State Board for Career and Technical Education Agenda

March 24, 2025
1:00 PM CT
Microsoft Teams

Microsoft Teams - **Meeting Link**

1. **Call to Order**
2. **Board Outcome Progress Monitoring – Director Guardrail 2 - The Director will not allow the Department to operate without systems to ensure high quality instructors.**
   a. **Director Guardrail PM 2.2 – CTE Educator Professional Development**
3. **Consent Agenda**
   a. **Approve February 24, 2025 Minutes**
   b. **Accept Finance Reports**
   c. **Accept State Director's Report – Agency Update**
   d. **Approve ND Emergency Medical Services Education Content Standards**
   e. **Approve 1st Reading Revised CTE Secondary Licensing & Certification Policy**
4. **Discussion and Possible Action (if needed)**
5. **Information Only**
   a. **Funding Subcommittee Progress Report**
   b. **February Time Tracking Report**
   c. **Strategic Questioning Strategies**
6. **Board Comments**
7. **Adjourn**

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

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

Responses to Board Questions – March 2025

2.a. What additional PD opportunities exist between now and June 30?

- **The Trade and Industry Program Supervisor is planning a training for the instructors that will cover multiple topics, specifically auto tech and auto collision.**
- **The Technology and Engineering Program Supervisor is planning an Engineering by Design PD opportunity**
- **Agricultural Education typically does multiple PD opportunities in the spring and summer.**
- **Family and Consumer Science facilities PD in the summer**
- **Marketing is planning a DECA advisor PD opportunity.**

I'm sure this will be asked by others, but regarding progress measure 2.2, I see we are a couple hundred short. Do we have awareness as to this is "on pace" with the remaining PD opportunities left before June 30th to meet our goal? If so, I don't feel the need examining the current shortfall in extraordinary detail and developing strategies to overcome it if we are on a version of on-track.

I believe we are on pace to meet this goal. I did receive a few other reports from staff after the Board packet went out, which increased our count. We are now increased to 1061 enrollees, bringing our gap to 139 to achieve by June 30.

3.d. EMS Content standards. Please provide a brief summary of the process by which standards are reviewed and updated for presentation to the board for approval. Share again with us the document you provided several months ago showing the programs for which standards are approved and the dates that they have been approved in the past and will be scheduled for review in the future.

Standards Development Process

1. **Consult the standard schedule to see which standards are due for review in a year.**
2. **Start research as to National Industry Organization updates to their standards, talk with a few teachers and state supervisor to input.**
3. **A mock-up of a new document is created with the most current national industry standards after considering everything researched.**
4. **Teachers' contact information is requested from program supervisor in order to start the conversation with all teachers, post-secondary and secondary.**
5. **Teachers are contacted directly by email and sent the draft option with timeline for comment and options of contact/meetings**
6. **Open for 5-6 weeks or more of comment and option to meet in-person or by Webex or not at all, if the teachers' comments say it is clear what needs to be done.**

7. **Supervisor are there for support if needed, but does not contribute usually unless asked.**
8. **Teachers ratify the draft either by email, webex, or in-person**
9. **Creation of Frameworks for individual MIS03 classes begin with teachers.**
10. **Draft is taken to state board for approval.**

The calendar for standards are now included in the packet.

3.e. Secondary Licensure and Certification Policy

1. Page 1 - the heading refers to "Program Areas". Are all of the bullet points are really "program areas" (administration, curriculum and standards, educational equity, special populations)? If not, would there be a more appropriate heading?

That has been reworded to Licensure Options.

Page 3. Under Five-Year Renewal, there are three bullet points under 2. Point c seems to need to be followed by a d to delineate "Special topic seminars and meetings…"

That has been corrected.

Page 4. Please clarify the language highlighted in green. This (I assume) is added language. Is it to allow a CTE teacher that is already licensed to teach at the post-secondary level to now teach at the secondary level? question also applies to other pages

Yes, that is correct. This would be a quicker and more appropriate path for a post-secondary instructor to become secondary certified.

Area	Date Updated	Needs to be Done This Year	Next Update
Agriculture	Jan-16	Close to being done in 2025, Ag teachers working on Framewords right now	2021
Agriculture			
Automated Manufacturing	Aug-21		2026
Automated Manufacturing Standards			
Auto Collision	May-20	**Almost done**	2025
Auto Collision Standards			
Automotive Technology	May-24		2029
Automotive Technology			
Aviation	May-24		2029
Aviation			
Business	Jun-21		2026
Business and Office Technology Standards			
Building Trades	Oct-21		2026
Building Trades			
Career Development	Sep-23		2028
Career Development			
Drafting	Apr-06	1 program in the state, no need to redo	
Drafting			
Electronics	Mar-22		2027
Electronics Standards			
Emerging Technology	2007	Possible never to be redone, very precise curriculum already written.	
Emerging Technology - Technology Education			
Family and Consumer Science	Jan-18	Leaving as is until 2028, when nationals will be redone	2028
FACS Standards			
Graphic Communications	May-20		2025
Graphic Communications			
Health Careers	Oct-23		2028
Health Careers Standards			
Information Technology	Feb-15	Close to being done in 2025	2020
Information Technology Standards			
Marketing	Sep-17		2027
Marketing			
Technology Education	Feb-21		2026
Technology Education Standards			
Welding	May-24		2029
Welding			
Possibly Soon---New			
Firefighter			

Progress Monitoring

Director Guardrail 2

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

NORTH DAKOTA
Career and Technical Education

Preparing Tomorrow's Workforce

Director Guardrail Progress Measure 2.2

The number of CTE Educators that attend professional development that aligns with NDCTE's vision and goals will increase from 1192 in 2024 t0 1300 in 2029.

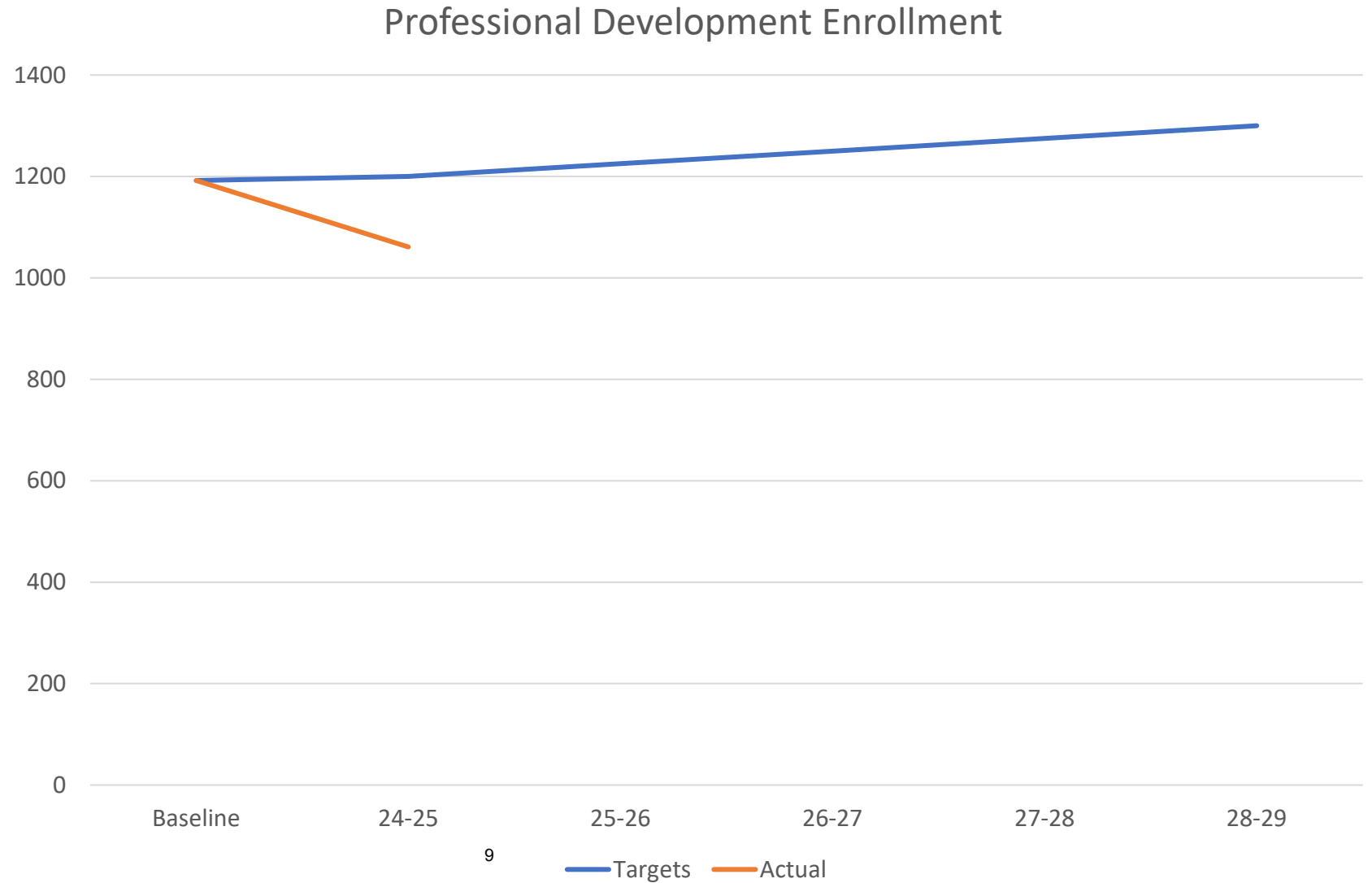Annual Targets:2025-1200, 2026-1225, 2027-1250, 2027-1275, 2028-1300

Director Response

2024-25 Target – 1,200

2024-25 Progress – 1,061*

*As of March 18th. PD opportunities will continue through June 30.

NORTH DAKOTA
Career and Technical Education

Preparing Tomorrow's Workforce

Director Response

Professional Development Enrollment

	Baseline	24-25	25-26	26-27	27-28	28-29

Legend: Targets, Actual

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Next Steps

Leadership at the Department will meet with program supervisors to review the guardrail and guardrail progress measure, to determine if more professional development opportunities are necessary to meet educator needs and progress measure target.

Minutes for State Board for Career and Technical Education
February 24, 2025

Call to Order:

The regular meeting of the State Board for Career and Technical Education was held on Monday, February 24, 2025, via Microsoft Teams. It was called to order by Chair Sonia Meehl at 1:02 pm 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-Chair Mike McHugh
>Board Member Eric Nelson
>Board Member Jason Rohr

Also present: Wayde Sick, Mark Wagner, Gwen Ferderer, Laurie Elliott, Pam Stroklund, Daniel Spellerberg, Lyle Krueger, Ronda Schauer, Heidi Eckart, Randal Brockman, Eric Ripley, Jessica DeVaal and Lorie Ruff.

Meeting chat information for this meeting does not exist.

Board Outcome Progress Monitoring:

Wayde Sick provided updates on Goal 1, Goal Progress Measure 1.1, 1.2 and 1.3. GPM 1.1 is the percentage of students in rural schools identified as a concentrator. Our target for 2024 is 42% but we only achieved 38% and therefore not meeting our target. The state concentrator rates decreased for rural and all students and, although our number of concentrators have grown, the student population has grown at a faster rate. Our next step to attain this target is to monitor the opening and expansion of CTE centers to ensure they are providing access to rural school districts and to determine how to incentive concentrator rates.

 The 2024 target for GPM 1.2, percentage of minority students identified as a concentrator, is 16%. Our reporting numbers are 14.3%, again not achieving our targets. We will monitor CTE Center openings and expansions to ensure they are providing access to schools that may serve high populations of minority students.

GPM 1.3 measures the percentage of special population students identified as a concentrator. Our target for 2024 was 27% but our actual was 23.2%, again not meeting the target. The state saw a consistent decrease in concentrator students in the Special Population area unfortunately, these numbers are self-reported and provides for inconsistent data. Our steps to accomplish our target include reviewing the Special Population Grant to determine how it may be better utilized, monitor openings and expansions of CTE Centers to ensure they are proactively serving the various special populations and determine how to incentive concentrator rates.

Due to other commitments, Jason Rohr left the meeting at 1:45 and Pat Bertagnolli left at 2:29.

Discussion was held to consider the scope of student grades to report and to reevaluate the goals and targets during the August retreat.

Eric Nelson moved to accept the Director's Report of Board Outcome Progress Monitoring Goal 1 and it was seconded by Superintendent Baesler. With no further discussion a roll call vote was administered:

> Board Member Lyndsi Engstrom - Aye
> Vice-Chair Mike McHugh – Aye
> Board Member Eric Nelson - Aye
> Board Member Levi Bachmeier - Aye
> Superintendent Baesler - Aye
> Chair Sonia Meehl - Aye
> 6-0-3 Absent

Consent Agenda:

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

Discussion and Possible Action:

Revised Program Approval Policy 2nd Reading: Wayde Sick reviewed the clarifying language that was changed in the policy since the last meeting. There was discussion on the placement of the CTE Administrator Credential section and if that should be incorporated within the licensure section. It was agreed to rename that portion and incorporate into the additional requirement section. It was then moved by Vice-Chair Mike McHugh to approve the amendment to change the Administrator Credential section and move into appropriate subdivision and it was seconded by Lyndsi Engstrom. With no further discussion a roll call vote was administered:

> Board Member Levi Bachmeier - Aye
> Superintendent Baesler - Aye
> Board Member Lyndsi Engstrom - Aye
> Vice-Chair Mike McHugh – Aye
> Board Member Eric Nelson - Aye
> Chair Sonia Meehl - Aye
> 6-0-3 Absent

It was moved by Levi Bachmeier to approve the Revised Program Approval Policy and it was seconded by Mike McHugh. With no further discussion a roll call vote was administered:

> Vice-Chair Mike McHugh – Aye
> Board Member Eric Nelson - Aye
> Board Member Levi Bachmeier - Aye
> Superintendent Baesler - Aye
> Board Member Lyndsi Engstrom - Aye
> Chair Sonia Meehl - Aye
> 6-0-3 Absent

Superintendent Baesler commended Board Members and CTE staff for all their work on developing this policy.

Revised Secondary CTE Funding Policy 1st Reading: Chair Meehl requested that the Funding Subcommittee members share their thoughts on where they feel we have a consensus and where we need additional input. Lyndsi Engstrom, Mike McHugh, Levi Bachmeier and Chair Meehl each gave their feedback stating that there is a

consensus on the basic framework of the policy but that the non-consensus lies in the funding of local administration FTE, operating expenses, brick and mortar programs versus virtual programs and incentive dollars. Members were reminded that they are approving the policy language and not the actual dollar amounts on the appendix as these numbers are currently unknown until after the legislative session. Much discussion was held on allocations and the incentive funding percentages.

It was agreed that the next steps would be to approve the 1st Reading of the policy, invite constructive stakeholder feedback for the subcommittee to review and possible revision of any sections of the policy based on that feedback and develop a policy for the Board to review prior to our next meeting.

Due to other commitments, Levi Bachmeier left the meeting at 2:55.

Eric Nelson moved to approve the Revised Secondary CTE Funding Policy 1st Reading and it was seconded by Superintendent Baesler. With no further discussion a roll call vote was administered:

> Vice-Chair Mike McHugh – Aye
> Board Member Eric Nelson - Aye
> Superintendent Baesler - Aye
> Board Member Lyndsi Engstrom - Aye
> Chair Sonia Meehl - Aye
> 5-0-4 Absent

Information Only:

January Time Tracking Report: Chair Meehl reported that Members should have received a revised time tracker today via email.

Board Comments:

Superintendent Baesler commended Board Members and CTE staff for all they do for the students of North Dakota.

Wayde Sick reported that SB 2019, which is the ND CTE Appropriations Bill, has moved out of Senate Appropriations with amendments and referenced his report for details.

Chair Meehl reminded Members of the invitations that were included in their packet and encouraged them to attend.

The next meeting is scheduled for March 24.

There being no other business brought before the Board, the meeting adjourned at 3:29 pm.

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Sonia Meehl
SBCTE Chairperson

DEPARTMENT OF CAREER AND TECHNICAL EDUCATION
APPROPRIATION STATUS REPORT
FOR THE MONTH ENDED FEBRUARY 28, 2025

	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	$4,016,462.11	74%	$1,390,465.89
OPERATING EXPENSES	$3,046,350.00	$3,046,350.00	$1,968,559.93	65%	$1,077,790.07
GRANTS	$12,007,349.00	$12,007,349.00	$5,432,146.09	45%	$6,575,202.91
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	$45,435.58	45%	$54,564.42
CRF-INITIATIVE GRANT PROGRAM	$97,276,228.00	$157,167,541.85	$84,529,893.94	54%	$72,637,647.91
ADULT FARM MANAGEMENT	$1,706,138.00	$1,706,138.00	$484,121.01	28%	$1,222,016.99
WORKFORCE TRAINING	$2,987,500.00	$2,986,419.68	$2,495,966.68	84%	$490,453.00
MARKETPLACE FOR KIDS	$300,000.00	$300,000.00	$238,364.08	79%	$61,635.92
TOTAL EXPENDITURES	$163,945,556.00	$224,258,506.53	$128,801,663.05	57%	$95,456,843.48
EXPENDITURES BY SOURCE					
GENERAL FUND EXPENDITURES	$53,200,708.00	$53,532,351.34	$36,683,721.84	69%	$16,848,629.50
FEDERAL FUND EXPENDITURES	$110,589,874.00	$143,558,681.19	$71,910,440.42	50%	$71,648,240.77
SPECIAL FUND EXPENDITURES	$154,974.00	$27,167,474.00	$20,207,500.79	74%	$6,959,973.21
TOTAL EXPENDITURES	$163,945,556.00	$224,258,506.53	$128,801,663.05	57%	$95,456,843.48

DEPARTMENT OF CAREER AND TECHNICAL EDUCATION

CTE ADMINISTRATIVE BUDGET

2023 - 2025 Biennium

Feb-25	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	$219,515.50	$4,016,462.11	$1,390,465.89	74.28%	83.33%
OPERATING EXPENSES	$3,046,350.00	$28,446.78	$1,968,559.93	$1,077,790.07	64.62%	83.33%
TRAVEL	$380,000.00	$6,149.42	$253,317.00	$126,683.00	66.66%	83.33%
DUES & PROFESSIONAL DEVELOPMENT	$400,000.00	$2,879.00	$93,039.17	$306,960.83	23.26%	83.33%
PROFESSIONAL SERVICES	$361,350.00	$7,109.50	$53,692.96	$307,657.04	14.86%	83.33%
RENT/LEASES/UTILITIES/REPAIRS	$210,000.00	$324.92	$163,613.80	$46,386.20	77.91%	83.33%
POSTAGE	$25,000.00	$824.89	$4,290.94	$20,709.06	17.16%	83.33%
OPERATING FEES	$75,000.00	$10.00	$26,171.05	$48,828.95	34.89%	83.33%
SUPPLIES	$1,200,000.00	$1,766.45	$1,195,914.56	$4,085.44	99.66%	83.33%
PRINTING & PAPER	$100,000.00	$2,092.03	$29,484.80	$70,515.20	29.48%	83.33%
TELEPHONE	$20,000.00	$686.09	$12,411.67	$7,588.33	62.06%	83.33%
ITD	$200,000.00	$6,604.48	$133,838.50	$66,161.50	66.92%	83.33%
FURNITURE & EQUIPMENT	$75,000.00	$0.00	$2,785.48	$72,214.52	3.71%	83.33%
TOTAL	$8,453,278.00	$247,962.28	$5,985,022.04	$2,468,255.96	70.80%	83.33%

Elliott & McMahon (Board Training)	$4,000.00
Nexus (CAR Reporting)	$888.75
Avineon (CTE Mapping)	$1,831.00
Capital Trophy (Embroidery)	$389.75
	$7,109.50

CTE State Director's Report
March 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. A report is included later in the packet to explain progress made since the February 24th Board meeting.

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

Jenna Beckman has joined the agency as our fourth Program Specialist.

Asst. State Director Mark Wagner has announced he is planning to retire sometime this year. No date has been selected. I would like to thank Mr. Wagner for his years of service to the state and the students of North Dakota.

Interpret and Implement Board Policy and State and Federal Law

Update on Federal landscape. At the time of the writing of this report, the Federal Government is functioning under a Continuing Resolution, which is set to expire on March 14th. Options are to either to extend the Continuing Resolution, either on the short term or long term, or allow a government shutdown. For this fiscal year, Perkins funds are safe as they are prepaid, but there is uncertainty moving forward. Career and Technical Education and Perkins is supported heavily both in Congress and the Administration, but reductions to other areas in Education may have a negative impact on CTE.

Also, as previously reported, the US Dept. of Education was working on revising the CAR and State Plan Guidance Manuals, which would have added substantial work for states in the upcoming year. We have learned that all proposed changes have been halted.

Planning and Coordination

I attended the North Dakota Workforce Development Council meeting on March 11th. The agenda included strategic planning work for the upcoming interim and industry and agency Legislative updates.

The Program Supervisors have been invited and participate in the NDUS Academic Discipline Groups. This is an attempt to improve communication between Higher Education CTE programs, NDCTE staff and secondary CTE educators.

I met with the trainers with E&M on Thursday, March 13th to begin work on the Director's Strategic Plan, as aligned with the Board's Student Outcome Goals.

As reported at the February meeting, the CTE Directors were briefed on the Proposed Funding Policy at the February Directors meeting. The Department continues to meet with the Directors weekly on Legislative work. They requested and were granted time with the Funding Subcommittee, to provide feedback and potential revisions to the draft policy.

I met with the National Guard and Bismarck Public Schools on March 5th to discuss a military pathway. The Center for Distance Education has developed a few introductory military courses, but do not have enough technical and hands-on content to be considered a CTE Program of Study. The intent of the meeting with the Guard and BPS is to see what a Military Program of Student may look like.

NDCTE Staff continue to participate in the Bismarck State College Business and Industry Leadership Team meetings, which are intended to advice the BSC program. I am a member of the Leadership BILT team and attend our meeting on March 4th.

Fiscal Management

The Department is on pace to finish the biennium within budget.

Advocate for Career and Technical Education

The focus of this area is working with the Legislative Assembly.

Legislative Update

The Department is currently tracking 148 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. This has been passed out of House IBL on 2/10 but did not include amendments we hope for. We will work on amendments on the Senate side. This bill has failed in the House.

HB1037 – This bill would appropriate $750,000 to NDCTE to grant funds to a workforce center serving NW ND for UAS training. Has been referred to appropriations. This bill has failed in the House.

HB1098 – This bill would allow for students taking the General Education teacher pathway to be eligible for the State Scholarship. This has passed through the House and sent to the Senate.

HB1126 – This bill would allow students, the age of 16, to be trained as cosmetologists. It would require them to be in a registered apprenticeship program to do so. This bill was missed on the first half of the session, but we will track as it moves through the Senate. It has passed the House and will now move to the Senate after crossover.

HB1188 – This bill would provide flexibility to local CTE Center Boards, on how they assess their member schools. This has passed both the House and Senate.

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. This is to be included in the per pupil payment. This has passed House.

HB1249 – Duplicate bill of HB1037. This has passed through the House IBL committee and has been rereferred to Appropriations. This bill has failed in the House.

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. This bill failed in the House.

HB1404 – This bill adds a military pathway as an avenue of earning the State Scholarship. This has passed the House and has been sent to the Senate.

HB1498 – This bill would allow a local school board the ability provide sign on bonuses to new teachers. The Department was able to amend this bill to also give a Center Board the same ability. It has passed the House.

SB2009 – North Dakota State Fair appropriation bill. The NDCTE Agricultural Education Office organized FFA State Officers to present on behalf of the NDSF. This has passed the Senate, adding funds for infrastructure improvements.

SB2019 – ND CTE Appropriations bill. This has moved out of Senate Appropriations E&E amended as follows:

- Adding dollars back in for salaries, specific to the FTE Funding and Vacancy Pool. Employee pay increases will not be determined until later in the Session. There are multiple scenarios floating around.
- Accept the $4M Cost to Continue request
- Include $3M for New and Expanding. The initial request was $22M
- Accept the $2.5M in Perkins spending authority
- Include $100,000 for Market Place for Kids. The initial request was $150,000
- Include $750,000 for TrainND. The initial request was $1.6M
- Include $1,000,000 for Virtual Reality Career Exploration. The initial request was $2,000,000
- Increases not included are as follows:
  o STEM Network - $250,000
  o CTE Educator Recruitment - $650,000
  o Apprenticeship FTEs - $600,000
  o WBL Coordinator Grants - $1.5M
  o Capital Projects - $56M

A hearing was held on March 12th.

SB2105 – This bill places significant guardrails on schools when surveying students. The bill states the only 3rd party allowed to survey students is NDDPI. NDCTE and its CTSOs distribute surveys, to collect information. I have worked with the sponsor to include career and technical education, which has been amended in. This has passed the Senate. A hearing was held in House Education on March 12.

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

SB2147 – This bill makes amendments, primarily clean up language, to several of the state scholarships, including the State Scholarship and Career Builders. This has passed Senate.

SB2234 – This bill creates and funds the Choice Ready grant through DPI. This has passed the Senate.

SB2239 – This bill creates an Apprenticeship Grant, to provide funds to new apprentices, to offset costs. This has passed the Senate.

SB2274 – This bill moves the Farm Management Education Program from NDCTE to the Department of Agriculture. This has passed the Senate. A hearing was held on March 14th.

SB2308 – This is a bill that will study the multiple Boards and Commissions and dissolve others. This would dissolve the SLDS Committee, and an amendment was introduced to place the authority of SLDS under the NDIT, which I feel is appropriate. This has passed the Senate.

The Legislative Calendar for the remainder of the session is listed below:

April 4th – Deadline for rereferrals of bills in second house to Appropriations Committees

April 16th – Bills and resolutions must be reported out of committee in second house

May 9th – 80th Day

March 11th, 2025

Dear Director Sick, Assistant Director Wagner, and Members of the State Board for Career and Technical Education,

On behalf of the North Dakota Association of Family, Career and Community Leaders of America (FCCLA), I am pleased to invite you to our 79th Annual State Leadership Conference to be held April 6-8, 2025, at the Bismarck Hotel & Conference Center. This event will bring together over 600 student members and advisers from across North Dakota for a time of leadership development, competitive events, and recognition of outstanding achievements.

The '24-'25 ND FCCLA State Executive Council extends a special invitation to each of you to attend any or all sessions of the conference. We would especially appreciate your presence at the Opening General Session on Sunday, April 7, from 4:00PM to 6:00PM, where we will officially kick off the conference with enthusiasm and excitement to inspire our members with keynote speakers and special presentations.

Additionally, we extend a special invitation to the Recognition & Closing Session on Tuesday, April 8th, at 9:00AM, with seating for special guests at 8:45AM. This session will celebrate the accomplishments of our outstanding FCCLA members and advisors, announce the '25-'26 ND FCCLA State Executive Council, and conclude with the installation of new officers. Your presence at this session would be especially meaningful as we recognize the achievements of these future leaders.

Please inform our office by Friday, March 28, 2025, if possible, regarding the members of the State Board for Career and Technical Education who plan to attend. Your continued support and encouragement play a vital role in the success of our students and organization, and we sincerely appreciate your commitment to North Dakota FCCLA.

If you have any questions or need additional information, please do not hesitate to reach out. We look forward to welcoming you to this special event.

Sincerely,

Danielle Jangula
ND FCCLA State Advisor

701.328.9171

ND Career & Technical Education
600 E. Boulevard Ave.
State Capitol, 15th Floor, Dept. 270
Bismarck, ND 58505-0610

www.ndfccla.org
djangula@nd.gov

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North Dakota Emergency Medical Services Education

Content Standards

North Dakota Department of Career and Technical Education
Wayde Sick, State Director and Executive Officer
600 E Boulevard Avenue, Dept. 270
Bismarck, North Dakota 58505-0610

North Dakota Technical Education Team and Standards Process

This set of standards was reviewed with special thanks to:

Seth Murray, Sanford Health EMS Education, Fargo
Cary Wertz, Southeast Region CTC
Jessie Pestel, Horace High School

Questions regarding these standards can be directed to:

Michael Netzloff
Standards and Curriculum Specialist
ND Department of Career and Technical Education
600 E. Boulevard Avenue, Department 270
Bismarck, ND 58505-0610
(701) 328-3187
mnetzloff@nd.gov

Adapted from the National EMS Education Standards 2021. Washington, DC: National Highway Traffic Safety Administration.

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North Dakota State Board for Career and Technical Education
Board Members

Chair
Sonia Meehl
Oakes Public Schools
Oakes, ND

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Career and Technical Education Standards Introduction

Mission

The mission of the State Board for Career and Technical Education (CTE) is to work with others to provide all North Dakota citizens with the technical skills, knowledge, and attitudes necessary for successful performance in a globally competitive workplace.

Vision

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

Goal

North Dakota Career and Technical Education's goal is to create a competitive and knowledgeable work force. This is accomplished through a variety of educational program areas that are organized to prepare students for careers in their chosen fields, to take leadership roles, and balance their multiple roles in life. CTE programs prepare students with the knowledge and skills to make informed career choices, to integrate and apply academic concepts, to prepare for successful participation in a global society, and to engage in lifelong learning.

Standards Development Process

Standards development is a multi-phase process. Existing and/or industry standards are the basis for the North Dakota Program Standards. A team of expert secondary and postsecondary teachers, business and industry representatives, and the state program supervisor draft the standards document. Once the document is finalized, the State Board for Career and Technical Education approves and adopts the standards.

Course Frameworks are also developed by the writing team. A framework includes a brief overview of the course content, topical units of study, and identifies the standards recommended for inclusion within the course. The frameworks are tailored to prepare young people for the opportunities in North Dakota. School Districts will use the frameworks as a guide for developing curriculum that reflects local needs.

Key Principles of Career and Technical Education

We believe that Career Technical Education:

1. **Draws its curricula, standards, and organizing principles from the workplace.**
   The workplace provides the context, objectives, and organizing constructs for instruction and assessment. The workplace also defines the standards of performance necessary, including those required for academic, technical, and employability skills.

2. **Is a critical and integral component of the total educational system, offering career-oriented benefits for all students.**
   CTE classes offer educational benefits to students pursuing careers requiring specific technical skills as well as providing a strong foundation for those pursuing a traditional four-year (or more) degree.

3. **Is a critical and integral component of the workforce development system, providing the essential foundation for a thriving economy.**
   Preparation of a well-prepared, qualified workforce requires solid academics, good work ethics, and specific technical skills as well as the ability to communicate, work with others, solve problems, and use information. CTE contributes directly to this preparation by providing a curriculum tied to specific workplace requirements.

4. **Maintains high levels of excellence supported through identification of academic and workplace standards, measurement of performance (accountability), and high expectations for participant success.**
   Career Technical Education is committed to continuous improvement, attention to industry certification, and the development of highly qualified teachers.

5. **Is robust and flexible enough to respond to the needs of the multiple educational environments, customers, and levels of specialization.**
   CTE involves a large and complex delivery system that (1) integrates career exploration, (2) provides effective tools for organizing all curricula, (3) facilitates the teaching and use of technology, (4) is integrated into the total learning experience, (5) enhances the learning of academic subjects, (6) teaches broad occupational skills, (7) includes all aspects of the industry, (8) teaches how to balance family and work responsibilities, (9) provides job-specific training, (10) is offered at multiple levels of the educational continuum, and (11) is delivered through a variety of educational environments.

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Standard 1	***PREPARATORY***

Topic 1.1	**EMS Systems**	
	Student Competencies	
	1.1.1	Uses and applies knowledge of EMS systems.
	1.1.2	Understands roles, responsibilities, and professionalism of EMS personnel.
	1.1.3	Contrasts quality improvement vs. quality assurance.
	1.1.4	Summarizes the role of medical oversight.
	1.1.5	Identifies the culture of safety / patient safety.
	1.1.6	Summarizes the continuum of care.
	1.1.7	Describes the history of EMS.
	1.1.8	Classifies the systems of care, e.g., Stroke, STEMI, Trauma, Pediatrics.
	1.1.9	Discusses MIH/CP and other EMS-related specialty roles.
Topic 1.2	**Workforce Safety and Wellness**	
	Student Competencies	
	1.2.1	Uses standard safety precautions.
	1.2.2	Identifies personal protective equipment.
	1.2.3	Demonstrates lifting and moving patients.
	1.2.4	Explains crew resource management.
	1.2.5	Supports stress management.
	1.2.6	Identifies prevention of work-related injuries and illnesses.
	1.2.7	Appraises responder mental health, resilience, and suicide prevention.
	1.2.8	Defines wellness principles.
	1.2.9	Understands disease transmission.
Topic 1.3	**Research**	
	Student Competencies	
	1.3.1	Describes the impact of research on EMS care.
	1.3.2	Interprets data collection.
	1.3.3	Explains evidence-based decision making.
Topic 1.4	**Documentation**	
	Student Competencies	
	1.4.1	Understands recording patient findings.
	1.4.2	Describes the principles of medical documentation and report writing.
	1.4.3	Identifies supporting medical necessity.

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Topic 1.5	**EMS System Communication**	
	Student Competencies	
	1.5.1	Describes the EMS communication system.
	1.5.2	Employs communication with other health care professionals to include cohesive and organized patient handoff.
	1.5.3	Understands team communication and dynamics.
	1.5.4	Summarizes telemetric monitoring devices and transmission of clinical data, including video data.
Topic 1.6	**Therapeutic Communication**	
	Student Competencies	
	1.6.1	Demonstrates health care literacy.
	1.6.2	Identifies interviewing techniques.
	1.6.3	Employs verbal defusing strategies.
	1.6.4	Understands managing communication challenges.
	1.6.5	Describes family centered care.
	1.6.6	Recognizes adjusting communication strategies for age, stage of development, and patients with special needs.
	1.6.7	Illustrates non-discriminatory communication that addresses inherent or unconscious bias, is culturally aware and sensitive, and intended to improve patient outcome.
Topic 1.7	**Medical/Legal and Ethics**	
	Student Competencies	
	1.7.1	Compares consent, involuntary consent, and refusal of care.
	1.7.2	Understands confidentiality.
	1.7.3	Defines advanced directives.
	1.7.4	Identifies tort and criminal actions.
	1.7.5	Summarizes evidence preservation.
	1.7.6	Describes statutory responsibilities.
	1.7.7	Interprets mandatory reporting.
	1.7.8	Contrasts ethical principles/moral obligations.
	1.7.9	Appraises end-of-life issues.
	1.7.10	Illustrates patient rights/advocacy.
Topic 1.8	**Anatomy and Physiology**	
	Student Competencies	
	1.8.1	Uses knowledge of the anatomy and function of the upper airway, heart, vessels, blood, lungs, skin, muscles and bones as the foundation of emergency care.
	1.8.2	Applies knowledge of the anatomy and function of all human systems to the practice of EMS.
Topic 1.9	**Medical Terminology**	
	Student Competencies	
	1.9.1	Understands medical and anatomical terms.

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	1.9.2	Uses anatomical and medical terms and abbreviations in written and oral communication with colleagues and other health care professionals.
Topic 1.10	**Pathophysiology**	
	Student Competencies	
	1.10.1	Uses knowledge of shock and respiratory compromise to respond to life threats.
	1.10.2	Applies knowledge of the pathophysiology of respiration and perfusion to patient assessment and management.
Topic 1.11	**Life Span Development**	
	Student Competencies	
	1.11.1	Uses knowledge of age-related differences to assess and care for patients.
	1.11.2	Applies knowledge of life span development to patient assessment and management.
Topic 1.12	**Public Health**	
	Student Competencies	
	1.12.1	Describes EMS roles in public health.
	1.12.2	Summarizes infection prevention and control.
	1.12.3	Identifies human trafficking.
	1.12.4	Understands EMS EHR reporting and data collection.
	1.12.5	Illustrates governmental/nongovernmental roles and resources.
	1.12.6	Names public health mission and goals.
	1.12.7	Lists social, geographic, economic, and demographic determinants of health.
	1.12.8	Describes EMS role in patient and community education.
	1.12.9	Assesses injury prevention and wellness.
	1.12.10	Contrasts unique pediatric, geriatric, and special populations public health concerns.
	1.12.11	Appraises screenings and vaccinations/ immunizations.

Standard 2	*PHARMACOLOGY*		
Topic 2.1	**Principles of Pharmacology**		
	Student Competencies		
	2.1.1	Understands medication safety.	
	2.1.2	Defines medication legislation.	
	2.1.3	Describes naming and classifications.	
	2.1.4	Describes storage and security.	
	2.1.5	Identifies medication interactions.	
	2.1.6	Names adverse drug reactions.	
	2.1.7	Illustrates metabolism and excretion.	
	2.1.8	Defines mechanism of action.	
	2.1.9	Recalls medication response relationships.	
Topic 2.2	**Medication Administration**		
	Student Competencies		
	2.2.1	Uses a Medication Cross Check procedure.	
	2.2.2	Uses an autoinjector.	
	2.2.3	Uses a unit-dose, premeasured intranasal device.	
	2.2.4	Administers medications to a patient.	
	2.2.5	Provides pain management, including ethical and safety considerations.	
	2.2.6	Describes routes of administration.	
Topic 2.3	**Acute Medications**		
	Student Competencies		
	2.3.1	Recalls names and effects.	
	2.3.2	Compares indications and contraindications.	
	2.3.3	Names side effects.	
	2.3.4	Lists routes of administration.	
	2.3.5	Understands dosages and actions.	
	2.3.6	Identifies complications and interactions.	
Topic 2.4	**Chronic or Maintenance Medications**		
	Student Competencies		
	2.4.1	Understands specific medication classes determined locally by class names, class indications, class complications, class side effects, and polypharmacy.	

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Standard 3	*AIRWAY MANAGEMENT, RESPIRATION, AND VENTILATION*	
Topic 3.1	**Airway Management**	
	Student Competencies	
	1.1.1	Identifies airway anatomy.
	1.1.2	Understands airway assessment.
	1.1.3	Uses techniques of assuring a patent airway.
Topic 3.2	**Respiration**	
	Student Competencies	
	3.2.1	Identifies anatomy of the respiratory system.

	3.2.2	Understands physiology and pathophysiology of respiration:
		   - Pulmonary ventilation
		   - Oxygenation
		   - Respiration
		      • External
		      • Internal
		      • Cellular

	3.2.3	Uses assessment and management of adequate and inadequate respiration.
	3.2.4	Applies supplemental oxygen therapy.
Topic 3.3	**Ventilation**	
	Student Competencies	
	3.3.1	Identifies assessment and management of adequate and inadequate ventilation.
	3.3.2	Understands effect of ventilation on cardiac output.

Standard 4	ASSESSMENT	
Topic 4.1	**Scene Assessment**	
	Student Competencies	
	4.1.1	Demonstrates scene safety/situational awareness.
	4.1.2	Understands scene management.
	4.1.3	Describes impact of the environment on patient care.
	4.1.4	Addresses hazards.
	4.1.5	Recognizes violence.
	4.1.6	Identifies need for additional or specialized resources.
	4.1.7	Defines standard precautions.
	4.1.8	Compares multiple patient situations.
Topic 4.2	**Primary Assessment (Includes age-related variations in pediatric and geriatric patients)**	
	Student Competencies	
	4.2.1	Outlines primary assessment.
	4.2.2	Plans integration of treatment/procedures needed to preserve life.
Topic 4.3	**History Taking (Includes age-related variations in pediatric and geriatric patients)**	
	Student Competencies	
	4.3.1	Able to investigate a chief complaint.
	4.3.2	Illustrates mechanism of injury/nature of illness.
	4.3.3	Discovers associated signs and symptoms.
	4.3.4	Gathers past medical history.
	4.3.5	Notes pertinent negatives.
Topic 4.4	**Secondary Assessment (Include age-related variations in pediatric and geriatric patients)**	
	Student Competencies	
	4.4.1	Conducts assessment of vital signs.
	4.4.2	Appraises assessment of pain.
	4.4.3	Uses techniques of physical examination: - Respiratory system including breath sound quality - Cardiovascular system - Neurological system - Musculoskeletal system - Major anatomical regions.

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Topic 4.5	Monitoring Devices	
	Student Competencies	
	4.5.1	Measures pulse oximetry.
	4.5.2	Understands non-invasive blood pressure.
	4.5.3	Employs cardiac monitoring – 12 lead ECG acquisition and transmission.
	4.5.4	Assesses blood glucose determination.
Topic 4.6	**Reassessment (Include age-related variations in pediatric and geriatric patients)**	
	Student Competencies	
	4.6.1	Recognizes how and when to reassess patients.

Standard 5	*MEDICINE* *(Includes psychosocial aspects of age-related assessment and treatment modifications for the major or common diseases and/ or emergencies associated with pediatric and geriatric patients)*	
Topic 5.1	**Medical Overview**	
	Student Competencies	
	5.1.1	Interprets pathophysiology, assessment, and management of a medical complaints to include: - Transport mode - Destination decisions.
Topic 5.2	**Abdominal and Gastrointestinal Disorders**	
	Student Competencies	
	5.2.1	Assesses acute and chronic gastrointestinal hemorrhage.
	5.2.2	Identifies other gastrointestinal disorders to be determined locally.
Topic 5.3	**Cardiovascular**	
	Student Competencies	
	5.3.1	Recognizes acute coronary syndrome.
	5.3.2	Describes hypertensive emergencies.
	5.3.3	Summarizes aortic aneurysm/dissection.
	5.3.4	Identifies thromboembolism.
	5.3.5	Distinguishes heart failure.
	5.3.6	Identifies other cardiovascular disorders to be determined locally.
Topic 5.4	**Disorders of the Eyes, Ears, Nose, and Throat**	
	Student Competencies	
	5.4.1	Recognizes epistaxis.
	5.4.2	Identifies other eye, ear, nose, and throat disorders to be determined locally.
Topic 5.5	**Endocrine Disorders**	
	Student Competencies	
	5.5.1	Assesses diabetic emergencies.
	5.5.2	Identifies other endocrine disorders to be determined locally.
Topic 5.6	**Genitourinary/Renal**	
	Student Competencies	
	5.6.1	Understands complications related to renal dialysis.
	5.6.2	Summarizes complications related to urinary catheter management (not insertion).
	5.6.3	Distinguishes kidney stones.
	5.6.4	Recognizes sexual assault (Female and Male).
	5.6.5	Identifies other GI/Renal to be determined locally.

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Topic 5.7	**Hematology**	
	Student Competencies	
	5.7.1	Recognizes sickle cell crisis.
	5.7.2	Describes clotting disorders.
	5.7.3	Identifies other hematologic disorders to be determined locally.
Topic 5.8	**Immunology**	
	Student Competencies	
	5.8.1	Interprets allergic and anaphylactic reactions.
	5.8.2	Identifies other immunological disorders to be determined locally.
Topic 5.9	**Infectious Diseases**	
	Student Competencies	
	5.9.1	Describes assessment and management of a patient who may have an infectious disease.
	5.9.2	Illustrates how to decontaminate the ambulance and equipment after treating a patient.
	5.9.3	Recognizes sepsis and septic shock.
	5.9.4	Identifies other infectious diseases to be determined locally.
Topic 5.10	**Neurology**	
	Student Competencies	
	5.10.1	Describes decreased level of responsiveness.
	5.10.2	Understands seizure.
	5.10.3	Explains stroke.
	5.10.4	Compares dementia vs. delirium.
	5.10.5	Defines Alzheimer's disease.
	5.10.6	Appraises headache.
	5.10.7	Predicts brief Resolved Unexplained Event (BRUE).
	5.10.8	Identifies other neurological disorders to be determined locally.
Topic 5.11	**Non-Traumatic Musculoskeletal Disorders**	
	Student Competencies	
	5.11.1	Describes non-traumatic fractures.
	5.11.2	Identifies other non-traumatic musculoskeletal disorders to be determined locally.
Topic 5.12	**Psychiatric or Behavioral Emergencies**	
	Student Competencies	
	5.12.1	Understands basic principles of the mental health system.
	5.12.2	Recognizes patterns of violence, abuse, and neglect.
	5.12.3	Describes acute psychosis.
	5.12.4	Distinguishes suicide ideation.
	5.12.5	Explains excited delirium.
	5.12.6	Interprets anxiety.

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	5.12.7	Evaluates depression.
	5.12.8	Describes medical fear.
	5.12.9	Understands substance use disorder.
	5.12.10	Explains PTSD.
	5.12.11	Identifies other psychiatric/behavioral disorders to be determined locally.
Topic 5.13	**Respiratory**	
	Student Competencies	
	5.13.1	Describes respiratory distress/failure/arrest.
	5.13.2	Understands upper airway obstruction.
	5.13.3	Compares lower airway disease: Asthma, bronchiolitis, pneumonia, chronic obstructive pulmonary disease (COPD).
	5.13.4	Distinguishes spontaneous pneumothorax.
	5.13.5	Explains pulmonary edema.
	5.13.6	Identifies other respiratory disorders to be determined locally.
Topic 5.14	**Toxicology**	
	Student Competencies	
	5.14.1	Recognizes carbon monoxide poisoning.
	5.14.2	Understands nerve agent poisoning.
	5.14.3	Describes opioid toxicity.
	5.14.4	Illustrates how and when to contact a poison control center.
	5.14.5	Distinguishes poisons (inhaled, ingested, injected, absorbed).
	5.14.6	Appraises alcohol intoxication and withdrawal.
	5.14.7	Identifies other toxicological disorders to be determined locally.

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Standard 6	***TRAUMA, SHOCK, AND RESUSCITATION*** *(Includes psychosocial aspects of age-related assessment and treatment modifications for the major or common diseases and/or emergencies associated with pediatric and geriatric patients)*	
Topic 6.1	**Shock**	
	Student Competencies	
	6.1.1	Identifies essential components in normal perfusion.
	6.1.2	Understands physiologic response.
	6.1.3	Describes types of shock.
	6.1.4	Explains treatment of shock.
Topic 6.2	**Resuscitation from Cardiac Arrest**	
	Student Competencies	
	6.2.1	Summarizes ethical issues in resuscitation.
	6.2.2	Describes CPR physiology.
	6.2.3	Distinguishes resuscitation system components.
	6.2.4	Illustrates special arrest and peri-arrest situations.
	6.2.5	Understands post-resuscitation support.
	6.2.6	Explains termination of resuscitation.
Topic 6.3	**Trauma Overview**	
	Student Competencies	
	6.3.1	Describes trauma scoring.
	6.3.2	Understands transport and destination issues.
	6.3.3	Compares transport mode.
Topic 6.4	**Abdominal and Genitourinary Trauma**	
	Student Competencies	
	6.4.1	Compares blunt versus penetrating mechanisms.
	6.4.2	Describes evisceration.
	6.4.3	Understands impaled object.
	6.4.4	Names solid and hollow organ injuries.
	6.4.5	Identifies injuries to the internal or external genitalia.

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Topic 6.5	**Bleeding Trauma**	
	Student Competencies	
	6.5.1	Understands bleeding trauma.
Topic 6.6	**Chest Trauma**	
	Student Competencies	
	6.6.1	Compares blunt versus penetrating mechanisms.
	6.6.2	Explains open chest wound.
	6.6.3	Understands impaled object.
	6.6.4	Describes the hemothorax.
	6.6.5	Describes the pneumothorax.
	6.6.6	Identifies cardiac tamponade.
	6.6.7	Treats rib fractures.
	6.6.8	Explains flail chest.
	6.6.9	Illustrates commotio cordis.
Topic 6.7	**Environmental Emergencies**	
	Student Competencies	
	6.7.1	Explains drowning.
	6.7.2	Summarizes temperature-related illness.
	6.7.3	Describes bites and envenomation.
	6.7.4	Appraises lightning injury.
	6.7.5	Identifies other environmental emergencies to be determined locally.
Topic 6.8	**Head, Facial, Neck, and Spine Trauma**	
	Student Competencies	
	6.8.1	Describes life threats.
	6.8.2	Explains spine trauma.
	6.8.3	Illustrates penetrating neck trauma.
	6.8.4	Understands laryngotracheal injuries.
	6.8.5	Identifies shaken Baby Syndrome.
	6.8.6	Explains facial fractures.
	6.8.7	Understands skull fractures.
	6.8.8	Identifies foreign bodies in the eyes.
	6.8.9	Analyzes globe rupture.
	6.8.10	Explains dental trauma.
	6.8.11	Identifies severe epistaxis.
Topic 6.9	**Multi-System Trauma**	
	Student Competencies	
	6.9.1	Describes multi-system trauma.

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	6.9.2	Explains blast injuries.
Topic 6.10	**Nervous System Trauma**	
	Student Competencies	
	6.10.1	Describes traumatic brain injury.
	6.10.2	Identifies spinal cord injury.
Topic 6.11	**Orthopedic Trauma**	
	Student Competencies	
	6.11.1	Explains open fractures.
	6.11.2	Describes closed fractures.
	6.11.3	Identifies dislocations.
	6.11.4	Illustrates amputations/replantation.
	6.11.5	Compares upper and lower extremity orthopedic trauma.
	6.11.6	Appraises sprains/strains.
	6.11.7	Understands pelvic fractures.
Topic 6.12	**Soft Tissue Trauma**	
	Student Competencies	
	6.12.1	Identifies wounds (avulsion, bite, laceration, puncture, incision).
	6.12.2	Describes burns (electrical, chemical, thermal, radiation) including inhalation injury.
	6.12.3	Understands chemicals in the eye and on the skin.
	6.12.4	Explains crush/compartment syndrome.
	6.12.5	Discusses high-pressure injection injury.
Topic 6.13	**Special Considerations in Trauma**	
	Student Competencies	
	6.13.1	Understands the pregnant patient.
	6.13.2	Explains the pediatric patient.
	6.13.3	Identifies the geriatric patient.
	6.13.4	Discusses the cognitively impaired patient.

Standard 7	SPECIAL PATIENT POPULATIONS	
Topic 7.1	**Gynecology (Includes psychosocial aspects of age-related assessment and treatment modifications for the major or common diseases and/or emergencies associated with pediatric and geriatric patients)**	
	Student Competencies	
	7.1.1	Explains vaginal bleeding.
	7.1.2	Describes infections.
	7.1.3	Identifies other gynecological disorders to be determined locally.
Topic 7.2	**Obstetrics**	
	Student Competencies	
	7.2.1	Explains normal delivery.
	7.2.2	Describes vaginal bleeding in the pregnant patient.
	7.2.3	Understands normal pregnancy (anatomy and physiology).
	7.2.4	Identifies pathophysiology of complications of pregnancy.
	7.2.5	Distinguishes assessment of the pregnant patient.
	7.2.6	Compares abnormal delivery (nuchal cord, prolapsed cord, breech, shoulder dystocia, prematurity, multiparity).
	7.2.7	Analyzes third trimester and antepartum bleeding (placenta previa, placental abruption).
	7.2.8	Describes spontaneous abortion/ miscarriage.
	7.2.9	Understands ectopic pregnancy.
	7.2.10	Illustrates preeclampsia/eclampsia.
	7.2.11	States postpartum complications.
Topic 7.3	**Neonatal Care**	
	Student Competencies	
	7.3.1	Explains newborn stabilization.
	7.3.2	Describes neonatal resuscitation.
Topic 7.4	**Patients with Special Challenges**	
	Student Competencies	
	7.4.1	Understands recognizing and reporting abuse and neglect.
	7.4.2	Describes abuse/Intimate partner violence.
	7.4.3	Identifies neglect.
	7.4.4	Distinguishes child/dependent adult maltreatment.
	7.4.5	Appraises homelessness.
	7.4.6	Understands poverty.
	7.4.7	Describes bariatrics.

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	7.4.8	Identifies technology dependent (locally determined).
	7.4.9	Understands hospice/ terminally ill.
	7.4.10	Appraises tracheostomy care/dysfunction.
	7.4.11	Describes homecare.
	7.4.12	Analyzes sensory deficit/loss.
	7.4.13	Explains developmental disability.
	7.4.14	Identifies Autism Spectrum Disorder.
	7.4.15	Categorizes orthotics/prosthetics.

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Standard 8	**EMS OPERATIONS**	

Topic 8.1	**Emergency Response Vehicles**	
	Student Competencies	
	8.1.1	Understands risks and responsibilities of emergency response and radio communications.
	8.1.2	Explains risks and responsibilities of operating emergency vehicles.
	8.1.3	Describes pediatric transport considerations.
	8.1.4	Identifies risks and responsibilities of transport.
Topic 8.2	**Incident Management**	
	Student Competencies	
	8.2.1	Explains how to establish and work within the incident management system.
	8.2.2	Understands the principles of Crew Resource Management.
Topic 8.3	**Multiple Casualty Incidents**	
	Student Competencies	
	8.3.1	Describes operational goals.
	8.3.2	Explains field triage.
	8.3.3	Understands destination determination.
	8.3.4	Names treatment principles.
Topic 8.4	**Air Medical**	
	Student Competencies	
	8.4.1	Understands safe air medical operations.
	8.4.2	Explains criteria for utilizing air medical response.
	8.4.3	Compares air medical risks/needs/advantages.
Topic 8.5	**Rescue Operations, Hazardous Materials, and Mass Casualty Incidents due to Terrorism and Disaster**	
	Student Competencies	
	8.5.1	Explains safety principles of rescue operations.
	8.5.2	Identifies risks and responsibilities of operating on the scene of a hazardous materials incident.
	8.5.3	Understands risks and responsibilities of operating on the scene of a natural or man-made disaster.

Standard 9	CLINICAL BEHAVIOR/JUDGMENT	

Topic 9.1	**Assessment**	
	Student Competencies	
	9.1.1	Performs a simple assessment to identify life threats, identify injuries requiring spinal motion restriction and conditions requiring treatment within the scope of practice of the EMR:
	9.1.2	Performs a basic history and physical examination to identify acute complaints and monitor changes.
	9.1.3	Formulates a field diagnosis based upon an actual and/or potential illness or injury.
Topic 9.2	**Therapeutic Communication, Cultural Humility, and Psychomotor Skills**	
	Student Competencies	
	9.2.1	Effectively communicates in a non-discriminatory manner that addresses inherent or unconscious bias, is culturally aware and sensitive, and intended to improve patient outcome.
	9.2.2	Safely and effectively performs all psychomotor skills within the National EMS Scope of Practice Model AND state Scope of Practice at this level.
Topic 9.3	**Professionalism and Decision Making**	
	Student Competencies	
	9.3.1	Demonstrates professional affective domain behaviors including but not limited to: • Integrity • Empathy/compassion • Self-motivation • Appearance/personal hygiene • Self-confidence • Communications • Time management • Teamwork/diplomacy • Respect • Patient advocacy • Careful delivery of service • Lifelong learning
	9.3.2	Initiates interventions based on assessment findings intended to provide symptom relief (within the provider's scope of practice) while providing access to definitive care.
	9.3.3	Evaluates the effectiveness of interventions and modifies treatment plan accordingly.
Topic 9.4	**Record Keeping, Team Dynamics, and Safety**	
	Student Competencies	
	9.4.1	Reports and documents assessment findings, interventions performed, and clinical decision making

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	9.4.2	Manages the scene until care is transferred to an EMS team member licensed at a higher level arrives.
	9.4.3	Serves as a team member, while gaining the experience necessary to function as the team leader.
	9.4.4	Ensures the safety of the rescuer, other public safety personnel, civilians, and the patient.

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Career Ready Practices

1.   Lead as a Contributing & Professional Employee

Career-ready individuals understand the role and responsibilities of their position and demonstrate this understanding by regularly contributing to the success of their organization. They are reliable and lead by example through work ethic and professionalism, as defined by the standards set by their workplace. This Career Ready Practice includes understanding and exhibiting the core values of their organization and modeling strong morals, motivation, excellence, and consistency.

2.   Communicate Clearly, Effectively, & with Reason

Career-ready individuals are able to communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. This Career Ready Practice includes actively listening to peers and colleagues regardless of level and ensuring that diverse perspectives are heard, considered, and fostered. Regardless of communication method, individuals understand the needs of a specific audience and are able to tailor their message or style to meet these needs. Proficiency in communication helps build strong relationships, facilitates collaboration, and ensures that information is accurately exchanged.

3.   Think Critically to Make Sense of Problems & Persevere in Solving Them

Career-ready individuals are able to communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. This Career Ready Practice includes actively listening to peers and colleagues regardless of level and ensuring that diverse perspectives are heard, considered, and fostered. Regardless of communication method, individuals understand the needs of a specific audience and are able to tailor their message or style to meet these needs. Proficiency in communication helps build strong relationships, facilitates collaboration, and ensures that information is accurately exchanged.

4.   Collaborate Productively while Using Cultural & Global Competencies

Career-ready individuals are able to work effectively in diverse teams to successfully accomplish a goal in both in-person and virtual environments. This Career Ready Practice includes understanding team dynamics, respecting diverse perspectives, demonstrating empathy, and contributing positively to team outcomes. Effective collaboration leverages the strengths of team members, enhances problem-solving, and leads to innovative solutions by recognizing that each team member has something unique to contribute. Preparing to work in diverse teams ensures readiness for the collaborative nature of modern workplaces and requires recognizing biases and advocating for inclusive practices. Cultivating an inclusive environment not only enhances team dynamics but also drives innovation and reflects positively on organizational culture.

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5. Use digital Skills & Technologies to Enhance Productivity & Make Data-informed Decisions

Career-ready individuals are digitally literate—proficient with the digital skills and technology that are regularly used in their evolving workplace. This Career Ready Practice involves using digital tools to enhance productivity, understanding the impact of technology on one's work, and staying updated with technological advancements that may have future impacts for a given industry area. Individuals can use technology and digital tools to analyze and report data, helping to make decisions that are data informed and data driven. Digitally literate individuals are also able to understand digital security and privacy and are able to use social media professionally and responsibly.

6. Remain Resilient in a Changing Workplace & World of Work

Career-ready individuals have the ability to adjust to change and remain resilient in the face of challenges, both within a workplace and throughout their careers. This Career Ready Practice involves maintaining a positive attitude despite challenges and being open to new ideas and feedback. Individuals seek to act in ways that contribute to the betterment of themselves and their teams, families, community, and workplace. Developing adaptability, flexibility, and resilience helps individuals navigate career transitions, embrace new opportunities, and maintain productivity and well-being under pressure. This Career Ready Practice also includes attending to one's own mental well-being and developing an appropriate work-life balance to sustain productivity, reduce stress, and enhance overall quality of life, which directly affects professional performance and satisfaction.

7. Manage Time & Space Effectively

Career-ready individuals are able to effectively manage their time and use organizational skills to prioritize tasks and meet deadlines. This Career Ready Practice includes planning, delegating tasks effectively, and maintaining a well-organized workspace in both physical and virtual environments. Developing these skills leads to increased efficiency, better project outcomes, and a balanced workload.

8. Demonstrate a Creative & Innovative Mindset

Career-ready individuals are able to use innovation and creativity to think outside the box and develop new ideas and solutions. This Career Ready Practice encourages a mindset of continuous improvement and adaptability and fosters a spirit of curiosity, experimentation, and calculated risk-taking. It prepares individuals to improve systems, drive change, create value, and stay competitive in a rapidly evolving workplace.

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9.   Act as a Good Steward of Organizational & Personal Finances & Resources

Career-ready individuals are financially literate and can demonstrate their ability to make cost effective decisions on behalf of themselves and their workplace. This Career Ready Practice includes managing personal finances, understanding financial documents, and making informed financial decisions. Financial literacy empowers individuals to make sound investments, budget effectively, and contribute to the financial health of their organization.

10.   Navigate an Education & Career Path Aligned to Strengths, Work Style, Interests, & Goals

Career-ready individuals are self-aware about their strengths and working style and can understand how to leverage these traits effectively to maximize their careers. They are also aware of their areas for improvement, seeking opportunities for growth and acting on feedback to continuously improve. This Career Ready Practice is essential for setting realistic career goals, pursuing professional development opportunities, reskilling and upskilling to keep skills and knowledge relevant, and achieving personal and professional fulfillment.

11.   Consider the Environmental & Social Impacts of Decisions

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively affect and/or mitigate negative impact on other people, their communities, and the environment. They make decisions with integrity by considering the moral and ethical consequences of their decisions and actively planning for the long-term success of projects, systems, and processes. Developing sustainability and environmental literacy skills prepares individuals to also contribute to a greener future and address global challenges.

12.   Apply appropriate academic & technical skills

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be effective and productive employees. They have the technical proficiency to use the language, tools, technologies, and methodologies that are relevant to their specific industry sector. They make connections between abstract concepts and real-world applications, and they make correct determinations about when applying an academic skill is appropriate in a workplace situation. This Career Ready Practice includes staying updated about industry advancements and continuously improving technical skills aligned with the changing needs of their sector.

North Dakota Emergency Medical Services Education Standards

Department of Career and Technical Education staff has reviewed and updated the North Dakota Emergency Medical Services Education Standards. These standards are based on the National EMS Education Standards. Once received, they are North Dakota Health Careers Instructors review to determine if any edits are necessary.

I recommend approval of the revised ND Emergency Medical Services Education Standards as presented.

North Dakota State Board for Career and Technical Education

Secondary Licensing & Certification Policy

Approved Date: MM/DD/YYYY

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

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

ND DEPARTMENT OF CAREER AND TECHNICAL EDUCATION LICENSURE OPTIONS

- Administration

- Agricultural Education

- Business Education

- Career Advisors

- Career Development

- Career Resource Network

- Curriculum and Standards

- Educational Equity

- Family and Consumer Sciences Education

- Information Technology Education

- Marketing Education

- Special Populations – CTE

- Technology & Engineering Education

- Trade, Industry, Technical, and Health Sciences Education

    o Includes the program areas of: Automated Manufacturing, Auto Collision, Auto Technology, Aviation Technology, Building Trades, Commercial Art, Culinary Arts, Diesel Technology, Drafting Technology, Electronics Technology, Facilities Maintenance, Graphic Arts, Health Sciences, Heavy Equipment Operations, Machine Tooling, Power Sports, Video Production Technology, and Welding Technology.

- Work-based Learning

Contents

ADMINISTRATION

Secondary
1. Valid North Dakota Educator's Professional License or a CTE License.
2. Equivalent of three years of teaching experience in a secondary career and technical education program or other related career and technical education support services recognized by the Department of Career and Technical Education.
3. A master's degree* with a major concentration in a career and technical education area, secondary administration, or other related areas.
   *May be granted a provisional if enrolled and scheduled to complete master's degree program within two years.
4. Successful completion of the following courses or recognized equivalents:
   a. Philosophy of Career and Technical Education
   b. Administration and Management in CTE
   c. Secondary school curriculum design, instruction and learning.

   Successful completion of three of the following recognized course equivalents:

   a. Leadership, Administration, and Organization in Secondary Schools
   b. Educational Law
   c. Educational Finance and Policy
   d. Personnel, Supervision, and Staff Development in Secondary Schools
   e. Education for Special Populations
5. A provisional credential may be granted not to exceed a two-year period as long as there is demonstrated progress being made in provision #4.

   Two additional one-year provisional may be granted following the initial two-year provisional.

Five-Year Renewal
1. A minimum of four (4) semester hours of related graduate coursework in education (transcript required).
2. Attendance at ten workshops and conferences from the following list: (verification – personal log showing title and dates of attendance)
   a. Professional Development Conference
   b. State-called career and technical education director's meetings
   c. North Dakota Council of Educational Leaders state or area meetings
   d. Special topic seminars and meetings sponsored or endorsed by the Department of Career and Technical Education or the Department of Public Instruction including leadership development.

Agricultural, Business, Family & Consumer Sciences, Marketing and Technology & Engineering Education

Secondary Initial Licensure

Initial licenses are issued to first-time applicants who have met all the requirements for licensure based on the type of license they are applying for.

1. Traditional (Two-Year)
   a) Issued to an applicant that has earned a bachelor's degree with a major, major equivalency, minor, or minor equivalency (as accepted by ESPB) in Agricultural Education, Business Education, Family & Consumer Sciences Education, Marketing Education or Technology & Engineering Education (referred to as relevant content area) from an approved institution and meets the ND standards and Praxis test score requirements.

2. Collegiate License – CTE Recommended (Two-Year)
   a) Individual must have a relevant minimum bachelor's degree in the area to be taught.
   b) Individual must have 5 years of full-time teaching experience or its equivalent (90 semester credit hours) at an accredited institution of higher education in the academic subject for which licensure is sought as determined by the Department of North Dakota Department of Career & Technical Education.
   c) After issuance of the initial Collegiate License – CTE Recommended, individuals must show evidence of completion of Native American competencies, cultural diversity, strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners and mental health competency. This must be completed by the end of the initial license period before a regular or CTE regular license will be issued.
   d) Must pass all Praxis exams for the desired content area to measure content knowledge in first year of teaching.

3. Alternate Access License – ESPB Issued (One-Year)
   a) Individual must have an employment offer from a school to begin the Alternative Licensing process.
   b) July 1 is the earliest start date for the Alternative Licensure process.
   c) Consideration will be given to designated teacher shortage areas as determined by ESPB.
   d) Candidates must have a relevant bachelor's degree in the area to be taught. If the degree is not within the area being taught, at least 30 credits in the content area or closely related area to be considered. Based on a transcript review and a minimum 2.5 GPA.
   e) Upon issuance of the Alternative Access License, a plan of study will be created by the North Dakota Education Standards and Practices Board for that content area to be completed by the individual prior to receiving their initial license. The individual should be working on their Plan of Study to show progress in the first year.
   f) Must pass all Praxis exams to measure content knowledge in first year of teaching.
   g) The Alternate Access License is issued for a year at a time, for up to three years. It is the expectation that the teacher on an Alternate Access License works with a college to complete the courses for a regular education license or completes American Board. Progress on coursework must be made each year to renew. The school must also request the renewal each year. If the person chooses to complete American Board, it must be completed in the first year on an Alternate Access License.

4. CTE Alternative Access License – CTE Recommended (One-Year)
   a) Individual must have an employment offer from a school to begin the Alternative Licensing process.
   b) July 1 is the earliest start date for the CTE Alternative Licensure process.
   c) Consideration will be given to designated teacher shortage areas determined by ESPB.
   d) Candidates must have a relevant bachelor's degree in the are to be taught as determined by the CTE State Supervisor for that content area. Based on a transcript review and a minimum 2.5 GPA.
      ▪ Work experience – consideration will be given when determining the relevance of bachelor's degree.
   e) Upon issuance of the CTE Alternative Access License, a plan of study will be created by the CTE State Supervisor for that content area to be completed by the individual prior to receiving their regular CTE

License. Please see the section on CTE Licensure Pathways for Alternative Licensing for additional information.

f) Must pass all Praxis exams to measure content knowledge in first year of teaching.

g) A CTE Alternative Licensed teacher will be issued a maximum of two, one-year provisional licenses. To receive the second year of a provisional license, a letter of recommendation must be received from the school's Superintendent or Area Center Director.

Secondary Teaching Permit

1. Teaching Permit (One-year)

   a) Individual must have an employment offer from a school to begin the Teacher Permit process.

   b) Consideration for teaching permits will not be granted until after August 1 and will be given to designated teacher shortage areas determined by ESPB.

   c) Requests for a teaching permit must be initiated by a school in writing to the Education Standards and Practices Board for consideration of a teaching permit.

   d) Candidates must have proficiency and hold minimum qualifications of four thousand (4,000) hours over five years of relevant work experience in the subject area to be taught or possess a certificate, license, or degree in the subject area to be taught.

   e) A teaching permit is to address documented shortage areas only. Teaching permits may not be issued to applicants who have failed to meet the deadlines or conditions of their regular licensure renewal.

   f) Upon issuance of the CTE Alternative Access License, a plan of study (including the State Mentorship program) will be created by the CTE State Supervisor for that content area to be completed by the individual prior to receiving their initial license. Please see the section on CTE Licensure Pathways for Alternative Licensing for additional information.

Endorsements

1. PRAXIS Testing Option

   a) Must hold a valid North Dakota Regular Educator Professional License.

   b) Must successfully complete the PRAXIS subject area assessment, meeting or exceeding the minimum scores determined by ESPB.

   c) Upon successful completion of the PRAXIS subject area assessment the individual is encouraged to participate in and successfully complete a one-year content area mentorship with an approved content specialist teacher. Mentorship will include a developed checklist of topics, including safety which is a key element in lab classes.

2. Out-of-Field

   a) Must hold a valid North Dakota Regular Educator Professional License (excludes Alternative Access Licenses).

   b) Endorsement is valid for one year. This endorsement can be renewed at the school's request for an additional 1 year – 2 years total.

3. Minor Equivalency

   a) Must hold a valid North Dakota Regular Educator Professional License.

   b) Two levels of content area endorsements:

      i. ME 16 (Business Ed, Marketing Ed, Family & Consumer Sciences Ed) – Requires a minimum of 16 semester hours of content-specific coursework beyond the introductory level. The ME 16 is issued for a maximum period of five years and is not renewable. Individuals who wish to continue to be endorsed in the area after the five-year limit must obtain the remaining requirements to complete the ME 24 level.

      ii. ME 24 (Agriculture Ed, Business Ed, Family & Consumer Sciences Ed, Marketing Ed, Technology & Engineering Ed) – Requires a minimum of 24 semester hours of content-specific coursework beyond the introductory level including special methods of teaching in the content area and is considered equivalent to a full teaching minor. Link to Minor Equivalency Forms (ESPB Website)

4. CTE Content Endorsement

   a) Must hold a valid North Dakota Regular Educator Professional License.

   b) Available in the following program Areas: Information Technology Ed, Health Sciences Ed, Trade/Industry & Technical Ed.

c) Candidates must show evidence of courses taken, training, certificates obtained or relevant industry experience (minimum of 4,000 hours in the last 5 years) for content-specific endorsements.

Alternative Pathways for Initial, 5-Year Regular, or CTE 5-Year Regular Licensure

Initial (next license after Alternate Access), Regular or CTE Regular Licenses are issued to individuals who have met all of the requirements for a license based on the type of license they are applying for.

1. Traditional Education Program – Undergraduate or Graduate Level
   a) Individual successfully completes an education program, Undergraduate or Graduate level, within their content field. Link to North Dakota State Approved Teacher Preparation Programs
2. Completion of an approved plan of study
   a) Individual completes a personalized plan of study which may include, but not limited to, any combination of the following components as determined by the Department of North Dakota Department of Career & Technical Education:
      i. Teacher Licensure Option (TLO) (Ag and FCS only) – Undergraduate or Graduate Level
         Link to AG TLO Program (NDSU Website)   Link to FCS TLO Program (NDSU Website)
      ii. Practitioner Preparation (P2) Program (Ag and FCS only) – Undergraduate or Graduate Level
         Link to AG P2 Program (NDSU Website)   Link to FCS P2 Program (NDSU Website)
      iii. Clinical Practice (minimum of 15 semester hours of an approved program).
         Link to VCSU Clinical Practice Program (Transition to Teaching)
      iv. Mentorship Program (this may be built into one of the above programs or taken separately)
         Link to ND Rise Program (ND ESPB Website)
      v. Additional coursework may be required in the case of deficient content areas as determined by the content area's Program Area Department of Career & Technical Education's State Supervisor.
      vi. Praxis Exams where available. Link to North Dakota Praxis Requirements (Praxis Website)

Five-Year Renewal

1. Teacher License - The renewal of the five-year license requires verification of a minimum of six (6) semester hours of college or university credit earned within the dates of the certification period. This is in accordance with the North Dakota Teaching License Renewal Requirement.
2. Additional Content-Specific Endorsement – For endorsements that expire, a minimum of 2 credits or 30 hours within the endorsed content area is required within the dates of the certification period.

CTE Certified Instructor for funded programs

1. Must hold a valid secondary teaching license issued by the North Dakota Education Standards and Practices Board to teach Agricultural Education, Business Education, Family & Consumer Sciences Education, Marketing Education, or Technology & Engineering Education courses.
2. Completion of CTE application for a relevant content area Certificate. A copy of all teaching licenses/certificates, and transcripts of all college courses completed must be submitted with the application.
3. Must complete two courses within three years of granting a provisional certification or verify that they have been previously completed in a teacher prep program:
   a) A history/philosophy of Career and Technical Education course
   b) A managing Career and Technical Student Organizations course
4. Provisional career and technical education certification may be granted for up to three years for a candidate to meet the requirements.

Health Sciences, Information Technology and Trade, Industry & Technical Education

Secondary Initial Licensure

1. CTE Initial – CTE Recommended (Two-Year)
   a) Individual must have an employment offer from a school to begin the CTE Licensing process.
   b) Individuals (Information Technology and Trade, Industry & Technical Education) must hold a high school diploma or its equivalent.
   c) Individuals (Health Sciences) must be graduates of an accredited school in an appropriate health sciences area acceptable to the Department of Career & Technical Education
   d) Individuals must have a minimum of four years (8,000 hours) of progressive work experience in the occupation being taught within the past eight years.
      i. Credit for up to two years (4,000 hours) will be given to those completing an approved specialized postsecondary training program within the past five years.
      ii. Successful passage of an approved competency examination may be substituted for one year (2,000) of work experience.
      iii. Individuals who have earned two or more semester hours of instruction in an approved specialized secondary program withing the last five years could receive credit towards work experience.
   e) In occupations governed by a licensing agency or board, individuals shall hold a current valid license/certificate at the time of initial licensure.
2. Collegiate License – CTE Recommended (Two-Year)
   a) Individual must have a relevant minimum bachelor's degree in the area to be taught.
   b) Individual must have 5 years of full-time teaching experience or its equivalent (90 semester credit hours) at an accredited institution of higher education in the academic subject for which licensure is sought as determined by the Department of North Dakota Department of Career & Technical Education.
   c) After issuance of the initial Collegiate License – CTE Recommended, individuals must show evidence completion of Native American competencies, cultural diversity, strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners and mental health competency. This must be completed by the end of the initial license period before a regular or CTE regular license will be issued.
3. Industry Educator License – CTE Recommended (Two-Year)
   a) Individual must have a relevant industry-recognized educator license in the content area.
   b) Individual must have 5 years of industry teaching experience.
   c) After issuance of the initial CTE License, individuals must show evidence of completion of Native American competencies, cultural diversity, strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners and mental health competency. This must be completed by the end of the initial license period before a regular or CTE regular license will be issued.

CTE Licensure Pathway for CTE Licensing

1. Clinical Practice and Mentorship Program
   a) Individuals must complete a minimum of 15 semester hours of an approved Clinical Practice and Mentorship Program. Link to VCSU Clinical Practice Program (Transition to Teaching)

Five-Year Renewal

1. CTE License - The renewal of the five-year license CTE License requires verification of a minimum of six (6) semester hours of college or university credit earned AND participation in sixty (60) hours of Professional Development related to the content area being taught within the dates of the certification period.
2. Additional Content-Specific Endorsements – For endorsements that expire, a minimum of 2 credits or 30 hours within the endorsed content area is required within the dates of the certification period.

CTE Certified Instructor for funded programs

1. Must hold a valid secondary teaching license issued by the North Dakota Education Standards and Practices Board to teach Health Sciences Education, Information Technology Education, or Trade, Industry and Technical Education courses.
2. Completion of CTE application for a relevant content area Certificate. A copy of all teaching licenses/certificates, and transcripts of all college courses completed must be submitted with the application.
3. Must complete two courses within three years of granting a provisional certification or verify that they have been previously completed in a teacher prep program:
    a) A history/philosophy of Career and Technical Education course
    b) A managing Career and Technical Student Organizations course
4. Provisional career and technical education certification may be granted for up to three years for a candidate to meet the requirements.

CAREER ADVISORS

Secondary License or Endorsement

1. To receive a Regular North Dakota Career Advisor Credential or Endorsement, a person must meet all of the following requirements:
    a. Hold a baccalaureate degree from an accredited institution of higher education;
    b. Have at least a five-year employment history;
    c. Complete the Career Advisor Training provided by the North Dakota Department of Career and Technical Education; and
    d. After completing the training, career advisors must obtain and maintain a Global Career Development Facilitator credential issued by the Center for Credentialing and Education **OR** a Certified Career Services Provider credential from the National Career Development Association For more information about these credentials, please visit their websites.
2. To receive a *Provisional North Dakota Career Advisor Credential, a person must:
    a. Hold a baccalaureate degree from an accredited institution of higher education;
    b. Have at least a five-year employment history;
    c. Provide the Department of Career and Technical Education with a plan for completing requirements c & d for a Regular Career Advisor Credential.

    *The Provisional North Dakota Career Advisor Credential is a one-time, two-year credential.

Application Process

   a. To apply for a North Dakota Career Advisor Credential, complete the Application for Career and Technical Education Certification (SFN 61262) located on the Career and Technical Education website, include a copy of your training certificate and global credential when sending the application form.

Five-Year Renewal

1. The renewal of the five-year credential requires verification of continued global credentialing from the Center for Credentialing and Education. To renew a North Dakota Career Advisor Credential, complete and submit the Renewal Application for Career and Technical Education Certification (SFN 51688) along with a copy of current Global Career Development Facilitator credential.

CAREER DEVELOPMENT

Secondary Credential

1. To receive a Regular Career Development Credential from CTE, a career development counselor must have a master's degree with a major in guidance and counseling and meet all of the following requirements:
    a. Hold a North Dakota Educator's Professional License; or hold or be approved to hold a North Dakota Educator's Professional License in School Counseling by the Education Standards and Practices Board.
    b. Hold, or be eligible to hold one of the following credentials from the North Dakota Department of Public Instruction: a North Dakota Professional School Counselor Credential or a written plan of study (approved by DPI).

    c.   Have had at least one year's occupational experience at wage earning pursuits other than education; or complete Career Advisor Training as provided by the Department of Career and Technical Education*.

    d.   Have earned three (3) semester hours of credit in History and Philosophy of Career and Technical Education.

    e.   Have completed a minimum of four (4) semester hours of credit in other applicable courses as approved by the CTE Career Development State Supervisor. Such courses could include:

        i.   Career education

        ii.   Theories of career development

        iii.   Career Resource Network Workshops

        iv.   Career Advisor Training*

    f.   A provisional license may be granted for up to four years (with progress made on an annual basis) for a candidate to meet the requirements of d and e.

        *Career Advisor Training can only be used to fulfill one requirement.

Application Process

1. To apply for a Career Development Credential, complete the Application for Career and Technical Education Certification (SFN 61262) located on the Career and Technical Education website.

Five-Year Renewal

1. The successful renewal of the five-year credential requires a career development counselor to maintain their North Dakota Educator's Professional License and Counselors Credential. Half of the credits earned during the renewal must be Career Development related such as the CTE Professional Development Conference or other approved workshops (i.e. CRN Workshops). To renew a Career Development Credential, complete the Renewal Application for Career and Technical Education Certification (SFN 51688).

SPECIAL POPULATIONS - CTE

Career and Technical Education Resource Educator (CTRE)

1. Each instructor must hold a valid North Dakota Educator's Professional License.
2. Licensed special education teacher with a minimum of six (6) semester hours credit from the following:
    a.   Philosophy of Career and Technical Education
    b.   Career and Technical Education Assessment
    c.   Occupational Analysis
    d.   Career Development
    e.   Organization of Part-time Cooperative Programs
    f.   Career Education
    g.   Competency Based Career and Technical Education, or
    h.   Other courses or workshops as approved by the Department of Career and Technical Education
3. Certified career and technical education instructor with a minimum of six (6) semester hours credit from the following:
    a.   Special Populations Teaching Methods
    b.   Counseling the Disadvantaged
    c.   Behavior Management
    d.   Introduction to Exceptional Children, Cognitive Disabilities, Emotional Disturbance, etc., or
    e.   Other courses or workshops as approved by the Department of Career and Technical Education
4. Certified career development counselor with a minimum of six (6) semester hours credit from the following:
    a.   Special Populations Teaching Methods
    b.   Counseling the Disadvantaged
    c.   Behavior Management
    d.   Introduction to Exceptional Children, Cognitive Disabilities, Emotional Disturbance, etc., or
    e.   Other courses or workshops as approved by the Department of Career and Technical Education

Career and Technical Education Basic Skills Educator (CTBSE)
1. Each instructor must hold a valid North Dakota Educator's Professional License.
2. Certified secondary education teacher or postsecondary instructor with a major or minor in English or Mathematics, and with two (2) semester hours credit in philosophy of career and technical education and four (4) semester hours from the following curricular areas:
    a. Remedial Reading
    b. Introduction to Exceptional Children, Cognitive Disabilities, Emotional Disturbance, etc.
    c. Career Development
    d. Remedial Mathematics
    e. Career Education
    f. Competency Based Career and Technical Education
    g. Other courses or workshops as approved by the Department of Career and Technical Education

Career and Technical Education Special Populations Tutor or Aide
1. Minimum of one-year occupational experience in the career and technical education area, or
2. One year completion of approved career and technical education program in the career and technical education area, or
3. Determination and documentation by the employing agency or institution that competencies required by the written job description are met.

Career and Technical Education Special Populations Support Person
1. Minimum occupational experience and minimum training requirements will be determined by the Department of Career and Technical Education on the basis of the job description submitted by the local education agency or postsecondary educational institution.

Provisional
1. Teachers holding a valid North Dakota license in a discipline other than special education, Career Development Counseling, Career and Technical Education, English or mathematics, seeking to earn a
2. CTBSE endorsement must provide documentation of:
    a. Successful completion of two (2) semester hours of college or university coursework in Philosophy of Career and Technical Education.
    b. Successful completion of four (4) semester hours of accredited college or university coursework pertaining to special population student services. Related coursework includes but is not limited to: exceptional children and youth, assessment of students with disabilities, behavior management, cognitive disabilities, transition, corrective reading, and assistive technologies.
    c. Successful coursework towards an earned minor in English or mathematics at an accredited college or university.
3. Provisional certification as a CTBSE may be granted upon approval of an instructional plan to earn the required credits. Such provisional certification may be renewed annually with verified documentation of progress towards fulfillment of the instructional plan.

Five-Year Renewal
1. Licensed CTE special populations personnel with the CTRE, CTBSE, or Mentor endorsement will earn six (6) semester hours as required by ESPB for renewal of the North Dakota Teaching License. To renew a CTE Special Populations Credential, complete SFN 51688, per the instructions. Documentation of attendance at the CTE Professional Development Conference, the ND Special Needs Educators' Conference, or credits earned at accredited colleges or universities related to provision of services to special populations will be accepted.

Work-based Learning Coordinator

Provisional Endorsement

The Provisional North Dakota Work-based Learning Coordinator Endorsement is a one-time, two-year endorsement. To receive a Provisional Work-based Learning Coordinator Endorsement, individuals must:

1. Hold a bachelor's degree from an accredited institution of higher education.
   a. NDCTE reserves the right to approve applicants without a bachelor's degree through a formal appeal process.
2. Have at least a five-year employment history.
3. Complete the application for a Regular Work-based Learning Coordinator Endorsement through the North Dakota Department of Career and Technical Education on the ESPB Site.
4. Complete the NDCTE Work-based Learning Coordinator Training.
5. Provide the Department of Career and Technical Education with a plan for completing the requirements for the Work-based Learning Coordinator Endorsement.

FIVE-YEAR RENEWAL

1. At the end of the 2-year provisional period, WBL Coordinators can renew their endorsement if they have followed the guidelines established by NDCTE and documented the WBL Program impact.
2. The WBL Coordinators will complete and submit the NDCTE WBL Program Impact Surveys twice each year and attend monthly WBL Professional Development and Collaboration Meetings. WBL Coordinators will apply for the WBL Coordinator Endorsement Renewal on the ESPB Website. Renewal Application for Career and Technical Education Certification (SFN 51688).

Career and Technical Education Secondary Licensing & Certification Policy

Department of Career and Technical Education staff are proposing amendments to the Secondary Licensing and Certification Policy. Many of the amendments are simply clean up and formatting changes, but a few are more substantial. Explanations can be found below:

Page 4 – Collegiate License – Item 2 – This amendment would allow an individual that had been teaching at the collegiate level, to be licensed to teach at the secondary level. This is possible now, but the individual must complete a full plan of study, such as the VCSU Transition to Teaching program. This would allow the Department to review an individual's background, provide credit for prior experience, and recommend the appropriation plan of study.

Page 6 – item 2. Iv. – Adds a mentorship program, such as ND Rise, as part of an approved plan of student for a alternative pathway teacher.

Page 7 – Item 2. – Includes the Collegiate License as an option to the Health Sciences, IT and Trade and Industry teacher licensure options. This is listed separate as North Dakota does not have traditional teacher preparation programs for these program areas.

Page 7 – Item 3 – Industry Educator License - This amendment would allow an individual that has industry teaching experience, to be licensed to teach at the secondary level. This is possible now, but the individual must complete a full plan of study, such as the VCSU Transition to Teaching program. This would allow the Department to review an individual's background, provide credit for prior experience, and recommend the appropriation plan of study.

I recommend approval of the proposed amendments.

Funding Policy Subcommittee Update

Although a revised policy is not on the agenda to review and approve today, progress is still being made.

The Funding Policy Subcommittee met on March 10th. Most of the meeting was set aside for the local Career and Technical Education Directors to provide feedback and recommendations on the draft policy. The recommendations were drafted, through a consensus of the Directors. The feedback was specific to the CTE Cetner funds. It does not address the funds for comprehensive high school programs.

The recommendations from the directors were specific to the following themes:

1) They desire more stability in funding. The current version of the draft funding policy sets aside approximately 80% of the dollars for base funding and 20% in incentive funds. The recommendation is to adjust that to a 90%/10% split. Part of this stability comes from providing funds for CTE Administrators. The fear is if a center is not able to deliver a program due to not being able to secure an instructor, they will lose funds that not only support that program, but the Center as a whole.
2) More funding should be set aside for programs that are considered a high-cost program vs. a low-cost program. The argument is this would ensure there is sufficient funding to support a new high-cost program and deter administrators from focusing their efforts on low-cost programs, while receiving the same funding.
3) There should be a differentiator in funding based on delivery models, brick and mortar vs. virtual.
4) There is a desire to consider a rural student enrollment multiplier, providing more dollars for rural students.
5) Delay the funding policy for one more year, as final details are worked out.

The next steps are for the Subcommittee members to further review the recommendations and conduct a prioritization exercise, similar to what the CTE Directors did on February 25th. It is still the goal of the Subcommittee to provide a recommendation to the Board in the upcoming months.

ND CTE Funding Formula

CTE Director Workgroup Recommendations

NDCTE Funding Committee Meeting

March 10, 2025

CTE Directors – Funding Formula Workshop – February 25, 2025

What problem are we trying to solve?

The creation of an equitable, sustainable, and efficient funding formula that contributes to high quality CTE experiences and supports program and Center growth.

DCTE Board – 6 Funding principles

1. Ensures equitable access,
2. Ensures quality,
3. Incentivizes high quality,
4. Is easy for stakeholders to understand,
5. Lessens the time burden on Department of Career and Technical Education (Department) Staff and local recipients, and
6. Focuses on outputs instead of inputs.

DCTE Factors:

- $12.5M – DCTE Target for Secondary programs
- CTE Program Policy DRAFT - February_24_2025_Material.pdf (review for key-take-aways)
- New & Expanded Policy implications
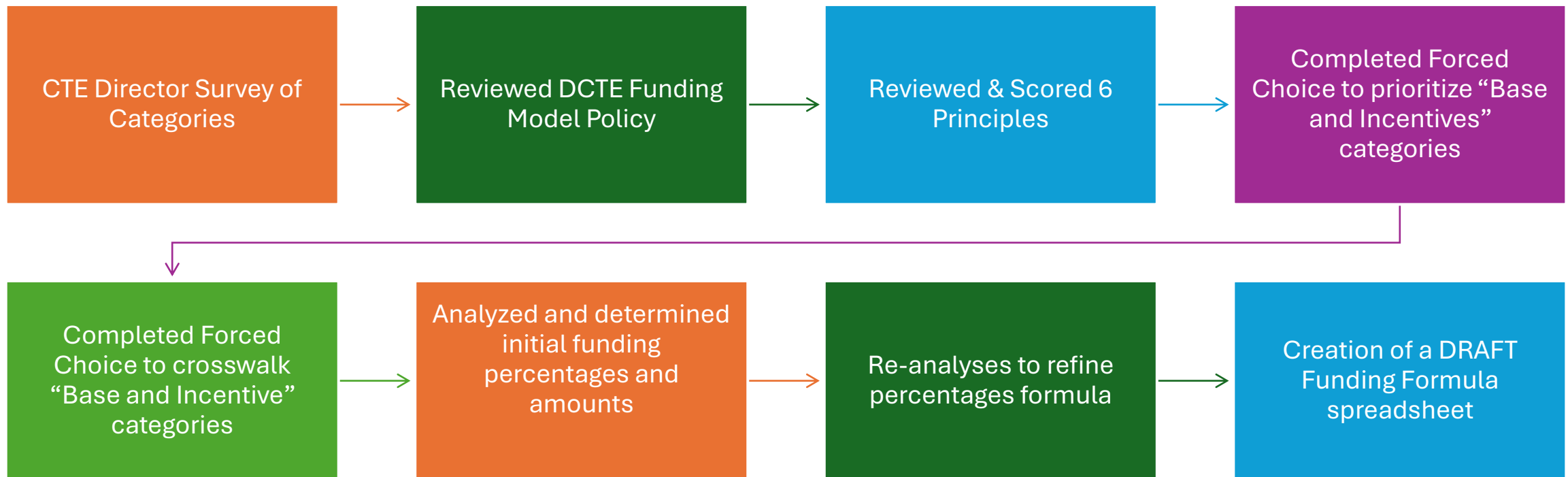
CTE Director Participants (18):

Aaron Anderson, Adam Gehlhar, Christa Brodina, Daniel Driessen, Daniel Spellerberg, Denise Jonas, Derrick Bopp, Eric Ripley, Heidi M Eckart, Kenzi Brown, Lyle Krueger, Mike Hanson, Pam Stroklund, Randal Brockman, Ronda Schauer, Pat Phillips, Scott Wisness, Wayne Heckaman

FACTS	Variables& Scenarios	Recommendations

Methodology

CTE Director Survey of Categories → Reviewed DCTE Funding Model Policy → Reviewed & Scored 6 Principles → Completed Forced Choice to prioritize "Base and Incentives" categories

Completed Forced Choice to crosswalk "Base and Incentive" categories → Analyzed and determined initial funding percentages and amounts → Re-analyses to refine percentages formula → Creation of a DRAFT Funding Formula spreadsheet

Review of DCTE

Program Policy
DRAFT Funding Policy

- DCTE funding may not be able to support growth under the current funding model.

- The policy introduces Tiers to weight funding related to program costs.

- Director evaluation requires administrative focus and time.

- How will administration expenses or operating funds be supported?

- Performance percentages – lagging indicator and can be difficult to control and track.

- Concentrator performance – Pro: Output, Perkins required. Con: Laggard data, inaccurate enrollments.

- Member District Schools – Pro: Simple. Con: Finite number. Constraints for some Centers. Operation support needed.

- Program – Pro: Stable, Wonder: How do we recognize fractions, FTE count for multiple teachers, shared program, multiple centers, weighted enrollment, sections offered.

- Enrollment – Pro: Output. Con: Unpredictable, based on courses. Wonder: How is this weighted?

- Are the Base numbers appropriate?

- Are the Incentive numbers accurate?

Methodology: Scored 6 Principles to Base and Incentive categories

Director Survey Rating	Base to Principles	Equitable	Ensure Quality	High Quality	Easy	Easy DCTE	Output	Group 1	Group 2	Group 3
4.67	Program Base Funding (Center) - Per FTE, Per Program							3	3	3
3.73	Member School Incentive Funding (Brick & Mortar)							2	3	2
3.60	Program Incentive Funding (Based on # of Programs Offered)							2	2	2
3.57	Program Base Funding (Single District) - Per FTE, Per Program							3	3	3
3.13	Quality Indicators (WBL)							3	3	3
3.00	Quality Indicators (Concentrators)							4	3	3
2.67	Enrollment Funding (Defined as Course Credit Completed)							3	2	3
2.54	Member School Incentive Funding (Virtual)							3	3	3
Director	Incentive to Principles	Equitable	E Quality	High Quality	Easy	Easy DCTE	Output			
4.33	CTE Administration Salaries/Benefits							5	3	4
3.80	Center Plant Operations (Utilities/Supplies) - Guidance							2	0	1
3.80	Support Staff (ex. Business Manager, Custodian, Clerical)							2	3	3
3.80	Delivery Format Weighting (Face to Face, Hybrid, Virtual)							2.5	2	2
3.67	Program Weighting (ex. High Cost vs. Lost Cost Programs)							2	3	3
3.67	Rural Enrollment Weighting							2	3	4
2.73	Student Transportation Costs							2	0	1

Methodology: Forced Choice

		A Program Base Funding (Center) - Per FTE, Per Program	B Member School Incentive Funding (Brick & Mortar)	C Program Incentive Funding (Based on # of Programs	D Program Base Funding (Single District) - Per FTE,	E Quality Indicators (WBL)	F Quality Indicators (Concentrators) -	G Enrollment Funding (Defined as Course Credit Completed)	H Member School Incentive Funding (Virtual)	Ranking
A	Program Base Funding (Center) - Per FTE, Per Program									1
B	Member School Incentive Funding (Brick & Mortar)									1
C	Program Incentive Funding (Based on # of Programs Offered)									1
D	Program Base Funding (Single District) - Per FTE, Per Program									1
E	Quality Indicators (WBL)									1
F	Quality Indicators (Concentrators) -									1
G	Enrollment Funding (Defined as Course Credit Completed)									1
H	Member School Incentive Funding (Virtual)									1
	Raw Score	0	0	0	0	0	0	0	0	

Methodology: Forced Choice Crosswalk Analysis Results

Funding Committee Categories	
Program Base Funding (Center) - Per FTE, Per Program	7.81
Member School Incentive Funding (Brick & Mortar)	5.25
Program Incentive Funding (Based on # of Programs Offered)	6.06
Program Base Funding (Single District) - Per FTE, Per Program	4.75
Quality Indicators (WBL)	3.31
Quality Indicators (Concentrators) – there can be value in exploration	3.25
Enrollment Funding (Defined as Course Credit Completed)	3.56
Member School Incentive Funding (Virtual)	2.0

Director Categories for Consideration	
CTE Administration Salaries/Benefits (combine support staff)	5.81
Center Plant Operations (Utilities/Supplies)	4.19
Support Staff (ex. Business Manager, Custodian, Clerical)	4.00
Delivery Format Weighting (Face to Face, Hybrid, Virtual)	3.19
Program Weighting (ex. High Cost vs. Lost Cost Programs, add Delivery model)	4.94
Rural Enrollment Weighting	4.81
Student Transportation Costs (remove as funding structures are in place)	1.06

- Scores validated a strong foundation of categories provided by the DCTE Funding Committee.
- Director's recommended and scored additional categories for inclusion in the final funding model draft.

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Categories Base = Stable/Control	Possible Metric	Score	Base 90%	Incentive 10%	Recommended Percentages
Program Base Funding (Center)	Per FTE, Per Program	11.65	x		75%
CTE Program Management-Support	Determine - Ctr/Admin. or Ctr/FTE/Admin.	8.76	x		15%
Center Plant Operation	Utilities/Supplies	6.80	x		10%
Program Base Funding (Single District)	Per FTE, Per Program	6.53	x		0%
Incentive = Variable/Influence					
Program Incentive Funding	Based on # of Programs Offered	8.18		x	30%
Program Weighting	High Cost vs. Lost Cost Programs, consider Delivery model	7.53		x	20%
Member School Incentive Funding	Brick & Mortar Center	7.24		x	15%
Rural Enrollment Weighting	Determine definition of rural	5.47		x	10%
Enrollment Funding	Course Credit Completed	5.41		x	10%
Quality Indicators	Concentrators participants	4.24		x	5%
Quality Indicators	Work-based Learning participants	4.24		x	5%
Member School Incentive Funding (Virtual)	Determine definition of Virtual	2.59		x	5%

Spreadsheet - DRAFT

Category Percentage Weighting & Allocations

Based on Director Category Recommendations

Secondary Grants		$	12,500,000.00
Base Pool	90.00%	$	11,250,000.00
Incentive Pool	10.00%	$	1,250,000.00
State	%		Budget
Enrollments	10.00%	$	125,000.00
Rural Enrollments	10.00%	$	125,000.00
#Programs	30.00%	$	375,000.00
Program Weighting	20.00%	$	250,000.00
#Members (B/M)	15.00%	$	187,500.00
#Members (Virtual)	5.00%	$	62,500.00
Quality Indicator (WBL)	5.00%	$	62,500.00
Quality Indicator (Concentrator)	5.00%	$	62,500.00
CTE Program Mgmt Support	15.00%	$	1,687,500.00
CTE Plant Operations (Util/Supp)	10.00%	$	1,125,000.00
Base Program (Per FTE)	75.00%	$	8,437,500.00

Conclusion

1. Director Recommendations align with the 6 Funding principles
   - Ensures equitable access,
   - Ensures quality,
   - Incentivizes high quality,
   - Is easy for stakeholders to understand,
   - Lessens the time burden on DCTE Staff and local recipients, and
   - Focuses on outputs instead of inputs.
2. Director recommendations align with a majority of the DCTE Funding Committee
3. Base categories provide stability and confidence for Centers/Schools
4. Incentive categories support various models and reward performance
5. Worktime between Directors and Funding Committee members could help refine the formula
6. New and Expanded Program expenses will need to be considered beyond this proposal
7. Additional work is required to define Tiers for weighting

Consideration:
Would the DCTE Funding Committee consider continued collaboration with the CTE Director's to refine the formula?

Categories
Base = Stable/Control

Program Base Funding (Center) - Per FTE, Per Program

CTE Program Management-Support

Center Plant Operations (Utilities/Supplies)

Program Base Funding (Single District) - Per FTE, Per Program

Incentive = Variable/Influence

Program Incentive Funding (Based on # of Programs Offered)

Program Weighting
(ex. High Cost vs. Lost Cost Programs, add Delivery Model)

Member School Incentive Funding (Brick & Mortar)

Rural Enrollment Weighting

Enrollment Funding (Defined as Course Credit Completed)

Quality Indicators (Concentrators)

Quality Indicators (WBL)

Member School Incentive Funding (Virtual)

Questions for Consideration?

- Will the new funding model support the growth and expansion of CTE centers?

- Does growth come from new and expanded?

- How will schools apply for new and expanded?

- What is the financial impact of the new funding formula on schools and centers with the change? How much? Is it significant? Are there hold harmless options?

- What changes do we predict? What is the impact?

- What is the definition of enrollment, K12 participation, Center, etc.?

- What is administration? How can investing in administration ensure the stability and quality of CTE?

- How will/could middle school CTE be supported?

- Can/should every program be a Center program or will guardrails be defined for integrity of the funding model?

- Monitoring CTE concentrators is important but what value does exploration have in helping students find their passion pathway.

Derrick   **Bopp**

Concerns: Adequately, equitably, and sustainably provide the funding needed or required by century code, to maintain high-quality CTE programming throughout the state. Although I am not opposed to performance based incentives, as I believe my center does well in many of the areas considered, what proportion of overall funding tied to factors not wholly in my or my staff's control is of concern. We do have a number of students who taked our classes in order to explore career opportunities, which we believe is appropriate and valuable to the student, that may never become "concentrators," yet the expenses of offering those CTE opportunites are the same.Another concern would be operational or administrative costs being rolled into program funding. Unfortunately we have been in situations where positions go unfilled due to the teaching shortage and have not been able to offer a program temporarily. We do not feel the inability to fill a position and offer a class due to zero applicants is the fault of the Center, and yet if operational/admin. costs are rolled into program reimbursement, we would receive less funding to provide those same functions. The costs of heat, electricity, sewer, garbage, janitorial and administrative costs all remain unchanged, but depending where having one less program puts that center in the formula and how much weight in put into that incentive it would/could really penalize a center through no fault of their own.

Stable base funding for CTE center expenses is essential for maintaining program quality. Funding tied to incentives and output measures can vary, perhaps at no fault of the school/center and makes budgeting and fiscal planning less stable/accurate. This becomes a challenge for our member schools who foot the remainder of our budget if it either unpredictable. I do recognize that student outcomes are important and I believe there is good rational to include emphasis on this in the funding model but as a bonus after ensure that schools base/fixed costs are provided for reliably.One aspect not accounted for in the current for is the significant differences that exist between one program and the next. Factors such as costs of maintaining equipment/tools and consumables are much higher for our welding program then I budget for our Health Careers program since so much more can be reused year after year in Health Careers. Flat funding per program would disinsentive offering higher cost programs in favor or lower cost programs, ultimately limiting higher cost programing opportunities for students. Similarly, the costs of deliverying face to face, hands on programming in a physical center are higher than those offered in a virtual manner. Most people agree that hands on, face to face, daily programs provide a better learning opportunity for students, but if the funding model does not account for these differences, their will be pressure to switch to more virtual/online delivery forms at the detriment of those with daily hands on coursed currently. I believe the funding model could be improved by distinguishing between brick-and-mortar and virtual delivery in both operation and program costs, but at the same time ensuring to not disadvantage centers that rely on hybrid or online instruction to serve students in remote areas where daily hands on face to face is not a viable options.

Suggestions: The CTE Directors across the state have carefully considered key factors that should be included in a revised funding formula to ensure equity, sustainability, and efficiency while supporting high-quality CTE experiences and long-term program growth. A strong base funding structure is essential to cover ongoing costs such as instructional staff, administrative support, and operational expenses (e.g., utilities and supplies). Without stable funding for these core expenses, CTE programs may struggle to maintain consistency and quality. Additionally, program base funding should reflect the true costs of delivering CTE education, recognizing the differences between high-cost and low-cost programs as well as the impact of different delivery models, including both brick-and-mortar centers and virtual instruction.Beyond core funding, incentive-based funding should encourage program expansion and innovation while remaining predictable enough for schools to plan for long-term growth. Incentives for adding new programs, increasing access for rural students, and aligning with workforce needs should be prioritized, while enrollment-based funding should be reduced to avoid unintended consequences such as penalizing a new program that is still growing its enrollment as is typical of most new programming. Member school incentives should reflect the participation in both physical and virtual CTE Center settings, continuing to ensure that all schools have access to high-quality CTE opportunities, and participation in Career and Technical Student Organizations regardless of the delivery format. The funding formula must provide both stability and flexibility, allowing programs to maintain strong foundations while strategically investing in

innovation and workforce alignment.

Comments: I appreciate the work done thus far on the funding formula. It is tedious work and the variety in how each center operates, programs they offer and the manner is which they offer them, makes it just that much more challenging to make equitable long term. This due diligence is essential is essential to avoiding significant and unintended consequences on our existing and future CTE centers and their programs. With several large CTE centers set to become fully operational this coming school year, their impact presents another challenge in creating a formula that takes this large change into account accurately. In addition, we are in the midst of a legislative session, which presents yet another layer of unpredicablity and demands the attention of NDCTE staff away from assisting in the creation of a new funding formula.

Given the circumstances, CTE directors are asking for the CTE board to consider maintain the existing funding model for one more fiscal year to provide the time needed for a more comprehensive study of the impact that the new CTE centers and their anticipated increase in expanded programming requests will actually have on the system. Such a strategy would remove two layers of unpredictability (legislative session over, and costs of new centers programming would be known) and provide a better chance of ensuring sustainability and scalablity of a new funding model for CTE well into the future.

Randal   **Brockman**

Concerns: The proposed CTE funding model raises concerns about its ability to support high-quality programs across diverse school districts and CTE Centers. A one-size-fits-all approach is difficult, as each CTE Director runs programs differently.One main concern is whether the formula balances core program costs with performance-based incentives. Stable funding for instructors, administrators, support staff, and operational expenses is vital for program quality. However, funding tied to performance introduces variability, complicating long-term budgeting. While incentives are important, the model must ensure schools and centers can reliably cover basic costs while also investing in growth. Without addressing this, there's a risk of underfunding critical career pathways, particularly those tailored to regional workforce needs.Although enrollment funding is included, it doesn't account for differences in program costs, delivery methods, and regional access. Schools may struggle to develop programs that meet workforce demands without proper incentives. The model should differentiate between brick-and-mortar and virtual programs without disadvantaging centers relying on online or hybrid instruction. The model should consider CTE centers that own the instructor contracts and are responsible for all instructor benefits. Also, CTE directors should be responsible for all CTE instructor evaluations.In conclusion, the model needs refinement to create a predictable, adaptable structure that supports sustainability, innovation, and continuous improvement in CTE programs.

Suggestions: CTE Directors across the state have identified key factors for a revised funding formula to ensure equity, sustainability, and efficiency in supporting high-quality CTE programs and long-term growth. A strong base funding structure is crucial to cover ongoing costs like instructional staff, administration, and operations (e.g., utilities and supplies). Without stable funding for these core expenses, program quality may suffer. Base funding should reflect the true costs of delivering CTE education, accounting for differences in program costs and delivery models, including both brick-and-mortar and virtual instruction.Incentive-based funding should support program expansion and innovation while being predictable enough for long-term planning. Prioritizing incentives for new programs, rural access, and workforce alignment is key, while enrollment-based funding should be balanced to avoid disadvantaging smaller or emerging programs. Incentives should also reflect participation in both physical and virtual settings, ensuring equitable access to quality CTE opportunities. The funding formula must offer both stability and flexibility, allowing programs to maintain strong foundations while investing in innovation and workforce alignment.

Comments: Any new funding formula must be carefully designed to avoid unintended consequences for existing CTE centers and programs. With several large centers set to open next school year, the impacts on current operations need thorough consideration. Additionally, the ongoing legislative session makes modifying the formula challenging as the Department advocates for more CTE funding.Given these factors, it may be prudent to maintain the existing funding model for one more fiscal year. This would allow time to study the impact of new CTE centers and increased program requests, ensuring cost-to-continue funds are allocated properly and providing insights to guide future formula changes that are sustainable and scalable.I think the most important thing to ask ourselves is, what is going to best serve our students and their future?

Heidi   Eckart

Concerns: The proposed CTE funding model raises concerns about whether it can equitably and sustainably support high-quality programs across different school districts and CTE centers. A key issue is balancing stable funding for core expenses like instructors, support staff, and operational costs with performance-based incentives. While rewarding program expansion and student outcomes is important, tying too much funding to incentives creates financial unpredictability, making long-term planning difficult. Schools and centers need to cover their foundational costs while having the flexibility to grow. If the model doesn't strike this balance, there's a real risk of underfunding critical career pathways, especially those that are essential to our local workforce needs.Another challenge is that enrollment-based funding doesn't fully account for the varying costs of different programs, delivery models, and regional access issues. Without a structured way to support high-cost programs, schools may struggle to offer the training students need for in-demand careers. The model should also distinguish between brick-and-mortar and virtual programs in a way that ensures schools using hybrid or online instruction, especially in rural areas, aren't left at a disadvantage. Overall, the funding structure needs some adjustments to be both predictable and adaptable, allowing CTE centers and districts to plan for long-term sustainability while still encouraging innovation.

Suggestions: CTE Directors across the state have taken a close look and have worked to prioritize items for what a revised funding formula should include to ensure equity, sustainability, and efficiency while supporting high-quality CTE programs and long-term growth. A solid base funding structure is critical to covering ongoing costs like instructional staff, administrative support, and operational expenses. Without stable funding for these core needs, CTE programs will struggle to maintain consistency and quality. Base funding also needs to reflect the real costs of running CTE programs, accounting for differences between high-cost and low-cost programs/courses and the various delivery models, whether in-person at CTE centers or through virtual instruction.Beyond core funding, incentives should drive program expansion and innovation while still being predictable enough for schools to plan long-term. Prioritizing incentives for launching new programs, increasing access for rural students, and aligning with workforce needs will help ensure that funding supports real growth. At the same time, enrollment-based funding should be structured carefully to avoid unintended consequences that could disadvantage smaller or emerging programs. Member school incentives should also consider participation in both physical and virtual CTE Center settings, ensuring that every school, regardless of how they deliver instruction, has access to high-quality CTE opportunities. Ultimately, the funding model needs to strike the right balance between stability and flexibility, allowing programs to maintain strong foundations while strategically investing in innovation and workforce alignment.

Comments: Any new CTE funding formula must be carefully designed to avoid unintended disruptions to existing programs, especially with several large centers set to become fully operational next year. The ongoing legislative session adds another challenge, as the Department continues advocating for additional CTE funding. Given these factors, keeping the current funding model for another fiscal year to allow for a thorough assessment of the impact of new centers and program expansions could be a valid option. A well-planned transition will help create a funding formula that is both sustainable and scalable for the long-term success of CTE. Thank you for asking our input. I appreciate all that you do for CTE and our students in our great state.

David   **Gerding**

Concerns: One of the primary concerns is whether the proposed formula effectively balances ongoing CTE program costs with performance-based incentives. Reliable funding for core program expenses—such as instructors, administrators, support staff, and essential operational costs like utilities and supplies—is crucial for maintaining program quality and continuity. While incentivizing program expansion and student achievement is important, tying funding to performance metrics introduces financial variability, making long-term budgeting and fiscal planning more difficult, particularly since all CTE courses are elective rather than graduation requirements. The funding model must ensure that schools and centers can consistently cover foundational costs while also allowing for strategic investments in program growth. If these factors are not properly addressed, there is a significant risk of underfunding critical career pathways, particularly those aligned with regional workforce needs.A particularly pressing issue is the substantial reduction in funding for virtual CTE centers under the proposed model. A recent analysis by Career and Technical Education Directors found that CRACTC alone would face a funding loss of over $100,000. This reduction threatens the sustainability of virtual and hybrid CTE programming, which currently serves 56 high schools statewide—schools that would otherwise lack access to high-quality CTE opportunities. These programs have been especially vital for rural and small schools, where joining a brick-and-mortar CTE center is often not feasible due to geographic and financial constraints. Without adequate funding, multiple brick-and-mortar centers would need to establish new virtual or hybrid programs to replace the services that CRACTC and other established virtual CTE providers already deliver at a high level. The funding shortfall would lead to a significant decline in CTE access, ultimately limiting students' career pathway opportunities.Although enrollment-based funding is included in the proposed model, it does not fully account for the wide variations in program costs, delivery methods, and regional access challenges. Without structured incentives for launching high-cost or high-skill programs, schools may struggle to develop offerings that align with workforce demands, further restricting student opportunities. The funding model must differentiate between brick-and-mortar and virtual CTE programs to account for the additional costs of physical facilities while also ensuring that hybrid and online programs like CRACTC remain a viable and equitable option for students in remote areas.

Suggestions: CTE Directors have carefully evaluated key factors that should be incorporated into a revised funding formula to ensure equity, sustainability, and efficiency while supporting high-quality CTE experiences and long-term program growth. A strong base funding structure is essential to covering ongoing expenses, including instructional staff, administrative support, and operational costs such as utilities and supplies. Without stable funding for these core needs, CTE programs may struggle to maintain consistency and quality. Additionally, base funding should accurately reflect the true costs of delivering CTE education, taking into account the differences between high-cost and low-cost programs, as well as the varying expenses associated with brick-and-mortar centers and virtual instruction.Beyond core funding, an effective incentive-based model should promote program expansion and innovation while remaining predictable enough for schools to plan for long-term growth. Incentives should prioritize the development of new programs, expanded access for rural students, and alignment with workforce needs. At the same time, enrollment-based funding must be balanced to prevent unintended disadvantages for smaller or emerging programs. Member school incentives should acknowledge participation in both physical and virtual CTE centers, ensuring that all schools—regardless of their delivery model—have access to high-quality CTE opportunities. Ultimately, the funding formula must provide both stability and flexibility, enabling programs to maintain strong foundations while strategically investing in innovation and workforce alignment.

Comments:

Mike   Hanson

Concerns: Core Funding StabilityStable funding is essential for effective long-term planning. Unlike traditional school districts where enrollment in required courses is predictable, CTE Centers rely on elective course enrollment, which fluctuates annually. While incentives can be beneficial, they should not serve as the primary funding mechanism due to their volatility. Ensuring a dependable base level of funding will allow Centers to maintain staffing, resources, and program availability regardless of enrollment variations.Funding Stability for Independent CTE CentersIndependent CTE Centers face unique financial challenges as they operate with their own board, business manager, contracts, benefits, and facilities. Unlike programs embedded in traditional schools that benefit from district-level financial buffers, independent Centers bear the full weight of financial shortfalls. Since the independent operational model was mandated by Century Code, it is critical that funding policies acknowledge these risks and ensure sustainable financial support to maintain services for students.Director & Support Staff FundingThe requirement for Centers to employ a director without dedicated funding for this role places an undue financial burden on Centers. Directors play a critical role in implementing state goals, coordinating with school districts, and ensuring program success. Furthermore, independent Centers require additional administrative support, including a business manager and operational staff, to function effectively. Funding should reflect these necessary roles rather than imposing an unfunded mandate.Plant & Operations CostsOperating a physical facility entails significant costs, including utilities, maintenance, and repairs. While costs may vary by Center, all facilities must cover these expenses to remain operational. The absence of designated funding for plant and operations costs is concerning, as these are unavoidable and essential expenditures. A structured funding model should account for these necessary expenses to ensure the continued operation of CTE Centers.Disparity Between High-Cost and Low-Cost ProgramsMany high-demand careers require high-cost programs, yet the proposed funding model treats these the same as low-cost programs. This approach discourages Centers from offering high-cost programs, despite their alignment with in-demand careers. For example, a CDL program requires significantly more resources than an Intro to Marketing course. Without differentiated funding, the financial feasibility of high-cost programs is severely limited, ultimately reducing student access to crucial career pathways.Rural Multiplier ConsiderationEducating students in rural areas incurs higher costs due to transportation, staffing, and infrastructure needs. Funding based solely on enrollment disadvantages rural Centers unless a rural multiplier is factored into the funding model. Recognizing the additional costs associated with rural education will help ensure equitable access to CTE opportunities across the state.Concerns with Incentive Funding for Credits EarnedBasing funding on credits earned raises significant concerns. Centers serving transient or migrant student populations must still provide education, even if those students do not complete full credit courses. Additionally, this funding model could create unintended pressure on educators to pass students to secure funding, which could compromise academic integrity. A more balanced approach should be considered to ensure funding does not inadvertently impact grading policies.Brick & Mortar vs. Virtual Funding DisparityBrick-and-mortar Centers have significant operational costs that virtual programs do not incur. These include facility maintenance, utilities, and physical resources. A weighted funding factor should account for these differences to ensure equitable financial support for both delivery models.

Suggestions: Put more weight on base funding. -Operational costs are too significant to not have a separate line item for them. A major cost for all Centers falls in the area of operational, which should be addressed in the funding model.

Comments: With all the new programs and Centers coming on board, I feel like this is the most volatile time to try change the funding model. We, as Directors, promoted to potential member Districts and their Boards using the current model, which now can be misleading. Each Center's costs haven't been even established yet due to not have a full year of operations, so it's hard to establish a baseline cost. Through many conversations with other Directors across the state, it feels like this is really late in the game to try to rush something through. Is there any consideration of postponing the implementation of a new funding model to next year to ensure we get it right?

Wayne   Heckaman

Concerns: Good morning,Thank you for this opportunity to provide comprehensive thoughts.The existing CTE funding model being proposed raises several concerns regarding its ability to equitably and sustainably support high-quality CTE programs across diverse school districts and CTE Centers throughout our great state. A primary concern is whether the proposed formula effectively balances ongoing CTE program costs with performance-based incentives. Stable funding for core CTE center program expenses—including instructors, administrators, support staff, and plant operations (example, utilities and supplies)—is essential for maintaining program quality and continuity. At the same time, funding tied to incentives and output measures introduces variability that makes long-term budgeting and fiscal planning more challenging. While incentivizing program expansion and student outcomes is important, the funding model must ensure that schools and centers can reliably cover their foundational costs while strategically investing in growth. If these factors are not adequately addressed, there is a risk of under funding critical career pathways, especially those that meet the workforce needs of that specific region of our state. While enrollment funding is included, it does not fully account for the significant differences in program costs, delivery methods, and regional access challenges. Without a more structured incentive for adding high-cost or high-skill programs, schools may struggle to develop offerings that meet workforce demands, ultimately limiting opportunities for students. The funding model should differentiate between brick-and-mortar and virtual delivery in both operation and program costs, but at the same time ensuring to not disadvantage centers that rely on hybrid or online instruction to serve students in remote areas.In closing, the proposed model needs further refinement to create a predictable yet adaptable funding structure, allowing CTE centers and districts to plan for long-term sustainability while also encouraging innovation and continuous improvement.

Suggestions: Good morning,Thank you for the opportunity to provide collective suggestions.The CTE Directors across the state have carefully considered key factors that should be included in a revised funding formula to ensure equity, sustainability, and efficiency while supporting high-quality CTE experiences and long-term program growth. A strong base funding structure is essential to cover ongoing costs such as instructional staff, administrative support, and operational expenses (e.g., utilities and supplies). Without stable funding for these core expenses, CTE programs may struggle to maintain consistency and quality. Additionally, program base funding should reflect the true costs of delivering CTE education, recognizing the differences between high-cost and low-cost programs as well as the impact of different delivery models, including both brick-and-mortar centers and virtual instruction.Beyond core funding, incentive-based funding should encourage program expansion and innovation while remaining predictable enough for schools to plan for long-term growth. Incentives for adding new programs, increasing access for rural students, and aligning with workforce needs should be prioritized, while enrollment-based funding should be balanced to avoid unintended consequences that disadvantage smaller or emerging programs. Member school incentives should reflect the participation in both physical and virtual CTE Center settings, continuing to ensure that all schools have access to high-quality CTE opportunities, regardless of delivery format. The funding formula must provide both stability and flexibility, allowing programs to maintain strong foundations while strategically investing in innovation and workforce alignment.

Comments: Good morning,I appreciate the opportunity to provide some additional feedback and thoughts.It is essential that a comprehensive new funding formula be carefully designed to avoid significant and unintended consequences on our existing CTE centers and programs. With several large CTE centers set to come fully operational next school year, the potential impacts on current operations must be thoroughly and thoughtfully considered. In addition, we are in the midst of a legislative session, which makes modifying the current formula particularly challenging at this time as the Department continues to advocate for additional funding to support CTE.Given these circumstances, it warrants consideration to maintain the existing funding model for one more fiscal year. This approach would allow for a comprehensive study of the impact that the new CTE centers and the anticipated increase in expanded program requests have on the system. Such a strategy would ensure that cost-to-continue funds are allocated appropriately while providing valuable insights to guide future modifications of a new funding formula that is both sustainable and scalable for CTE into the future.

Alex   Hennix

Concerns: The proposed CTE funding model doesn't ensure stable, equitable support for all programs. Schools need reliable funding for core expenses (staff, operations) while still encouraging growth. Over-reliance on performance-based incentives makes long-term planning difficult, especially since all CTE courses are electives.Cuts to virtual CTE centers are a major issue—CRACTC alone stands to lose over $100,000, putting programs at risk for 56 schools that depend on virtual options. Many rural schools simply cannot offer CTE programs on their own due to cost, staffing, and location. Without proper funding, students in these areas will lose access to career pathways that prepare them for the workforce, leaving them with fewer post-graduation opportunities. Brick-and-mortar centers can't fill this gap—many rural students are too far away or can't afford to travel.The model also doesn't account for differences in program costs or delivery methods. It must recognize the higher costs of certain programs and ensure both physical and virtual options remain viable, so all students—regardless of location—have access to quality CTE opportunities.

Suggestions: State CTE Directors agree funding should be:Stable – Reliable base funding for staff and operations.Fair – Recognizes cost differences across programs and delivery models.Inclusive – Ensures rural students aren't left behind by maintaining funding for virtual and hybrid programs.The formula should balance stability with flexibility for innovation and workforce alignment.

Comments: North Dakota is finally on a path to ensuring students can access education in fields beyond what rural communities can offer. Cutting CTE funding would strip rural students of opportunities they wouldn't otherwise have, limiting their career options and future success.The proposed funding model doesn't provide stable, equitable support for all programs. Schools need reliable funding for core expenses (staff, operations) while still encouraging growth. Over-reliance on performance-based incentives makes long-term planning difficult, especially since all CTE courses are electives.Cuts to virtual CTE centers are a major issue—CRACTC alone stands to lose over $100,000, putting programs at risk for 56 schools that depend on virtual options. Many rural schools simply cannot offer CTE programs on their own due to cost, staffing, and location. Brick-and-mortar centers can't fill this gap—many rural students are too far away or can't afford to travel.The model also doesn't account for differences in program costs or delivery methods. It must recognize the higher costs of certain programs and ensure both physical and virtual options remain viable so all students—regardless of location—have access to quality CTE opportunities.We cannot afford to lose CTE programs in our schools—it would be a disservice to rural students who elect to broaden their skills through these programs. With new CTE centers launching and legislative funding debates ongoing, now isn't the time for major changes. Keeping the current model would allow for better planning and adjustments.Progress is being made through collaboration, but the proposed model still needs refinement. The goal should be a predictable, adaptable funding system that supports long-term sustainability while ensuring all students—especially those in rural areas—have access to the career training they need.

Stephanie   **Hochhalter**

Concerns: As the principal of North Shore Plaza, a small rural school, I know firsthand how vital virtual CTE programs are for our students. Without these options, we would not be able to offer CTE courses at all, as the nearest brick-and-mortar CTE center is 40 miles away—too far for daily travel. Virtual courses provide our students with opportunities to develop career skills they would otherwise miss. A $100,000 budget reduction to CRACTC would significantly impact these programs, limiting access and potentially eliminating courses that are essential for students in small, rural schools like ours. The loss of these opportunities would be a major setback for students preparing for their futures.

Suggestions: CTE Directors statewide have identified essential factors for a revised funding formula that ensures equity, sustainability, and quality. A strong base funding structure is crucial to covering core costs like instructional staff, administrative support, and operations. Without stable funding, CTE programs risk losing consistency and quality.The formula must reflect the true costs of CTE education, accounting for differences between program types and delivery models, including both brick-and-mortar and virtual instruction. Incentive-based funding should drive program growth, rural access, and workforce alignment while remaining predictable for long-term planning.Enrollment-based funding should be balanced to prevent disadvantages for smaller programs, and member school incentives should support both physical and virtual participation. The formula must provide stability while allowing for strategic investment in innovation and workforce development.

Comments: Any new funding formula must be carefully designed to prevent unintended disruptions to existing CTE centers and programs. With several new CTE centers launching soon due to CTE Capital Grants projects, the impact on current operations must be thoroughly considered. Additionally, as CTE funding remains a contentious issue in the ongoing legislative session, modifying the formula now presents challenges while the Department continues advocating for additional funding.Given these factors, maintaining the current funding model for one more fiscal year warrants consideration. This would allow time to assess the impact of new centers and expanded programs, ensuring cost-to-continue funds are allocated appropriately. A measured approach would provide valuable data to develop a sustainable and scalable long-term funding formula.While progress has been made through collaboration among CTE practitioners, State CTE leadership, and the State Board of Career and Technical Education, the proposed model still requires refinement. A predictable yet flexible structure is essential to help CTE centers and districts plan for long-term sustainability while fostering innovation and continuous improvement.

Kristy   **Horner**

Concerns: I think it's important to consider access to classes both virtually and face-to-face. Current online classes provide a much-needed opportunity to students in rural areas, while face-to-face classes are able to serve students in larger communities. Many students in smaller communities are unable and/or unwilling to travel to take classes at CTE centers, so it's important that we do not remove their access to the types of classes that may very well shape their futures.

Suggestions: Work with current CTE models/teachers/administrators to find ways to best meet the needs of students

Comments: Using the current model, students in rural areas are able to explore career and technical classes in ways that would not be possible without virtual classes, filling a much needed gap in their educations. I think it is extremely important that we keep a balance of funding to continue both online and face-to-face opportunities to students. I have been teaching in both face-to-face and virtual environments for 9 years and have seen the added value to both types of students. Limiting this exposure in any way would be detrimental in so many ways.

Kim   Jensen

Concerns: A key concern is whether the proposed CTE funding formula/model properly balances ongoing program expenses with performance-based incentives. It is important to ensure that both face to face and virtual/hybrid programs have funding to continue their unique but vital role in ND education. Their main role is providing access and quality learning experiences for students, regardless of school size or location.Reliable funding for core CTE costs is also essential for maintaining program quality. The funding model must ensure schools and centers can consistently cover essential costs while strategically investing in growth and development. Without this, there is a risk of underfunding critical career pathways, particularly those aligned with regional workforce needs.Another concern is the significant funding reduction for virtual CTE centers. The Career and Technical Education Directors' analysis shows CRACTC alone would lose over $100,000.00, jeopardizing the sustainability of virtual and hybrid programming that serves 56 high schools statewide, especially in rural areas. Without adequate funding, these schools will face a significant reduction in CTE opportunities, negatively affecting students' career prospects.Although the formula accounts for enrollment funding, it doesn't fully consider variations in program costs, delivery methods, and regional accessibility issues. The model should distinguish between in-person and virtual delivery methods to ensure that hybrid and online programs, such as CRACTC, remain accessible and sustainable for remote students.

Suggestions: A strong base funding structure is essential to cover ongoing costs such as instructional staff, administrative support, and operational expenses (e.g., utilities and supplies). Without stable funding for these core expenses, CTE programs may struggle to maintain consistency and quality. The funding formula must also provide both stability and flexibility, allowing programs to maintain strong foundations while strategically investing in innovation and workforce alignment. Incentives for adding new programs, increasing access for rural students, and aligning with workforce needs should be prioritized. Member school incentives should ensure that all schools continue to have access to high-quality CTE opportunities, regardless of delivery format.

Comments: It is essential that any new funding formula be carefully designed to avoid significant and unintended consequences on existing CTE centers and programs. At this time, making modifications to the current formula are particularly challenging; it warrants consideration to maintain the existing funding model for one more fiscal year. This approach would allow for a more comprehensive study of the impact that the new CTE centers and the anticipated increase in expanded program requests have on the system. Such a strategy would ensure that cost-to-continue funds are allocated appropriately while providing valuable insights to guide future modifications of a new funding formula that is both sustainable and adaptable for the future of CTE in our state.

Denise   Jonas

Concerns: The board has defined six principles to guide categories for the base and incentive funding, however, in an analysis our CTE Director workgroup, the proposed CTE funding model raises concerns about its ability to equitably and sustainably support high-quality programs across diverse districts and centers through the recommended base and incentive categories. A key issue is balancing stable funding for core expenses—such as instructors, staff, and operations—with unpredictable performance-based incentives such as enrollment. As Directors we have control over the base, while we only have influence over the incentives.The policy is recommending Tiers, yet the model does not fully account for varying program costs. As a Center we are sharing many high-cost programs with labs and equipment to reduce expenses for schools. These programs also generally have lower enrollments due to their specificity, so enrollment incentives do not help. Without structured incentives for high-cost, high-skill programs, schools may struggle to align program offerings with workforce needs and student interests, ultimately reducing sharing efficiency. What is the definition of a Center. If the policy does not define this thoughtfully, comprehensive districts may just begin transferring programs under the Center, diluting funding and the integrity of the center vision.While incentivizing growth and student outcomes are valuable to measure ROI, it is unpredictable a can hinder long-term planning and program stability to recruit teachers and students to the program. Laggard data is also challenging for planning.WBL and Concentrators are important key measures for pathways, Perkins, and real-world experiences. Nevertheless, they are unpredictable measures such as, 1) CTE electives are impacted when school's shift graduation requirements and intervention program, and 2) WBL is dependent on industry engagement which can vary from community to community, and year to year student time and interest.Ultimately, creating a funding model during an unpredictable legislative session may not bode well for the transition and implementation for schools, Centers, or DCTE. In my opinion, the funding model requires further refinement to ensure predictability, sustainability, and innovation while meeting regional workforce demands.

Suggestions: CTE Directors across the state have carefully evaluated key factors for a revised funding formula that ensures equity, sustainability, and efficiency while supporting high-quality CTE experiences and long-term program growth. A strong base funding structure is essential to cover core expenses, including instructional staff, administrative support, and operational costs (e.g., utilities and supplies). With stable funding for these foundational needs, CTE programs can focus on recruiting teachers and developing high-quality programs.With new CTE Centers coming online, new and expanded programming will be critical for the future growth of CTE. The 2025 legislative session presents an opportunity to secure funding, ensuring that these programs have the resources they need before finalizing a long-term funding model. Since it will take approximately two years to promote and recruit students, this phased approach will provide a more realistic picture of active CTE Centers and programs.To reflect the true costs of CTE education, base funding should account for differences between high-cost and low-cost programs and support multiple delivery models, including brick-and-mortar centers and virtual instruction. Establishing a tiered funding structure based on CTE program costs and course offerings will take time. To ensure alignment and consistency, DCTE Supervisors should lead this effort, with direct input from CTE Directors.Beyond core funding, incentive-based funding should drive program expansion and innovation while remaining predictable for long-term planning. Key priorities include incentives for launching new programs, expanding access for all students, and aligning with workforce needs. At the same time, enrollment-based funding must be balanced to prevent unintended disadvantages for smaller or emerging programs.Finally, incentives for both physical and virtual participation are essential to address the challenges of rural communities and the distance to lab settings. Incorporating targeted enrollment incentives in the funding formula will encourage innovation and improved student outcomes. However, this must be supported by strong administrative structures that provide both stability and flexibility for schools and districts.

Comments: I commend the ND DCTE for its commitment to CTE advancement and its efforts to revise the funding model. Over the years, the complex funding formula has created challenges for CTE Centers and schools, placing an even greater burden on DCTE staff. In my 20 years of experience with CTE, the recent flat-rate formula based on prior expenses has been the most stable and efficient model we've had.As we move forward, it is critical that any new funding formula be carefully designed to prevent unintended consequences for existing CTE Centers and programs. With several large CTE Centers set to become fully operational next school year, it is essential to thoroughly assess how funding adjustments could impact current operations and ensure a smooth transition.I appreciate the DCTE Director, Supervisors, Board,

and GWEN for their dedication in gathering feedback and considering stakeholder input. However, creating a new funding model during an unpredictable legislative session poses risks for its implementation and long-term stability for schools, Centers, and DCTE itself.To ensure a thoughtful and well-structured transition, I strongly recommend that the DCTE funding committee engage in a workgroup session directly with CTE Directors to collaboratively design a funding model that is effective, sustainable, and ready for a successful launch

Andrew   Jordan

Concerns: I have great concerns over sustaining the currently programming we receive through the CRACTC. We are unable to provide many elective opportunities for our students and are really working towards internships and job shadows for our students in areas of interest to them. This would ultimately result in cuts to programs and this would have a significant impact on what we can offer our students.

Suggestions: Maybe an audit on the core funding of state CTE programs. I don't know the inner workings of how they are funded. It would also be nice to have some incentive funding for new programs.

Comments: I am not sure I have the answer here, I just know I have great concerns with a cut in funding to our CTE centers.

Lyle   Krueger

Concerns: The proposed CTE funding model raises significant concerns regarding its ability to equitably and sustainably support high-quality CTE programs across diverse school districts and CTE centers statewide.A primary concern is whether the proposed formula effectively balances ongoing CTE program costs with performance-based incentives. Stable funding for core CTE center program expenses—including instructors, administrators, support staff, and plant operations (e.g., utilities and supplies)—is essential for maintaining program quality and continuity. While incentivizing program expansion and student outcomes is important, funding tied to incentives and output measures introduces variability that makes long-term budgeting and fiscal planning more challenging in which all programming and courses are considered elective options not required for graduation. The funding model must ensure that schools and centers can reliably cover their foundational costs while strategically investing in growth. If these factors are not adequately addressed, there is a risk of underfunding critical career pathways, especially those that align with workforce needs in specific regions.A particular concern is the significant reduction in funding for virtual CTE centers under the current model. The Career and Technical Education Directors' analysis last week found that CRACTC alone would experience a funding reduction of over $100,000. This decrease directly threatens the sustainability of virtual and hybrid CTE programming that is currently being received from CRACTC alone by 56 different high schools statewide that would not receive high-quality CTE programming without our programming, which has been essential for rural and small schools across the state. Over the past decade, CRACTC and other virtual CTE providers have expanded access to high-quality programming for students who would otherwise have limited or no CTE options. The reality for many of these districts is that joining a brick-and-mortar center is not a viable alternative, either due to geographic barriers or financial constraints. In turn, multiple brick & mortar centers would need to develop and/or begin virtual or hybrid programming that CRACTC and other current virtual centers already provide at a high level! Without sufficient funding, these schools face a stark reduction in CTE opportunities, negatively impacting students and their future career pathway opportunities.While enrollment funding is included in the proposed formula, I realize it does not fully account for the significant differences in program costs, delivery methods, and regional access challenges. Without structured incentives for adding high-cost or high-skill programs, schools may struggle to develop offerings that meet workforce demands, again, ultimately limiting opportunities for students. The funding model should differentiate between brick-and-mortar and virtual delivery models due to the additional costs within brick-and-mortar facilities, while also ensuring that hybrid and online instruction programs such as CRACTC remain a viable and equitable solution for students in remote areas.

Suggestions: The CTE Directors across the state have carefully considered key factors that should be included in a revised funding formula to ensure equity, sustainability, and efficiency while supporting high-quality CTE experiences and long-term program growth. A strong base funding structure is essential to cover ongoing costs such as instructional staff, administrative support, and operational expenses (e.g., utilities and supplies). Without stable funding for these core expenses, CTE programs may struggle to maintain consistency and quality. Additionally, program base funding should reflect the true costs of delivering CTE education, recognizing the differences between high-cost and low-cost programs as well as the impact of different delivery models, including both brick-and-mortar centers and virtual instruction.

Beyond core funding, incentive-based funding should encourage program expansion and innovation while remaining predictable enough for schools to plan for long-term growth. Incentives for adding new programs, increasing access for rural students, and aligning with workforce needs should be prioritized, while enrollment-based funding should be balanced to avoid unintended consequences that disadvantage smaller or emerging programs. Member school incentives should reflect participation in both physical and virtual CTE center settings, ensuring that all schools continue to have access to high-quality CTE opportunities, regardless of delivery format. Although membership is part of ND Century Code for CTE Centers, due to the variance in membership abilities, for example, some Centers are land-locked and do not have the ability to add member school districts without competing with neighboring CTE Centers for membership, a suggestion would be to include an incentive for school participation (whether member or non-member) that allows students to gain access to their programs of interest, regardless of their membership affiliation. The funding formula must provide both stability and flexibility, allowing programs to maintain strong foundations while strategically investing in innovation and workforce alignment.

Comments: It is essential that any new funding formula be carefully designed to avoid significant and unintended consequences on existing CTE centers and programs. With several new CTE centers beginning programming recently projects and/or large CTE centers set to come fully operational next school year due to the CTE Capital Grants projects, the potential impacts on current operations must be thoroughly and thoughtfully considered. In addition, we are in the middle of a legislative session in which funding for CTE programming is contentious, which makes modifying the current formula particularly challenging at this time, as the Department continues to advocate for additional funding to support current, new, and expanding CTE.Given these circumstances, it warrants consideration to maintain the existing funding model for one more fiscal year. This approach would allow for a comprehensive study of the impact that the new CTE centers and the anticipated increase in expanded program requests have on the system. Such a strategy would ensure that cost-to-continue funds are allocated appropriately while providing valuable insights to guide future modifications of a new funding formula that is both sustainable and scalable for the future of CTE in our state.Although progress is being made through collaboration efforts of the daily CTE practitioners, the State CTE Department leadership, and the State Board of Career and Technical Education, the proposed model requires further refinement to create a predictable yet adaptable funding structure that enables CTE centers and districts to plan for long-term sustainability while also encouraging innovation and continuous improvement. Thank you for your time and ability to provide this feedback!

Brian   Nieuwsma

Concerns:

Suggestions: Keep the current funding formula for the next year and complete a comprehensive study to be enacted the following year.

Comments: The main concern that I would have is losing some of the programming virtually for our students. Being a rural school this allows our students to participate in classes that we locally could not offer in a career path of their choosing. Historically we have had a number of students participate in the medical field classes.

Eric   Ripley

Concerns: The existing CTE funding model being proposed raises some concerns regarding its ability to equitably and sustainably support high-quality CTE programs across diverse landscape of school districts and CTE Centers throughout the state. A primary concern is whether the proposed formula effectively balances ongoing CTE program costs with performance-based incentives. Stable funding for core CTE center program expenses—including instructors, administrators, support staff, and plant operations (example, utilities and supplies)—is essential for maintaining program quality and continuity. At the same time, funding tied to incentives and output measures introduces variability that makes long-term budgeting and fiscal planning more challenging. While incentivizing program expansion and student outcomes is important, the funding model must ensure that schools and centers can reliably cover their foundational costs while strategically investing in growth. If these factors are not adequately addressed, there is a risk of underfunding critical career pathways, especially those that meet the workforce needs of that specific region. While enrollment funding is included, it does not fully account for the significant differences in program costs, delivery methods, and regional access challenges. Without a more structured incentive for adding high-cost or high-skill programs, schools may struggle to develop offerings that meet workforce demands, ultimately limiting opportunities for students. The funding model should differentiate between brick-and-mortar and virtual delivery in both operation and program costs, but at the same time ensuring to not disadvantage centers that rely on hybrid or online instruction to serve students in remote areas.I believe the proposed model needs further refinement to create a predictable yet adaptable funding structure, allowing CTE centers and districts to plan for long-term sustainability while also encouraging innovation and continuous improvement. Additionally, the fiscal scope of these changes may not be well understood outside of the CTE Directors, and I am not sure if single school districts administration has had enough time or awareness of this significant change to the current practice.Specifically for Grand Forks, we have the Career Impact Academy center coming online next school year, and will be transitioning from a virtual CTE center to brick-and-mortar. The major fiscal challenge for our planning right now is that our application for the construction of the facility, and the CTE programs we proposed for the facility, were approved in 2021 under 1 funding model, and now are unsure what fiscal support will be there to support our operations and programs now that we are ready to open. That leaves our district and member school districts in a very challenging place, and with the lack of new, expanded program dollars currently in SB2019, leaves the very real scenario of having new programs with limited to no funding support for operating.

Suggestions: The CTE Directors across the state have carefully considered key factors that should be included in a revised funding formula to ensure equity, sustainability, and efficiency while supporting high-quality CTE experiences and long-term program growth. A strong base funding structure is essential to cover ongoing costs such as instructional staff, administrative support, and operational expenses (e.g., utilities and supplies). Without stable funding for these core expenses, CTE programs may struggle to maintain consistency and quality. Additionally, program base funding should reflect the true costs of delivering CTE education, recognizing the differences between high-cost and low-cost programs as well as the impact of different delivery models, including both brick-and-mortar centers and virtual instruction.Beyond core funding, incentive-based funding should encourage program expansion and innovation while remaining predictable enough for schools to plan for long-term growth. Incentives for adding new programs, increasing access for rural students, and aligning with workforce needs should be prioritized, while enrollment-based funding should be balanced to avoid unintended consequences that disadvantage smaller or emerging programs. Member school incentives should reflect the participation in both physical and virtual CTE Center settings, continuing to ensure that all schools have access to high-quality CTE opportunities, regardless of delivery format. The funding formula must provide both stability and flexibility, allowing programs to maintain strong foundations while strategically investing in innovation and workforce alignment.As CTE Directors, we live this funding on a daily basis in working with our CTE programs and the students they serve, along with our member schools that this will impact. I would be appreciative of the funding subcommittee to hear the work of the CTE Directors and recommendations related to the funding model for subcommittee and board considerations.

Comments: It is essential that any new funding formula be carefully designed to avoid significant and unintended consequences on our existing CTE centers and programs. With several large CTE centers set to come fully operational next school year, the potential impacts on current operations must be thoroughly

and thoughtfully considered. In addition, we are in the midst of a legislative session, which makes modifying the current formula particularly challenging at this time as the Department continues to advocate for additional funding to support CTE.Given these circumstances, it warrants consideration to maintain the existing funding model for one more fiscal year. This approach would allow for a comprehensive study of the impact that the new CTE centers and the anticipated increase in expanded program requests have on the system. Such a strategy would ensure that cost-to-continue funds are allocated appropriately while providing valuable insights to guide future modifications of a new funding formula that is both sustainable and scalable for CTE into the future.If a funding formula does proceed to advance, incorporating the work of the CTE Directors would be strongly recommended and appreciated.

Ronda   Schauer

Concerns: I understand that Brick and Mortar Centers have significantly higher building operation costs, and I completely agree with that. However, I'd like to gently remind you that Virtual Centers also have their own set of costs, such as staffing, supplies, curriculum, and office/storage rentals, just to name a few. My hope is that, while acknowledging the significantly higher costs for Brick and Mortar Centers, Virtual Centers are also considered in the formula. Thank you for your understanding!

Suggestions: Please include Virtual Centers in the program formula, but consider allocating a lower percentage for their operation costs.

Comments: Thank you for all the extensive work put into the funding model.

Daniel   Spellerberg

Concerns: As we approach the second reading of the proposed funding model for Career and Technical Education (CTE) in North Dakota, I want to ensure the CTE Board fully understands the critical importance of this funding to our state's CTE Centers. While the State CTE Board is thoughtfully crafting policy, it has unfortunately failed to engage the most important stakeholders in meaningful conversation until the eleventh hour. CTE Directors and their programs account for approximately 68.5% of the budget allocation you are working to create. This raises concerns, as this is not an ideal time to alter our funding formula—especially while we are in the process of bringing several new centers online. Ideally, we need a formula that is sustainable and consistent, much like the previous one that successfully carried us to where we are today.If a version of the funding policy is adopted at the next board meeting, I fear it will limit the ability to bring our newest CTE Centers online. The likely outcome will be a flood of requests to transfer or open new programs in the upcoming year. While the state may approve these requests, they will likely come with the dreaded phrase: "without funding," as the New and Expanding line item currently sits at only $3 million. As a center that has continuously sought opportunities for growth, we have been handed similar approvals in the past, but without actual funding, launching programs remains a significant challenge.The subcommittee originally developed six key principles to guide the funding model:•Ensuring equitable access•Ensuring quality•Incentivizing high quality•Maintaining ease of understanding for stakeholders•Reducing the time burden on ND CTE staff and local recipients•Focusing on outputs instead of inputsLast week, CTE Directors met to draft a plan incorporating the board's goals and principles while ensuring our voices are heard. Every CTE Center Director in the state participated in working toward a plan that makes sense for all. As the final draft is created, I urge you to give careful attention to the following concerns:Concerns with the Secondary CTE Grants Funding Policy Draft1.Funding Stability for Independent CTE/True Centers – Operational and Administrative FundingoThe current draft includes administrative funding, but there is little support for retaining it long-term. I fear it will be dropped.oThere is no priority funding for a Director and support staff, yet Centers are required to have a Director. This is an unfunded mandate. Directors implement the Department's goals and serve as the voice to school districts across the state.oOperational funding is earned through incentives. Centers that operate independently—managing their own board, business manager, contracts, benefits, and facilities—are uniquely vulnerable to funding fluctuations. Unlike programs housed within primary schools, independent CTE Centers do not have a larger institution to absorb financial shortfalls. Since this operational model was mandated by Century Code and the department, funding policies must account for the financial risks these Centers face to ensure sustainability and continued service to students.oIndependent Centers require additional support staff for operations. There needs to be an incentive for owning center contracts, ensuring staff are truly Center employees rather than affiliated with local schools that simply access Center funding through MOU's. Three Centers currently own their contracts and benefits—these are the original Centers created in the early 1970s. While MOUs have their place, the system should not be exploited as a pass-through for higher funding without a commitment to Center employment structures.2.Lack of Priority for Plant & Operations CostsoThe cost of operating a building is significant. CTE Centers are responsible for maintaining buildings, sidewalks, and parking lots using CTE funding, or member schools must shoulder higher assessments. This creates a fine line in how much a Center can assess a member school.oUtilities, repairs, and maintenance vary by Center but remain a universal concern.oThe State CTE budget allocates 36.5% toward operational costs, yet the funding subcommittee has not prioritized this in the draft model.3.Core FundingoStable funding is essential for long-term planning. Unlike traditional schools, CTE Centers provide elective courses, leading to fluctuating enrollment.oIncentive-based funding is too volatile as a primary source. Rural ND has limited student numbers, and spreading them too thin could result in lost programs due to unmet state expectations for class sizes.4.Funding Disparity Between High-Cost and Low-Cost ProgramsoMany in-demand careers align with high-cost programs, yet the proposed funding model treats these the same as low-cost programs. This discourages Centers from offering high-cost, high-demand programs such as CDL training.oPrograms such as Family and Consumer Sciences (FACS) and Business Education were increased to an equal funding level with higher-cost programs. However, their operating costs were lower to begin with, making this adjustment inequitable.5.Rural MultiplieroEducating rural students costs more than educating urban students. A funding model based on enrollment disadvantages rural Centers unless a rural multiplier is implemented.6.Brick & Mortar vs. Virtual CentersoPhysical CTE Centers incur significant operational costs that virtual Centers do not. A weighted factor should reflect this discrepancy.oA 2024-25 payment analysis showed an average state funding allocation of $64,500 per

FTE, with our Center operating at $61,000 per FTE. In contrast, one virtual Center receives $101,000 per FTE—this funding imbalance must be addressed.7.Lack of Clarity and Accessibility for StakeholdersoThe current draft is complex and difficult to understand.oUnclear factors include FTE status, extended contracts, junior high program inclusion, program classifications (especially in trade areas), and youth group participation requirements.oThere is a difference between offering a CTSO and merely including a leadership unit in the curriculum. Schools need incentives to offer CTSOs, given the substantial costs associated with state and national competitions.8.Equity and Program IncentivesoAllocating more funds to comprehensive schools will not necessarily enhance program quality. Many rural schools lack resources, while larger urban schools do not face the same enrollment challenges.o$862,000 in new funding was allocated to equalize FACS and Business programs in comprehensive schools—a 14% increase without requiring any changes in offerings. Will this actually improve program quality, or does it simply allow comprehensive schools to claim more CTE funding without meaningful adjustments?9.Southeast Region Career & Technical Center's Commitment to Serving Member SchoolsoOur Center has 52 years of experience, and while the proposed model introduces changes, we will adapt. However, we will need to seek additional grants to ensure continued operations and to be a leader in CTE across the state."

Suggestions: Rather than simply raising concerns, I propose an actionable step: I urge the subcommittee to include CTE Directors in drafting the next iteration of the funding model. Those of us who have spent years managing CTE operations and working directly with students and educators can provide valuable insight into what is practical, sustainable, and equitable. Involving experienced professionals will help ensure that CTE remains viable and thriving in North Dakota for another 52 years and beyond. CTE is its own educational branch, and I understand the value of having a simple formula, to make it easy. The committee was working hard to make sure their were minimal schools or centers that went backwards, but its inevitable. I look forward to presenting the directors findings and data.

Comments: I appreciate your time and consideration and look forward to further discussions on this critical issue. Please let me know how we can work collaboratively to refine this model for the betterment of all CTE programs and the students we serve.As always, I welcome any discussion or clarification to ensure we do what is best for CTE moving forward.

Pam   Stroklund

Concerns: Dear Chair Meehl and members of the ND CTE Board,Thank you for the opportunity to provide feedback on the first reading of the funding policy. Creating an equitable, sustainable, efficient funding formula that contributes to high quality CTE experiences and supports the ability to grow is a complicated task. Each area center is unique from the established centers on the eastern part of the state who offer the "one-stop shop" of multiple locations, face-to-face, online, ITV, mobile units, and emerging tech consortiums to the newly formed brick-and-mortar area centers on the western part of the state who are trying to co-exist with the virtual centers while trying to provide face-to-face CTE opportunities for rural students without creating a financial burden on their school districts. We know the present funding formula cannot be sustained. Thanks to the CTE Capital Projects funding, new and existing area centers are increasing and enhancing CTE opportunities which are leading to adding members, adding programming, and increasing enrollments. I question the timing of a new funding policy as existing funds are being allocated to districts and area centers based on their present status and any new, transferring, expanding, and reinstated programs are dependent on legislative new and expanding funds. By the next school year, Grand Forks and Fargo will move from virtual centers to brick and mortars upon the opening of their new CTE Capital Projects facilities. Legislative bill HB1188, assessment of participating districts for center expenses, is also a game changer. Having the flexibility for a brick-and-mortar area center to not have to assess member school districts by cost sharing all expenses, as currently mandated in ND Century Code 15-20.2-08, will add more CTE programs to area centers, such as the Minot Area Workforce Academy, this coming year. Approving a funding policy at this time without all the players in the mix will result in the State Board for CTE determining which of the estimated $18M projects will be funded if only $3M is secured in this legislative session. By delaying the funding policy one year upon the completion of all CTE Capital Projects, allocations of the funds would be more equitably shared and the funding levels less likely to be adjusted based on available funds. I appreciate the funding subcommittees' thoughts on the base funding, quality indicators, and access factor amounts which align to the State Board for CTE's six priorities. In regard to the flat funding amounts proposed, I question the equal allocations. While easy to understand and simple to distribute, defined FTEs by school district, delivery methods, costs to operate a program, and rural vs. urban student enrollments differ. The State Board for CTE recognized these hands-on opportunity differences on February 24 when approving the Secondary Program Approval Policy suggested percentages for basic, intermediate, and advanced courses. On February 25, the CTE administrators met in Jamestown to review the first reading and collaborate on an equitable funding formula acceptable by all in attendance. Ample discussion was held on the CTE administrator FTE, plant operations, and support needed to operate the area center. Being a CTE Director split between a local district and an area center, I understand the lack of consensus by the funding subcommittee on not providing an FTE for the CTE administrator. Expectations are for the center access factors to generate sufficient funding to assist with area center administrative expenses. At the local district, funding will be removed from the current CTE administrators unless guardrails are implemented defining access factors for a district and an FTE allocated. Whether at a district level or center, the CTE administrator works to increase and enhance CTE programming for all students by advocating/promoting CTE in the community, testifying to improve CTE, planning and coordinating CTE programs while upholding the CTE standards, attending and overseeing CTE advisory committees to build business/industry partnerships, observing/evaluating CTE staff, monitoring and updating CTE curriculum and facilities, overseeing the use of career ready practices, assisting with Choice Ready and career development opportunities, completing local, state, and national reports as needed by ND CTE, completing comprehensive local needs assessments, ensuring Perkins funds improves CTE programs and not placed in the general fund, working with ND CTE Supervisors to improve CTE programs, organizing monthly area center board meetings, supporting our CTSOs, securing grants to plan/build capital projects, offer summer camps, non-traditional events, special populations activities, STEM days, the Minot Area Career Expo, etc. Should the CTE administrator position be eliminated due to the lack of funding support, principals and instructional staff do not have the time to step forward and be your CTE Champion.Career development is also an area I believe needs additional funding at the local level. Presently funded for districts at 35% of salaries is now being looked at similar to a program FTE of $15,500 which is $28,750 less annually than an area center career development counselor and $34,500 less than a Work based Learning Coordinator. The outcome of the CTE Administrators' work on February 25 resulted in a funding formula which included weighting for center access factors and inclusion of funding for CTE program management support and plant operations.

A plan was developed to share the spreadsheets and reasoning with members of the funding subcommittee. Once all parameters are defined and calculations put into place, the plan will be more equitable and easier to administer.On behalf of Minot Public Schools and the Minot Area Workforce Academy Area Center Board, we are asking for a delay in approving a new policy until all CTE Capital Projects have been completed and consensus is reached by the subcommittee on all the factors to be included in the new funding policy.Sincerely,Pam Stroklund, CTE DirectorMinot Public Schools/Minot Area Workforce Academy

Suggestions:

 Comments:

Bobbie Jo   Young

Concerns: My name is Bobbie Jo Young and I am a school counselor at Shiloh Christian School in Bismarck ND. My students benefit greatly from the CRACTC, RACTC and BASC program. My students do not always have access to the brick and mortar model. We are allowed to enroll our students into the Bismarck career academy and we are grateful for that opportunity, but Shiloh's students are not always accepted just due to the classes being full with public school students. Taking away or recreating the already flourishing CRACTC, RACTC and BASC programs is foolish. We have a great system that allows students to explore their interests through a virtual platform which has grown a great amount since I started at Shiloh 8 years ago. Shiloh students have the ability to explore their interests through the virtual program which often sets them on a path to their future careers. The classes that are offered are amazing and the Shiloh students benefit greatly. I do not know why we would kill the current CRACTC platform, just to start a different one. Why are we even discussing recreating the wheel? It has taken years for the CRACTC, RACTC, and BASC programs to grow into what they are. You will simply not be able to recreate that for our students, or for any of the students. Killing this program would negatively impact, not just Shiloh students, but all of the small surrounding schools. For example: I am from Bowman ND, Bowman students cannot drive to Dickinson daily to go to a brick and mortar academy. That is a terrible idea to strip this option from those students. Same with Shiloh students, except it is not the driving or the distance that impacts these students, but mere space. Shiloh students often do not get spots at Bismarck Career Academy just do to class size and caps. The Bismarck Career Academy is GREAT, but not always accessible for the Shiloh students. Not to mention, our schedule does not match up to the Bismarck Career Academy, and is often difficult to get our students to the career academy. Taking away this virtual platform would be so detrimental to our school and so many others. This virtual platform has changed the trajectory of so many of our students lives.

Suggestions: Keep the CRACTC, RACTC, and BASC program in place. Why would we reinvent the wheel? If you kill the virtual platform, are you going to fund a private school to build another career academy, then fund the teachers for the career academy? Why kill this well functioning program?

 Comments: Please do not take away our virtual platform, this would be detrimental to not just our students, but so many around the state of North Dakota. Please do not kill the CRACTC platform and try and recreate the wheel.

TIME USE TRACKER			North Dakota State CTE Board	QTR:	1	Feb-25	
Framework Pillars	**Student Outcome Minutes**	**Adult Behavior Minutes**	**The board tracks its time spent during public authorized meetings**				**Other Topic Minutes**
1. Adopting Student Outcome Goals 2. Adopting Student Outcome Goals 3. Adopted Guardrails	0		← **Minutes setting and adopting both student outcome goals and goal progress measures.**				
		0	← **Minutes setting and adopting superintendent and board guardrails, and a theory of action**				
4. Adopted Monitoring Calendar for Student Outcome Goals and Superintendent/ Board Guardrails, and Board Self-Evaluation	41		← **Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar**				
		0	← **Minutes receiving, discussing, and voting on Guardrail Monitoring Reports according to the board adopted Monitoring Calendar**				
		0	← **Minutes performing board self-evaluations using the Be Legendary School Board Leadership Framework Instrument, developing and creating Superintendent evaluation, community engagement, and/or Board Guidelines according to Be Legendary practices. Training for success.**				
5. Structuring for Success	Minutes discussing and/or taking action other agenda items (including consent agenda items and reports) Non-Be Legendary Committee meetings, Board Workshops, and/or non-statue Board Hearings					→	107
6. Active Teamwork and Advocacy			← **Minutes hosting two-way communication meetings on student outcome goals, Guardrails, theories of action and/or progress toward student outcome goals**				
			← **Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals**				
Non-calculated time	Minutes fulfilling statutorily required public hearings, forums, and comments					→	
	Board Manager Evalution						
TOTALS	41	0		147			107

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:	41	÷	147	× 100 =	27.89	% Student Outcome and Adult Behavior Minutes
Use For Student Outcome Minutes Percentage Calculation 3. Monitoring Student Outcome Goals	41	÷	147	× 100 =	27.89	% 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
7	2	77.78	2	1	0	0.00

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
3	0	100.00		3	0	0.00

CTE Board Members,

As always, it is a pleasure to work with this board. You are so focused on the work, and I thank you. Now and then, I will send a teach-piece, so there will be no disruption within the meeting. Hope this is helpful.

During the meetings, board members are doing a good job focusing on strategic questions. However, in pre-meeting questioning, I've noticed quite a few technical and tactical questions. As board members, you have the right to ask a question of any type, but I want you to consider the why behind the asking. Is it for better understanding to be able to make an informed vote or is it just to understand processes and procedures? Board members should be asking clarifying questions on action items for the purpose of voting, but those which are technical or tactical, focusing on the ins and outs of running the department, should be kept to a minimum. Remember, the processes and procedures used to manage the CTE department belong to the director. The board's job is to hold the director responsible for the outcomes. So, keep the following in mind when asking your pre-meeting questions. Why am I asking this question? What will I do with the information once received?

Also, the director's time involved in answering could turn into hours. Does the board want him to spend hours answering questions regarding the running of the department or would board members rather have him concentrate on improving student outcomes and reaching the board's goals. In many cases, a technical or tactical question might be answered in a phone call or short direct email if the board member thinks this knowledge important.

Always feel free to contact me if you have any questions or concerns.

Laurie