. Base funding is calculated based on the FTE of an individual educator.

- All Comprehensive High School Programs base funding was set at $15,500.
- All Center Programs base funding was set at $44,250.
- Comprehensive Local Administrator Base funding was set at $30,000.
- CTE Center Administrator Base funding was set at $68,000.

Quality Incentives – Quality Incentive funding is calculated based on the FTE of an individual educator. All programs, whether provided by a Comprehensive High School or CTE Center can earn the quality incentives, excluding Career Development and Local Administration.

- The Quality Incentives of meeting Work-based Learning and Concentrators State Targets were set at $1000 each.

Access Incentives – Access Incentives funding is reserved for CTE Centers and are intended to be used to offset the operational costs of a CTE Center. Access Incentive dollars are distributed into three buckets, to provide centers a share of the budget based on their outputs. At this time, this is a baseline, with any center expansions funded through New and Expanding Program funds, to not reduce funds of other centers. In the scenario the subcommittee discussed, access incentives could be determined as follows:

- Enrollment Incentive Funding –. The Department's current appropriation could provide approximately $62 for every enrollment, defined as a course credit completed.
- Program Incentive Funding – The Departments current appropriation could provide approximately $6700 for every program a Center provides.
- Member School Incentive Funding – To offset the differences in operational costs for Brick and Mortar vs. Virtual Centers, it was discussed that each Brick-and-Mortar Member earns a Center $10,000 and Virtual Member $3500. Currently, the definition of Member is a School District.

The subcommittee asked Department staff to calculate the impact of the following possible changes:

- Base member incentive on a school building rather than a school district.
- Reduce base funding for an administrator and redistribute those dollars into base program or incentive funds.

The Subcommittee plans to meet again on January 28th. It is the goal of the Subcommittee to bring a funding policy forward to the full Board at the February 24 Board meeting for its first reading.

The policy, once approved, may be adjusted at the conclusion of the 2025 Legislative Assembly, to take any changes in appropriation into consideration.

TIME USE TRACKER	CTE Time Tracker	QTR:	2	December, 2024

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 Progress Measures. 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			← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar	
		12	← Minutes receiving, discussing, and voting on Guardrail Monitoring Reports according to the board adopted Monitoring Calendar	
			← Minutes performing board self-evaluations using the Be Legendary School Board Leadership Framework Instrument, developing and creating Superintendent evaluation, community engagement, and/or Board Guidelines according to Be Legendary practices.	
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 ←			67
6. Active Teamwork and Advocacy			← 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 ← Board Manager Evalution			9
TOTALS	0	12	79	67

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:	12	÷	79	× 100 =	15.19	% Student Outcome and Adult Behavior Minutes
Use For Student Outcome Minutes Percentage Calculation 3. Monitoring Student Outcome Goals and Goal Progress Measures :	0	÷	79	× 100 =	0.00	% Student Outcome Minutes

Board Members Present- 6. Active Teamwork and Advocacy	Board Absent	% Attendance	Count of 'Other' Agenda Items	Goals Discussed 3. Monitoring Student Outcome Goals	Goals on Target	% on Target
9	9	50.00	2	0	0	#DIV/0!

Consent Items 4. Operations for Success	Consent Items Removed	% Remaining on Consent Agenda	GPMs Discussed 3. Monitoring Goals Progress Measures	GPMs on Target	% on Target
2	0	100.00	0	0	#DIV/0!