

North Dakota Department of
Career and Technical Education
Performance Report

Coronavirus Capital Projects Fund
2026 Report

North Dakota Department of Career and Technical Education
2026 Recovery Plan

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GENERAL OVERVIEW

1. Program Information

- Approved Program Plan number – CPFFN0155
- Program start date – January 1, 2022
- Program end date – June 30, 2026
- Actual CPF funds allocated to this Program - \$74,595,699

2. Executive Summary

Thirteen applications were approved in the spring of 2022 anticipating a timely release of funds. Since the release of funds did not occur in the summer of 2022 as anticipated, many projects stood dormant until funds became available. Others moved forward, utilizing the match dollars that were a requirement set in place by the North Dakota State Legislature or utilizing the line of credit provided by the North Dakota State Legislature.

The primary challenge was construction inflationary costs. These project applications were submitted in December 2021 and approved in the spring of 2022. Due to the delay in access to funds, many projects needed to scale back projects or raise additional funds to meet expectations. The State Legislature did allocate additional dollars to support inflation, which did help, but all projects still scaled back costs.

During FY2025-26 all remaining projects were completed and are in operation.

During FY 2025-26, \$5,460,834.59 was distributed to the remaining projects, which closed out the Multi-use Community Facility portion of the grant.

3. Uses of Funds

The primary object of the multipurpose facilities is to provide Career and Technical Education to students and adults residing in the region. Once these facilities were operational, metrics will include the number of individuals that receive education and training. Also, to keep in line with the intent of the Coronavirus Capital Projects Grant guidance, sub-recipients will need to report how health monitoring is provided and public access to Wi-Fi is met and how much it is being utilized.

Activities planned for the next period are for projects:

- **Maintain operations of the facilities.**

Enrollment and utilization data are provided for projects completed in the 2025-26 reporting year as available.

Again, the primary challenge was the cost of construction. This was addressed with an infusion of state dollars to address costs, additional match dollars being pledged, and identifying costs savings in the project while still providing all services.

Individual Program Plans:

James Valley Career and Technology Center

Executive Summary

During the 2025-26 reporting period, the James Valley Career and Technology Center (JVCTC) continued implementation of its approved CTE Capital Projects Program Plan. Capital

investments supported expanded and improved career and technical education facilities and equipment in Building Trades, Health Careers, Information Technology, Technology and Engineering, Aviation, Family and Consumer Sciences, Agriculture, Culinary Arts, and Early Childhood Education.

The reporting period marked the transition of several funded assets from construction and installation into active instructional and community use. The early childhood education remodel was completed in August 2025, and the facility began serving students, families, and the community. The culinary arts equipment installation were became fully operational in January of the 25-26 school year. Building Trades construction project has completed the shell portion of the build and this fall Building Trades classes will continue finalizing interior rooms as work based learning. These investments are designed to expand access to industry-aligned instruction, strengthen workforce pathways, and increase opportunities for students from Jamestown and JVCTC member districts.

JVCTC continued to address rural workforce and educational needs through expanded programming, work-based learning, community partnerships, and access to specialized facilities that would be difficult for individual rural districts to provide independently. Key challenges included construction timing, project coordination, rising costs, and the staff time required to bring multiple capital assets into full use. Despite these challenges, the Center continued to make progress toward the approved objectives and remains focused on long-term sustainability and measurable student and community outcomes.

Uses of Funds

Intended and Actual Use of Funds

CPF funds were intended to expand, renovate, and equip facilities that directly support education, workforce preparation, and community access. During the reporting period, funds and related matching resources supported project completion, equipment installation, facility readiness, and the transition of capital assets into regular program operations. Actual uses remained aligned with the objectives and activities described in the approved Program Plan.

Activities, Milestones, Outputs, and Outcomes

- **Early Childhood Education:** The remodel was completed in August 2025. Matching funds also supported industry-standard equipment and playground fencing. The facility was opened to support early childhood education, student learning, and childcare services for the community.
- **Building Trades:** Construction began in May 2025 and was projected for completion by September 30, 2025, with anticipated full instructional operation by January 2027.
- **Culinary Arts:** Industry-standard equipment was purchased and scheduled for installation during fall 2025, with the updated facility projected to come online in January 2026.
- **Other CTE Program Areas:** Because the additional programs movement opened up space the capital resources also continued to support program priorities in, Commercial Drives License, Health Careers, Aviation, Family and Consumer Sciences, and Agriculture.

Activities Planned for the Next Reporting Period

- Complete any remaining interior fit up, installation, warranty, or punch-list work associated with funded capital assets.
- Fully integrate new and renovated facilities into regular secondary CTE instruction, adult education, workforce training, and community partnership activities.
- Collect and review student participation, completion, credential, placement, work-based learning, and community-use data associated with the funded assets.

- Continue outreach to member districts, employers, postsecondary partners, workforce agencies, and community organizations to maximize use of the facilities.
- Monitor sustainability, maintenance, staffing, and operating costs necessary to keep the capital assets in full use.

Individuals and Households Benefiting

The primary beneficiaries are secondary students from Jamestown Public Schools and JVCTC member districts, including Montpelier, Gackle-Streeter, and Pingree-Buchanan. Additional beneficiaries include students from other participating schools, adult learners, families using early childhood services, employers seeking skilled workers, and community partners participating in training and facility-based adult programming.

JVCTC measures participation and success through enrollment records, course completion, credential attainment, graduation rates, work-based learning participation, program concentration and completion, nontraditional participation, special-population outcomes, adult-training enrollment, childcare utilization, and feedback from advisory committees, employers, students, families, and partner organizations.

Notable Challenges and Current Status

Challenge	Impact / Response	Status as of Report Date
Construction timing and coordination	Schedules required coordination among designers, contractors, vendors, school operations, and instructional staff.	Ongoing for Building Trades
Rising construction and equipment costs	Costs required careful prioritization, use of matching resources, and monitoring of project scope.	Prioritization and scope of design work ongoing.
Staff capacity and project oversight	Administrative and instructional staff devoted substantial time to procurement, planning, implementation, and startup.	JVCTC continues under qualified leadership and programs are implemented.
Transition to full operation	New spaces and equipment required installation, training, curriculum alignment, scheduling, and community awareness.	Occupancy has occurred in all spaces building trades ongoing construction

Ancillary Costs and Activities Supporting Full Use

Ancillary activities included project planning and administration, community outreach, facility tours, advisory-board engagement, employer and postsecondary coordination, program marketing, staff preparation, curriculum alignment, and operational planning. These activities supported awareness, enrollment, effective use of new assets, and long-term integration into instructional and community programming.

Addressing Critical Needs

Objectives and Definition of Critical Need

JVCTC defines communities with critical need as rural communities and school districts that have limited access to specialized CTE facilities, industry-standard equipment, qualified instructors, adult workforce training, childcare capacity, and career pathways aligned with regional workforce demand. The Center also prioritizes students from economically disadvantaged households, students with disabilities, students pursuing nontraditional fields, and other special populations that may face barriers to participation and completion.

The CPF-funded capital assets are designed to serve Jamestown and surrounding rural communities by pooling resources across multiple districts and creating shared access to facilities and programs that individual districts may not be able to sustain independently.

Awareness and Access

JVCTC promoted awareness through direct communication with member districts, school counselors and administrators, student registration processes, facility tours, social media, advisory committees, employer partnerships, community events, and collaboration with postsecondary and workforce partners. These methods made information available through trusted local organizations and existing school and community communication channels.

Progress and Outcomes

The capital projects have increased the Center's capacity to provide hands-on, industry-aligned education and training. The funded facilities support direct access to education, workforce preparation, childcare, and community-based learning opportunities. JVCTC's broader performance indicators demonstrate sustained demand for CTE programming and continued progress in student access and workforce-connected learning.

- Overall JVCTC enrollment had grown by 28% since 2018 as reported in the prior performance report.
- Work-based learning opportunities had expanded substantially across CTE courses, and the percentage of graduating seniors participating in community placements increased from 12% to 26%.
- Graduation outcomes for JVCTC students and several special populations exceeded local comparison rates in previously reported data.
- Enrollment in nontraditional fields had increased, although continued work is needed to improve participation by males in nontraditional programs.
- Academic performance data identified continued needs in reading and mathematics, reinforcing the importance of integrated academic supports and career-ready instruction.

Labor

JVCTC used competitive procurement and contracting processes consistent with applicable North Dakota law and local requirements. The Center supported local economic participation by providing qualified local contractors and vendors the opportunity to compete for project work. Projects were overseen to promote timely, effective, and high-quality delivery while maintaining safe school operations.

The projects did not use a project labor agreement or community benefits agreement unless specifically required by an individual contract. Prevailing wage, local hiring, apprenticeship, and other labor-standard requirements were applied where required by federal award terms, state law, procurement documents, or executed contracts.

Community Engagement

Community engagement remained central to implementation and operation of the capital projects. JVCTC engaged member school districts, students, families, advisory committees, employers, training providers, postsecondary institutions, workforce organizations, local contractors, and community service partners. Engagement informed program design, supported student recruitment, connected instruction with industry expectations, and increased awareness of new facilities and services.

Engagement Activities During the Reporting Period

- **JVCTC member districts**
- **Program advisory committees and employers**
- **Postsecondary and training partners**
- **Families and community members**
- **Social media and school communications**
- **Community training and special events**

Outreach, Advertising, and Translation

Outreach was conducted through school and district communication systems, counselor and administrator networks, Facebook and other digital channels, direct partner communication, student registration materials, advisory committees, tours, and community events. Translation or language-access support was made available through district processes when needed to ensure families could access program information.

Plans to Sustain and Grow Engagement

- **Continue regular communication with member districts and counselors about course and program opportunities.**
- **Expand employer and advisory participation to support equipment use, work-based learning, credentials, and employment pathways.**
- **Use tours, demonstrations, open houses, social media, and student success stories to increase awareness and participation.**
- **Develop adult education and community-training opportunities that use the funded facilities when consistent with the approved project purpose.**
- **Collect participant and partner feedback to identify access barriers and improve future programming.**

Sheyenne Valley Area Career and Technology Center Annual Performance Report

Uses of Funds

Funds were used to Create a Construction Shop and Classroom that did not exist previously. This benefits the community by providing workforce ready HS student in construction trades. Affordable single-family housing has become a growing concern in the communities we serve. Funds were also used to relocate the office to the front of the building so that those entering the building can be vetted prior to accessing the rest of the building. This also provides the opportunity to show community members the room we have set up for them to use for telemedical appointments. Funding was also used to add two additional classrooms to support our Ag. Education and Work Based Learning programs. The work based learning program benefits our community by introducing students to careers in our area and gives employers the opportunity to vet and potentially entice our students to fill the job openings they may have. Our Ag Ed program previously did not have a dedicated project/shop space and had to share with construction and welding. Creation of this new space allows not only Ag. Ed. to grow, but welding and construction as well.

Addressing Critical Needs

Construction Shop and Classroom: addresses not only a critical workforce need by training students to fill employment needs in the construction trades industry but also helps address a critical need for 21 NDCTE 2025 Coronavirus Capital Projects Fund Performance Report

affordable single-family housing. Provides access to telemedical health services in a portion of Valley City that is high poverty and may not have access to available/affordable transportation nor internet access at home. Now that our renovation and addition is complete we have a space that can be utilized for telemedicine. This opportunity is advertised at our local grocery store and hospitals, as well as a flier at the library. Additionally, changes to functional space availability for our work-based learning program, Agriculture Education, Welding, Graphic Communications, and Health Careers programs all address critical workforce needs in the community, state, and nation by preparing students to enter and fill high demands roles in these areas.

Economic recovery, local hiring

There were several local workers/employers involved in our project including RJ's plumbing, Bakkegard and Schell (Heating and A/C), one of the electricians hired through Magnum Electric was a Valley City resident, Enterprise sales was a sub-contractor hired under Meridian commercial to build the metal frame building that is to house our construction program. – There business is based just a few blocks away from our Tech Center.

Community Engagement

In the planning of our project, we involved the school boards of the Litchville-Marion, Barnes County North, Maple Valley, and Valley City Public Schools. The Valley City-Barnes County Economic Development Committee was also heavily involved in the planning of the layout as well as the fundraising efforts to provide for the 1-1 matching funds needed for the majority of the funding allocated. Valley City State university as well as Economic Development assisted in the survey data collection that was a part of the grant application process as well. Another local group, Barnes on the Move, was involved in raising funds for the Greenhouse that was set up and was to be considered in-kind donation to count toward 1-1 matching funds if need be. We do offer community education opportunities and have been allowing the center to be utilized by non-profits and community groups such as 4H, boy/girl scouts. We have been offering community education classes in welding for those looking to fill job opportunities within one of our local welding businesses including John Deer air seeding, Malach, Tri-WG, and Sheyenne Tooling. This 40-hour course aims to provide community members with the basic welding skills necessary to either gain employment or to be considered for promotion within one of these businesses. We continue to look at offering similar opportunities for community members in our other program areas as well, where appropriate and applicable.

Civil Rights Compliance

As a part of the bid acceptance process, we informed each contractor of the requirement of complying with all Civil Right requirements. The contractors and subcontractor involved in the completion of this project complied with all civil rights regulations including not denying benefits or services, or otherwise discriminating on the basis of race, color, national origin, disability, age, or sex, in accordance with Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d-1 et seq., and the Department's implementing regulations, 31 C.F.R. part 22; Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C. 794; Title IX of the Education 15 Amendments of 1972 (Title IX), 20 U.S.C. 1681 et seq., and the Department's implementing regulations, 31 C.F.R. part 28; Age 22 NDCTE 2025 Coronavirus Capital Projects Fund Performance Report

Southwest Area Career & Technical Education Academy (SWCTE)

Uses of Funds

Coronavirus Capital Projects Fund (CPF) investments continue to support the full implementation of the Southwest Area Career & Technical Education Academy as a regional career and technical education center serving southwest North Dakota. The renovated 71,000+ square-foot North Campus provides modern instructional spaces that directly support education, workforce development, and community engagement while preparing students for high-skill, high-wage, and high-demand careers. During the reporting period, the focus shifted from facility construction to maximizing student access, expanding programming, strengthening business and industry partnerships, and increasing opportunities for industry credentials, dual credit, and work-based learning.

Activities Implemented, Milestones, Outputs and Outcomes

Continued full operation of Buildings A, B, and C, providing 24 classrooms and 9 specialized laboratories.

Expanded programming across health sciences, agriculture, transportation, manufacturing, business, information technology, culinary arts, construction, education, and public safety.

Successfully launched the Military Pathway in partnership with the North Dakota National Guard.

Continued expansion of Fire and EMS programming with the transition toward a full EMT pathway.

Expanded dual-credit opportunities through Dickinson State University, Bismarck State College, and North Dakota State College of Science.

Supported more than 3,100 requested course enrollments for the 2025–26 school year while serving students from 10 districts across southwest North Dakota.

Continued growth in industry-recognized credentials including CNA, EMT, CDL, ServSafe, Autodesk, CPR, OSHA, and other program-specific certifications.

Expanded work-based learning and internship opportunities through partnerships with more than 70 regional employers.

Secured additional private investment supporting Heavy Equipment, Precision Agriculture, Culinary Arts, Military Pathway, and Health Sciences.

Activities Planned

Complete installation of the Immersive Reality Learning Lab.

Begin construction of the instructional greenhouse.

Expand Precision Agriculture, Heavy Equipment, and CDL programming.

Continue development of Automation and Construction Management pathways.

Increase dual-credit and credential opportunities.

Expand work-based learning placements and employer partnerships.

Recruit highly qualified instructors in critical workforce shortage areas.

Beneficiaries and Measurement

The primary beneficiaries include students from partner school districts, homeschool families, Dickinson State University students, and learners participating in workforce training. Program success is measured through enrollment, credential attainment, dual-credit participation, work-based learning completion, advisory committee feedback, employer partnerships, graduate

placement, and post-secondary transitions.

Challenges

Continued statewide shortage of qualified CTE instructors.

Growing student demand exceeding capacity in several program areas.

Increasing costs associated with maintaining industry-standard equipment.

Need for continued expansion of employer partnerships to support internships and workforce placement.

Ancillary Costs

Ancillary investments supported successful implementation through community outreach, recruitment events, parent information nights, Academy Expo, advisory committee meetings, industry engagement, facility tours, and marketing efforts designed to increase awareness and participation across the region.

Addressing Critical Needs

Objectives

SWCTE defines critical need as providing equitable access to high-quality career and technical education for rural communities, expanding opportunities where specialized programming is otherwise unavailable, and addressing documented regional workforce shortages. The Academy serves Dickinson and surrounding rural communities across southwest North Dakota.

Awareness

Awareness was promoted through partnerships with member school districts, regional employers, postsecondary institutions, social media, community presentations, student recruitment events, parent nights, Academy Expo, and facility tours.

Outcomes

Continued access for more than 1,140 students annually.

More than 3,100 requested course enrollments for 2026–27.

Expanded career pathways in healthcare, agriculture, transportation, skilled trades, public safety, education, and information technology.

Launch of the Military Pathway broadened opportunities in public service and defense careers.

Growth in work-based learning supported by more than 70 business partners.

Progress measured through enrollment data, credential attainment, employer feedback, advisory committee recommendations, graduate follow-up, and work-based learning outcomes.

Labor

Construction activities associated with the CPF project were completed using prevailing wage requirements and local contractors where applicable. The completed facility now supports long-term workforce development by preparing students for employment in construction, healthcare, agriculture, transportation, manufacturing, information technology, public safety, and other high-demand occupations identified by regional employers.

Community Engagement

SWCTE continues to collaborate with ten partner school districts, Dickinson State University,

Bismarck State College, North Dakota State College of Science, the North Dakota National Guard, Dickinson Fire Department, CHI St. Alexius Health, Sanford Health, Stark Development Corporation, Dickinson Area Chamber of Commerce, Roosevelt Custer Regional Council, Southwestern District Health Unit, and more than 70 regional business and industry partners.

Quantitative Highlights

More than 1,140 students served annually.

Over 3,100 requested course enrollments for 2026–27.

More than 70 active employer partners.

Academy Expo serving over 1,200 middle and high school students.

Active advisory committees supporting every instructional program.

Multiple open houses, recruitment events, parent nights, and facility tours.

Future Plans

Expand advisory committee participation.

Increase internships and apprenticeships.

Continue regional recruitment and outreach.

Support implementation of the greenhouse and Immersive Reality Learning Lab.

Strengthen partnerships supporting Military Pathway, Fire/EMS, Precision Agriculture, Heavy Equipment, and emerging workforce initiatives.

Civil Rights Compliance

The Southwest Area Career & Technical Education Academy complies with Title VI of the Civil Rights Act, Title IX of the Education Amendments, Section 504 of the Rehabilitation Act, and the Age Discrimination Act. Programs, services, and facilities remain accessible to all participants regardless of race, color, national origin, disability, age, sex, sexual orientation, or gender identity. The Academy maintains ADA-accessible facilities, follows district nondiscrimination policies, provides annual staff training, and works to ensure equitable access to all career and technical education opportunities.

Williston Basin Career and Technical Center

Program Information

Coronavirus Capital Projects Fund continues to support the successful operation of the Williston Basin Career & Technical Education (WBCTE) Center. During this reporting period, the Center completed its first full year of operation and continued expanding opportunities for students across northwest North Dakota. Throughout the year, we served students from Williston, Ray, Grenora, Trenton, Trinity Christian School, and homeschool families. Student enrollment continued to grow, reaching more than 2,800 course enrollments, an increase of approximately 10.5% over the previous year. We expanded programming by adding new courses such as Tourism & Hospitality, Dental Assisting, Blueprint Reading, and Mechanical Drive Systems while also increasing dual-credit opportunities and strengthening partnerships with Williston State College, Bismarck State College, TrainND, and regional employers. Looking ahead, we plan to continue expanding enrollment, increase workforce training opportunities for adults, add additional career pathways based on regional workforce needs, and continue maximizing community use of the facility. The primary beneficiaries continue to be students from rural communities who previously had limited access to high-quality Career and Technical

Education. We measure success through enrollment growth, credential attainment, dual-credit participation, employer feedback, student surveys, and workforce placement. Like any new building, we experienced some growing pains with scheduling, staffing, and program expansion. However, those challenges have been addressed through collaboration with our member schools, business partners, and postsecondary institutions. Ancillary costs supported community outreach, marketing, advisory committee meetings, recruitment efforts, workforce events, and public awareness campaigns that continue to increase utilization of the Center.

Addressing Critical Needs

The WBCTE Center was built to address workforce and educational needs throughout rural northwest North Dakota. Many of our students come from communities where access to specialized CTE programming has traditionally been limited. We continue to make students, families, and employers aware of opportunities through school visits, community events, social media, newsletters, facility tours, Career Expo, Job Fair, and our annual Showcase. This year we continued expanding access to high-demand career pathways while increasing participation from our rural member schools. Enrollment data, credential attainment, surveys, advisory committee feedback, and postsecondary outcomes continue to help us measure our impact.

Labor

The WBCTE Center construction followed prevailing wage requirements and utilized local contractors whenever possible. Now that the building is operational, the Center continues supporting the regional economy by preparing students for high-demand careers while creating employment opportunities through education, workforce training, and industry partnerships.

Community Engagement

Community engagement continues to be one of our greatest strengths. During the reporting period we partnered with local school districts, Williston State College, Bismarck State College, TrainND, industry partners, advisory committees, workforce organizations, and community leaders. The Center hosted our annual Career Expo, Spring Job Fair, Energy Luncheon, Middle School Career Exploration Days, and WBCTE Showcase, bringing together students, families, educators, employers, and community members. Next year we plan to continue expanding industry partnerships, increase adult workforce training opportunities, grow internship and apprenticeship experiences, and continue reaching students throughout our rural member districts.

Devils Lake Public Schools and Lake Area Career and Technology Center

Use of Funds

During this reporting period, Devils Lake Public Schools (DLPS) and the Lake Area Career & Technology Center (LACTC) made significant progress in the development and implementation of the Agricultural Education Building and Program.

Project Accomplishments

Major milestones completed during this reporting period include:

- Utilized our new Agriculture Education building.
- Hired highly qualified Agricultural Education Teacher.
- Developing a comprehensive agricultural education curriculum aligned with North Dakota Career and Technical Education (CTE) standards. Course offerings include:

- Agribusiness Systems
- Natural Resources Systems
- Food Products and Processing Systems
- Plant Systems
- Establishing partnerships with key educational and industry stakeholders, including:
 - Lake Region State College Precision Agriculture Program
 - TrainND
 - Local agricultural businesses and employers
 - Devils Lake Chamber of Commerce
- Completing a program needs assessments and stakeholder surveys to guide program development.
- Securing letters of commitment from partner school districts and business partners.

Project Outcomes

The work completed during this reporting period demonstrates strong momentum toward successful program implementation. Outcomes achieved include:

- Strong student interest in agricultural education programming.
- Broad support from local businesses, industry leaders, educational partners, and the community.
- Development of a sustainable regional program designed to meet current and future workforce needs in agriculture.

Next Reporting Period Priorities

During the next reporting period, the project will focus on completing implementation activities, including:

- Purchasing instructional equipment that supports emerging agricultural technologies, including:
 - Unmanned aerial systems (drones)
 - GPS and precision agriculture technology
 - Agricultural simulation equipment
- Expanding internship, cooperative education, and work-based learning opportunities with local employers.
- Continuing to establish an FFA chapter and other career and technical student organizations.
- Finalizing dual-credit and articulation agreements with Lake Region State College.

Project Impact

The Agricultural Education Program is designed to provide students from Devils Lake and surrounding partner school districts with hands-on, career-focused learning opportunities in North Dakota's largest industry—agriculture.

Expected benefits include:

- Increased access to high-quality agricultural education.
- Expanded career exploration and workforce preparation opportunities for students.
- Stronger workforce pipelines for regional employers.
- Long-term economic benefits for families, businesses, and the Lake Region community.

Program success will be measured through:

- Student enrollment and participation
- Work-based learning placements
- Industry credential attainment
- Postsecondary enrollment and workforce placement

Program outcomes will be monitored using student surveys, labor market information, RUReady.ND, Golden Path Solutions, and other district reporting systems.

Challenges and Solutions

Several challenges emerged during this reporting period, including:

- Scheduling coordination among multiple partner school districts. These challenges have been addressed by:
 - Providing flexible course delivery options, including face-to-face, hybrid, and virtual instruction.
 - Coordinating schedules through the Northeast Education Services Cooperative to maximize student access across participating districts.

Sustainability and Community Engagement

Project activities have also focused on ensuring long-term sustainability beyond the grant period. Efforts include:

- Building partnerships with local employers to expand internship and work-based learning opportunities.
- Communicating program opportunities with students and families throughout the region.
- Beginning fundraising and community support efforts for the FFA chapter.

These initiatives will help maximize the impact of the capital investment, ensure equitable access for students throughout the Lake Region, and establish a sustainable agricultural education program that meets the needs of students, employers, and the regional economy for years to come.

Addressing Critical Needs

The CPF-funded Agriculture Building and Program were specifically designed to serve the Lake Region of North Dakota, which is both rural and economically dependent on agriculture. Communities in Ramsey, Benson, and Eddy Counties face persistent workforce shortages in agriculture-related fields, combined with limited local access to advanced technical training at the secondary level. For this Program, “critical need” is defined as rural communities with limited educational infrastructure and high demand for skilled agricultural workers, particularly

in high-poverty and low-population areas where career opportunities are otherwise limited. The capital asset directly addresses this need by creating access to modern agricultural education, pathways to postsecondary training, and work-based learning opportunities that were previously unavailable.

Awareness

Efforts were made to ensure that rural households, schools, and employers were fully aware of the new program. A comprehensive needs assessment was conducted with input from students, families, businesses, economic development groups, and surrounding school districts. The Northeast Education Services Cooperative assisted with outreach to small rural schools, and multiple community partners—including: CHS, Butler Machinery, and Lake Region State College—helped communicate opportunities. Surveys of students in grades 7–10 showed 45% interest in agricultural courses, while 97% of community respondents affirmed the need for the program. Ongoing communication through district websites, advisory board updates, and partner engagement has ensured accessibility and awareness.

Outcomes

During the reporting period, meaningful progress was made toward addressing rural workforce and educational gaps. The design and planning of the agricultural facility were completed, partnerships with LRSC and local employers were secured, and curriculum pathways in agribusiness, natural resources, and plant systems were developed. These outcomes directly support rural students by providing them access to hands-on training in precision agriculture, safety, and technology-driven farming practices that align with industry needs.

Program outcomes are measured through both qualitative and quantitative data. Student interest surveys, community input, and labor market data demonstrate strong demand. Future outcomes will be tracked using enrollment figures from participating rural schools, internship/co-op placement rates, credential attainment, and eventual workforce entry or postsecondary continuation. Advisory boards, employer partners, and the career counselor use surveys and interviews with students and employers to monitor effectiveness and ensure that the program continues to meet critical community needs.

Labor

Construction Engineers served as the Construction Manager for the project, overseeing day-to-day operations and coordinating with subcontractors to ensure the work was completed on time and within budget. Their responsibilities included managing schedules, monitoring quality, and addressing any issues that arose during construction.

Construction Engineers also ensured full compliance with prevailing wage requirements, providing oversight to confirm that all contractors and subcontractors adhered to applicable labor standards. By acting as the central point of communication between the District, architects, and trade partners, they provided consistent leadership that helped the project progress smoothly from start to finish.

Community Engagement

During the reporting period, Devils Lake Public Schools and the Lake Area Career & Technical Center engaged in extensive community engagement to support the development of the Agricultural Education Building and Program. Outreach involved five partner school districts

(Devils Lake, Minnewaukan, Munich, Starkweather, and the North Dakota School for the Deaf), with an additional district (New Rockford) expressing interest in participation. Surveys of students (grades 7–10, ~200 respondents) and community members (~150 respondents) were conducted to gather input; results showed 45% of students were interested in enrolling in agricultural courses, while 97% of community respondents affirmed the need for the program.

Engagement also included collaboration with higher education and workforce partners. Lake Region State College (LRSC) provided program alignment and partnership planning, including dual credit and articulation agreements. Business and industry engagement included at least six major employers—CHS, Butler Machinery, John Deere Leading Edge Equipment, High Plains Equipment, Western State Bank, and AgCountry Farm Credit Services—all of whom provided input, letters of support, and commitments for internships, co-ops, and workforce training opportunities. Community-based partners included the Devils Lake Chamber of Commerce and Forward Devils Lake, which hosted discussions and promoted awareness of workforce needs.

Outreach efforts included sharing program updates through district websites, school board meetings, and advisory board sessions with representation from all participating districts. Additionally, surveys were administered in multiple formats (online and paper-based) to ensure rural households without reliable internet access could participate. Information about the program was shared in newsletters, parent updates, and local media coverage, ensuring broad awareness across rural communities.

Plans for the next performance year include sustaining and expanding engagement by:

- Hosting annual advisory board and community feedback sessions with all partner schools and employers.
- Increasing outreach to rural households through informational sessions at schools, community organizations, and local events.
- Developing targeted communications about FFA, work-based learning, and career opportunities to families and students.
- Continuing coordination with LRSC and industry partners to sustain momentum and provide transparent updates on construction and program roll-out.

These efforts will help ensure that the program remains responsive to community needs and widely accessible to all rural and high-poverty populations it is designed to serve.

Civil Rights Compliance

Devils Lake Public Schools and the Lake Area Career & Technical Center affirm full compliance with all federal civil rights requirements related to the nondiscriminatory use of Federal funds. We ensure that no student, staff member, or community participant is denied benefits or services, or otherwise discriminated against, on the basis of race, color, national origin (including limited English proficiency), disability, age, or sex (including sexual orientation and gender identity).

All programs and activities supported by CPF funds are administered in accordance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975, along with the Department of the Treasury's implementing regulations (31 C.F.R. parts 22, 23, and 28). Policies and procedures are in place to ensure equal access for all students, including accommodations for students with disabilities and language assistance services for individuals with limited English proficiency. We remain committed to upholding these standards across all operations of the Agricultural Education Building and Program. Compliance is regularly reviewed through

district policy, staff training, and program monitoring, ensuring equitable access to career and technical education opportunities for all students in Devils Lake and the surrounding rural communities.

North Valley Career and Technology Center

Uses of Funds:

Activities implemented over the period covered, including summaries of key milestones achieved, outputs produced, and outcomes achieved; We completed our second school year in our updated facilities at Grafton and at our new facilities at Cavalier and Minto. All new classrooms and multipurpose spaces were used. One of the biggest improvements in Grafton is having a space to park the semi-tractor so students can learn pre-trip inspections indoors instead of outdoors in all kinds of weather. This sped up the process of students being able to start over the road driving.

Activities planned for the next period covered

We will continue to make good use of all renovated/new spaces during the 2026-2027 school year.

Narratives about individuals/households benefiting from CPF funds, including information about methods used for collecting and measuring success

We had 93 students enroll in North Valley's 2026 Summer Internship Program. The program has grown each year for the past five years. These students fill an employment gap in our rural economy while putting newly learned skills in their career pathways to work. Students and employers will be surveyed about their experiences upon completion of the internship.

Notable challenges and the status of each challenge

We have been challenged to find local instructors for dual credit courses in automated manufacturing and precision agriculture and are currently looking to fill those positions.

Overview and outcomes of ancillary costs incurred to support bringing the capital asset(s) into full use, (e.g. community engagement to support successful operations).

The communities (Cavalier, Grafton and Minto) were very engaged in supporting our Capital Projects Expansion. We are proud to offer tours of our facilities as opportunities arise. Walsh County Extension (Cooking Classes for youngsters) and Law Enforcement (for Hunter Safety Course) have used our classrooms free of charge for educational purposes. Additionally, we offer Adult Education along with Workforce Education (Commercial Drivers License, Certified Nurse Assistant and Welding) for adults. We also offer GED, CNA and Parapro testing.

Addressing Critical Needs:

Grafton and Minto have free and reduced poverty rates (according to National School Lunch Program data) of greater than 50%. Pembina and Walsh Counties continue to report a critical workforce shortage.

Director Mike Hanson is a member of various boards and committees in the region and gives presentations about North Valley on a regular basis. Additionally, articles about North Valley CTC programs and students appear in the local newspapers as well as on social media and our website.

Having multi-purpose facilities in three communities in our region with high-speed internet

access make learning more accessible for learners of all ages.

Labor

Local labor participated in the bidding process for our renovation/building projects.

Community Engagement

Our community was engaged in numerous career-exploration events that North Valley CTC hosted, including: ExploreNVCTC (20 businesses and agencies), Summer Internship Fair (40 employers and agencies), Thinking Like a Prairie (multiple agencies). Our website has the ability to be translated into many different languages. We will continue to operate welcoming spaces for people to learn.

Health Monitoring Plan Implementation

When writing our application, the North Valley Career and Technology Center Director and staff worked with the CEO and staff at Unity Medical Center to address population health. We also reviewed the 2019 Community Health Needs Assessment for our region for planning for the health needs for our region. As multi-purpose community facilities, we provide health monitoring to our K-12 students and the community in the following ways:

Adults

- 2025-2026, North Valley provided access to high-speed internet in our parking lot as well as use of a private room with high-speed internet access for telehealth calls.
- 2025-2026, Health Sciences students at Grafton, Cavalier and Minto provided blood pressure checks and blood sugar checks during parent-teacher conferences and other events.
- 2025-2026, the Health Sciences programs at Grafton, Minto and Cavalier were responsible for keeping the AED machines in working order in respective schools.
- Since 2020-2021, Health Sciences students participated in the Annual Community Health Fair in partnership with local health providers for the community where health screenings are available along with informative resources for physical and mental health Adolescents
- During 2022-2023, vape detectors were installed in restrooms at the North Valley campus to monitor vaping activity. Director Hanson has an app on his phone that notifies him whenever vaping activity occurs and takes appropriate action.
- Since 2022-2023, Health Sciences students have led annual anti-vaping campaigns in coordination with Walsh County Health. Youngsters
- During 2024-2025, and beyond, Health Sciences students have partnered with Unity Medical Center to screen for obesity in elementary students. Those with a high BMI have been referred to the North Valley Extended School Program, where nutrition and exercise are incorporated into programming. The North Valley Extended School Programs at Cavalier, Grafton and Minto do 10-minute workouts designed by Unity Medical Center physical therapists with students daily in order build muscle and to develop a healthy habit.

Bismarck Public Schools

Executive Summary

The current strategic plan for Bismarck Public Schools includes an objective focused on preparing students for the future workforce through Career and Technical Education. District goals include providing career-awareness activities that introduce students to a wide range of careers and workforce concepts; creating an inclusive and adaptable CTE system through expanded course offerings and flexible scheduling; increasing access to high-quality work-



The Career Academy at Silver Ranch first day of school 2025

based learning; collaborating with community partners; and designing authentic learning experiences that connect education to real-world problems.

Bismarck Public Schools completed Phase 1 of the Career Academy at Silver Ranch, with students beginning classes in the new facility on August 19, 2025. All Capital Projects Fund grant funds have been expended. During the 2025–26 school year, the facility supported 284 fall and spring course enrollments, including 225 Agriculture enrollments and 59 Carpentry enrollments. Students from Bismarck High School, Century High School, Legacy High School, St. Mary’s Central High School, and home-school settings

participated in programming at the facility.

The district has begun Phase 2, which includes additional classrooms and storage areas. This work is being supported in part through in-kind donations of materials and labor from local partners, as well as appropriate participation by students in the Carpentry program. Bismarck Public Schools continues to raise funds for Phase 2 and subsequent phases of the project. Current priorities include completing the additional classroom spaces, bringing collaborative meeting rooms online, encouraging community use of the facility, and refining transportation systems to support student access.

Uses of Funds

Activities implemented, milestones, outputs, and outcomes

Phase 1 of the Career Academy at Silver Ranch was completed, and students began occupying the facility on August 19, 2025. All Capital Projects Fund grant funds have been expended. The completed phase provides dedicated instructional facilities for Agriculture and Carpentry programming.

During the 2025–26 school year, the facility supported 284 fall and spring course enrollments: 225 in Agriculture and 59 in Carpentry. Four Agriculture courses—Applied Agricultural Mechanics, Introduction to Agriculture, Agriculture Science, and Small Animal Care—and two Carpentry courses—Framing and Interior Carpentry—were offered. Participating students came from Bismarck High School, Century High School, Legacy High School, St. Mary’s Central High School, and home-school settings.

Relocating the two programs produced benefits at both sites. At Silver Ranch, the programs gained improved access to dedicated instructional and laboratory spaces. At the original Career Academy, the move created opportunities to expand other programs, including Technology and Engineering and Aviation.

Phase 2 construction has begun and currently includes additional classrooms and storage areas. Local partners are supporting portions of this work through in-kind donations of materials and labor. The Carpentry program is also supporting appropriate components of the construction, giving students an authentic opportunity to apply technical skills to the

continuing development of their own instructional facility.

Activities planned for the next reporting period

Bismarck Public Schools plans to continue construction of Phase 2, with an emphasis on completing additional classrooms and storage areas. The district also plans to bring

collaborative meeting rooms online and encourage their use by industry partners, advisory committees, community organizations, and other stakeholders.

The district will continue raising funds and developing partnerships to support subsequent phases of the project. Planning will also continue for transportation routes, travel time, scheduling, and associated costs as use of the facility evolves.

Program development will include the addition of a Veterinary Science course. The district will also continue leveraging the space made available at the original Career Academy to support expansion of Technology and Engineering, Aviation, and other CTE opportunities.

Individuals and households benefiting

The Career Academy at Silver Ranch expands access to high-quality CTE programming for students across Bismarck Public Schools and participating nonpublic and home-school settings. During the 2025–26 school year, the facility supported 284 fall and spring course enrollments.

Phase 1 improved access to dedicated laboratory and shop space. Carpentry students no longer share an interior shop

with the Bismarck State College program, increasing instructional access and flexibility. The Silver Ranch location also provides greater proximity and efficiency when transporting Carpentry students to off-campus construction sites.

Completion of Phases 2 and 3 is expected to further improve the proximity of classroom and laboratory spaces for both Agriculture and Carpentry compared with their previous facilities. The additional phases will also increase collaborative space available for advisory committees, industry partners, and community organizations.

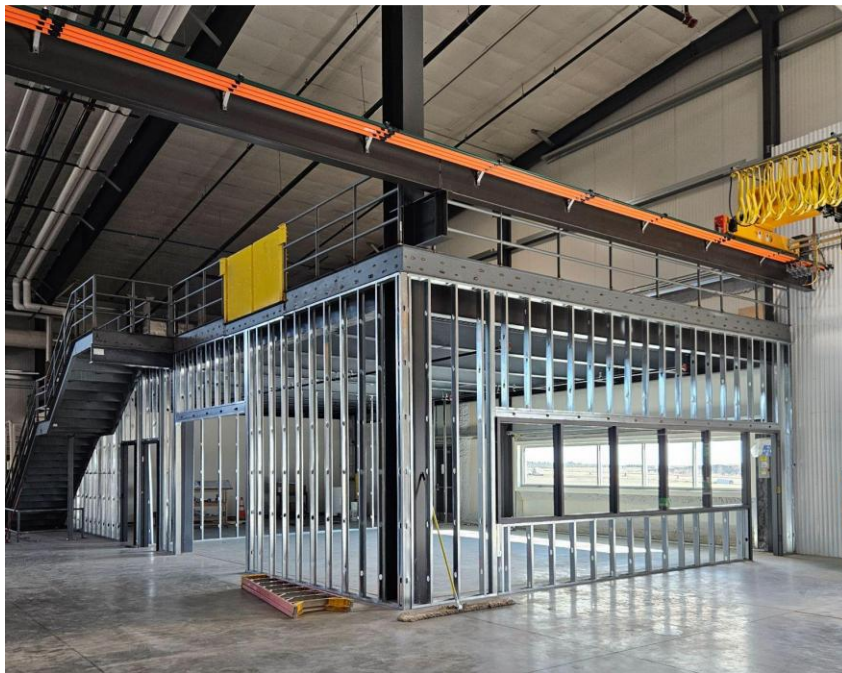
Notable challenges and status

With Phase 1 complete, the district's primary challenges have shifted from initial construction



Small Animal Care students meet Bismarck Shelter Pets

to transportation planning and the funding and implementation of subsequent phases.



Career Academy at Silver Ranch phase 2 classroom framed by students

The relocation has changed transportation routes, travel time, scheduling requirements, and associated costs. The district continues to refine transportation planning to provide reliable access while limiting the loss of instructional time.

The district must also secure additional funding, materials, and partner support to complete Phase 2 and future planned improvements. Phase 2 construction is underway, supported in part through in-kind donations of materials and labor from local partners and appropriate participation by the Carpentry program.

Ancillary costs and activities supporting full use

Bringing the facility into full

instructional use required coordination beyond the physical construction itself, including moving programs and equipment, planning student transportation, establishing instructional and operational procedures, and coordinating with staff and community partners.

The district continues to incur costs related to transportation, facility operations, instructional equipment, furnishings, storage, and the completion of additional classroom and collaborative spaces. These investments support the effective use of the completed capital asset and the continuing expansion of programming.

Community and industry partners have also contributed time, materials, expertise, and advisory input to support continued development of the facility and its programs.

Addressing Critical Needs

Objectives

Bismarck Public Schools defines critical need broadly to include students and populations who may face barriers to accessing high-quality CTE programming because of geography, transportation, scheduling, economic circumstances, language, disability, or limited availability of programming at their home school.

The district's objective is to provide equitable access to CTE opportunities across student populations. Bismarck Public Schools works collaboratively with its Indigenous Education Department to ensure that Indigenous students are aware of and have access to CTE opportunities. This commitment extends to other student subpopulations, including the district's growing English learner community.

The Career Academy at Silver Ranch serves students from Bismarck High School, Century High School, Legacy High School, St. Mary's Central High School, and home-school settings. Its dedicated facilities address both student-access needs and regional demand for education connected to Agriculture, Construction, and other high-skill workforce areas.

Awareness

Bismarck Public Schools uses district publications, course-registration materials, school counselors, electronic communication, media coverage, community events, and partner organizations to make students, families, businesses, and community organizations aware of available CTE opportunities.

The opening of the Career Academy at Silver Ranch was recognized through a ribbon-cutting event attended by the Governor and project partners. Advisory meetings and facility tours have provided additional opportunities for parents, industry representatives, educators, and other stakeholders to learn about the facility and its programming.

The district continues to collaborate with its Indigenous Education Department and staff serving other student populations, including English learners, to help ensure that information and opportunities are accessible.

Outcomes

Completion of Phase 1 enabled the Career Academy at Silver Ranch to support 284 Agriculture and Carpentry course enrollments during the 2025–26 school year. Students gained access to dedicated instructional and laboratory spaces, while the relocation created capacity for Technology and Engineering and Aviation programming to expand at the original Career Academy.

The new facility increased Carpentry students' access to shop space by eliminating the need to share an interior shop with the Bismarck State College program. Its location also increased the efficiency of transporting students to off-campus construction sites.

Bismarck Public Schools uses regional workforce information from Job Service North Dakota and its Comprehensive Local Needs Assessment to guide programming decisions. Enrollment, course offerings, facility utilization, advisory input, and participation across student populations will continue to be monitored as baseline indicators of project impact.

Labor

All Phase 1 contracts are complete. Contracts met or exceeded applicable prevailing-wage requirements, and the primary contractors were local to the area.

As construction continues beyond the grant-funded phase, local partners are providing in-kind donations of materials and labor. The Carpentry program is also contributing to appropriate portions of Phase 2, connecting student learning with an authentic construction project while maintaining required supervision and safety expectations.

No additional Phase 1 labor reporting is applicable because the contracts associated with that phase have been completed.

Community Engagement



Career Academy at Silver Ranch Industry training room

Engagement during the reporting period

Bismarck Public Schools marked the opening of the Career Academy at Silver Ranch with a ribbon-cutting event attended by the Governor and project partners. The event recognized the public and private collaboration that made the facility possible.

Two Agriculture advisory meetings were held during the year, one in the fall and one in the spring. The spring Agriculture advisory meeting was held at Silver Ranch on February 25, 2026. The Technology and Engineering Advisory Committee held its spring meeting and facility tour at Silver Ranch on April 1, 2026. The Career Academy Parent Advisory Group also met at Silver Ranch and toured the facility on May 1, 2026.

The Carpentry program participates in a shared advisory committee with Bismarck State College, which hosted the committee meeting. Local partners have also supported Phase 2 through in-kind donations of materials and labor. Individual contributing partners are not named in this report.

Outreach, advertising, and communication

Bismarck Public Schools used district communication channels, publications, course-registration processes, media coverage, partner networks, advisory meetings, facility tours, and the ribbon-cutting event to communicate information about the project and available programming.

The district also works with organizations such as the Bismarck-Mandan Chamber of Commerce, Bismarck State College, the North Dakota Department of Career and Technical Education, Job Service North Dakota, and workforce-development partners to share information and maintain community awareness.

Sustaining and growing engagement

Bismarck Public Schools will continue holding Agriculture and other program advisory meetings and participating in the shared Carpentry advisory structure with Bismarck State College. The district will continue reviewing Job Service workforce information and Comprehensive Local Needs Assessment findings to guide future programming.

Completion of collaborative meeting rooms during Phase 2 will create additional opportunities for advisory meetings, industry collaboration, parent engagement, partner training, community gatherings, and facility tours. The district intends to encourage community use of these spaces

and further establish the Career Academy at Silver Ranch as a shared educational and workforce-development resource.

Heart River Career and Technical Center

Uses of Funds

The Heart River CTE Center (HRCTE) was established to allocate funding that supports the development and enhancement of four schools within the center. Given its substantial geographic footprint, the center enables students in nearby areas to access specialized resources and Career and Technical Education (CTE) programs that may not be available at their home schools. The specific plans for each participating school district are outlined below.

Beulah Public School District

Beulah began construction of additional Ag classroom space as part of our high school renovation and expansion in 2020. The new instructional space and health care service areas were completed in the fall of 2021. CNA Classes were added in the 2025-2026 school year. All facilities are completed as of 2025.

Hebron Public School District

Hebron Public School in partnership with EngTech had final bids going out in July with a start date of construction in September 2023. Unfortunately, bids were reported to be well over the initial estimates, and the project was removed and funds were allocated to other parts of the HRCTE partnering schools.

Mandan Public Schools

Mandan Public Schools (New Mandan High School) began construction in the spring of 2022. A significant aspect of this new project is the construction of a CTE Center and Heart River Administrative offices. At the time of this report, construction is completed, and classes have been ongoing.

New Salem-Almont Public School District

New Salem-Almont Public School began construction on its new Career and Technical building in November 2022. The building will contain its Agricultural Education program and, in the future, additional CTE programs. The new building connected to the high school is 100% completed.

Milestones

Following the completion of each site, the most significant milestone was the expansion of programming. Each school was able to offer a wider variety of classes, hire additional faculty, and engage students in enhanced learning environments—impacting approximately 2,100 students across the HRCTE partner schools. The addition of larger and specialized facilities, such as greenhouses and meat labs, enabled further course offerings. Additional auxiliary structures supported by the Mandan School have been placed to support CTE programming. This includes storage facilities for welding, agriculture, and construction/building trades. Two schools also hired additional faculty, which allowed for more specialized and advanced classes.

Addressing Critical Needs

Career and Technical Education (CTE) programs in high schools play a transformative role in meeting critical community needs amongst our 11 high school and drives local economic growth. Here are several ways that HRCTE School do this, with specific strategies and examples:

Aligning Training with Local Workforce Needs

- **Industry Partnerships:** Schools collaborate with local businesses, hospitals, manufacturers, or power plants to design programs that match regional labor demands.
- **Example:** A rural community facing a shortage of skilled tradespeople offer CTE tracks in welding, electrical work, health sciences, construction, and agriculture.
- **Work-Based Learning (WBL):** The addition of two work-based learning coordinators to help build partnerships with industry and place students into opportunities to work while receiving high school credit.
- **Example:** Exposure to jobs in critically needed areas helps students get experience prior to graduation. Helps build collaboration between the schools and industry.

Fostering Economic Development

- **Entrepreneurship Programs:** Teaching business planning, marketing, and financial literacy equips students to start small businesses or innovate within existing industries.
- **Local Growth Impact:** Graduates who stay in their hometowns can revitalize main streets, create jobs, and keep tax revenue local. This is one of the main goals of HRCTE; to provide students with opportunities to learn about industries within the community and help retain students within those communities.

Addressing Critical Social Needs

- **Healthcare Pathways:** In communities with healthcare worker shortages, HRCTE programs provide Certified Nursing Assistant (CNA) in Hazen and Beulah. Expanding CNA classes in Mandan for the 2026-2027 school year.
- **Public Safety:** Training in emergency medical services or firefighting builds community resilience.

Bridging Equity Gaps

- **Serving Underrepresented Groups:** HRCTE provides alternative pathways for students who might not pursue four-year colleges, reduce dropout rates and boost earning potential. This is especially important across all our schools.
- **Access to High-Wage Fields:** Programs in IT, renewable energy, welding, or advanced manufacturing open doors to high-demand, high-paying jobs.

Strengthening Community Identity

- **Local Relevance:** Programs tailored to a region's strengths—like agriculture in farming communities or welding near power plants—preserve cultural and economic heritage while modernizing practices. This is especially important within our tribal schools of Solen, Selfridge, and Standing Rock.
- **Community Projects:** Student-led construction, agriculture, or environmental projects directly benefited HRCTE schools.

Promoting Retention of Young Talent

- **By equipping students with in-demand skills and a sense of purpose, HRCTE programs encourage graduates to stay and invest in their hometowns rather than relocating for work.**

Labor

With the addition of new facilities, equipment, classes, and instructors, the project has expanded its reach into trade and technical jobs across the region. Each program is guided by an advisory board made up of students and industry partners to ensure offerings remain current and relevant to workforce needs. HRCTE is also launching work-based learning opportunities, with coordinators building relationships with local industries, identifying their needs, and matching students with potential careers in trade and technical fields.

Over the past academic year, industry meetings were held within the Hazen and Beulah communities to assess local workforce demands. These discussions identified several critical labor needs in the region. The following priorities align directly with Career and Technical Education (CTE) programs:

- Welders
- Agricultural- crop/weed, drone operation, skilled labor, animal science
- Health care professionals, including nurses and certified nursing assistants (CNAs)
- Diesel technology specialists
- Cybersecurity professionals
- Building trades experts, including carpentry, HVAC, plumbing, and electrical work

Community Engagement

The completion of the facilities prompted numerous open houses across the communities. Industry supporters and residents attended in large numbers to view the new learning environments for area students. Industry donors also contributed by placing signage in strategic locations throughout the school. These donors represented a wide range of fields, including health care, welding, electrical work, construction, oil, agriculture, engineering, renewable energy, and marketing.

CTSO's (Career and Technical Student Organizations) provide community engagement in several meaningful ways. These student-led organizations affiliated with career and technical education (CTE) programs where capital campaign funds were utilized are designed to develop leadership, career readiness, and social responsibility. Here's how HRCTE Schools engage within their communities:

1. Service Projects and Volunteering

- CTSOs within HRCTE organized community service initiatives such as food drives, environmental cleanups, fundraising for local causes, or mentoring younger students.
- This gives students hands-on experience in addressing community needs while fostering civic responsibility.

2. Partnerships with Local Businesses and Organizations

- CTSOs collaborated with local businesses, nonprofits, and government agencies for internships, apprenticeships, or work-based learning.
- These partnerships allow students to contribute skills learned in the classroom to real-world community projects.

3. Hosting Community Events

- Students organized workshops, career fairs, or competitions that are open to the

public. In Mandan, the FBLA organization is building a CTSO fair for 8th graders.

- These events help raise awareness of local issues, provide educational opportunities, and strengthen school-community relationships.

4. Promoting Career Awareness

- By engaging with the community through demonstrations, public presentations, and outreach programs, CTSOs help inform the community about career opportunities and workforce needs.
- This also positions students as ambassadors for their career fields.

5. Leadership Development for Social Impact

- CTSOs encourage students to take leadership roles in planning and executing community projects.
- Through this, students develop organizational, communication, and problem-solving skills that benefit both themselves and the community.

6. Cultural and Civic Engagement

- CTSOs participate in community celebrations, cultural events, or local government initiatives, fostering inclusivity and civic participation.

CTSOs within the HRCTE foster community engagement by linking classroom learning with real-world service. They build partnerships, develop student leadership, and address local needs, creating a bridge between schools and the communities they serve. All funded schools within the HRCTE Center have established CTSOs.

Southeast Region Career and Technology Center

Executive Summary

Southeast Region CTC proposed to increase access to career and technical education (CTE) opportunities, we had 4 specific priorities.

- **Priority 1)** The building of a new CTE Center branch in South Central North Dakota will initially serve the communities of Edgeley, Ellendale, and Kulm by providing high quality comprehensive career and technical education opportunities for school aged and adult learners. We currently have facilities in Wahpeton and Oakes; this would create a third site to service our western side of SRCTC.
- **Priority 2)** The building of a new CTE program in Hankinson, to include Agricultural Education. Hankinson is limited to in-house CTE offerings, and by adding this program and building we look forward to enhancing students' CTE opportunities in Hankinson ND.
- **Priority 3)** Creating additional rotational units that will be shared with all our member schools. This is to include creating a Precision Agriculture Mobile Lab, Advance Manufacturing Lab, and adding resources and equipment to our Mobile Health care trainer.
- **Priority 4)** Renovate existing buildings to provide additional lab space for CTE offerings in Lisbon.

We have completed priority 1-4. These will allow for expanded CTE training locally to fill workforce needs. By Fall 2022, we completed priority 4, Fall of 2023 priority 2 was completed, except for the greenhouse that was completed fall 2024 of the greenhouse structure. Priority 3

was done and has been implemented for the fall of 23. Our priority 1 was available to students and community members in September 2024.

The capital projects proposed by Southeast Region CTC invested in capital assets designed to directly enable education, work, health monitoring, and public Wi-Fi as well as address critical needs of the communities to be served.

Through the capital funds project, Southeast Region CTC added an Ag program to Hankinson, Culinary in Edgeley, Health Sciences in Edgeley, we also expanded our existing CTE programs. In Fall 2023, the health sciences program is expanding to include CNA certifications and training. All new CTE offerings align directly to careers highlighted as 'in demand' for the state of North Dakota and our local community. Additionally, enhanced work-based learning opportunities and new/expanded/converted facilities are opening to meet educational and workforce training needs.

Southeast Region CTC works directly with post-secondary (North Dakota State College of Science) and local business/industry in a partnership to best position students in the transition from school-life to work-life. Future opportunities will be created for Southeast ND area students as well as the community directly related to in demand employment.

The creation of a new center facility/branch to be governed by SRCTC in Edgeley ND is vital. Our goal was also to include construction of new educational spaces within a school that has very little CTE offerings. We added these rotational units that helps our instructors have resources that can be shared to help prepare students for the most current IN DEMAND OCCUPATIONS. Additional work-based learning experiences will be available with our added programs. Health monitoring is embedded in our plans with all our new facilities. Delegated rooms in both Hankinson & Edgeley constructions will allow us the ability to provide health monitoring services to the students and the public. These facilities provide a community hub for career readiness/exploration, short-term skills training for present and future workforce shortages, public Wi-Fi, and public health monitoring opportunities.

Uses of Funds

The Capital Projects funding was used to:

- (Opened Fall 2022) Convert and expand an existing facility to create added instructional space for Lisbon, for the purpose of housing:
 - A separate construction lab / woods lab
 - Future plans are to provide training to community adults
 - Work-based learning services
 - Increased community connections
 - 86 students are participating in summer SAEP
 - A large community Multi-purpose/Skills Training Center
 - Held various educational training, and career awareness
 - Public Wi-fi accessible
- (Opened Fall 2023) Created a new program for our rural school in Hankinson. We built a new facility that accommodates 6,250 sq ft of Ag shop/classroom space.
 - Hankinson has been very limited in its hands-on opportunities in house. This facility will provide adequate space for new technology and 7-12 enrollment. Furthermore, a new facility will include a greenhouse and a

foods lab to provide additional learning opportunities for students.

- The proposed agriculture facility will allow Hankinson High School to have on site CTE courses in Agriculture.
- (Opened Fall 2024) Created a new CTE satellite center in Edgeley ND, where rural students from Kulm, Edgeley and possibly other local schools attend. We built a new facility that accommodates 6,250 sq ft of Ag shop/classroom space.
 - Edgeley had some of our CTE programs, but we were working out of space that was not ideal for safety and great educational experiences. We started with Auto over 10 years ago, and these students worked out of the local Amory. We outgrew this space and added an Ag program as well, so we really outgrew our space and with the addition of allowing other rural schools to attend we were going to have to limit students that would attend. We opted to move forward with the over 12,000 sq ft facility that will house a variety of opportunities for our member schools.
- Rotational trainers – were purchased and have been integrated into our Ag & Health Science programs for all 15 of our member schools. These are focused on Precision Ag, Advance Manufacturing, and Health Sciences.

Addressing Critical Needs

Objectives:

The Capital Projects proposed and funded were determined through a stakeholder committee, input from area school superintendents/principals for all 15 of our member schools, and surveys conducted within our advisory committees. Critical needs were based on state, regional, and local In-Demand Occupations determined by ND Job Service. Critical need for our projects was determined based on community partnerships training facility needs.

Awareness:

Once completed, in person CTE programming is offered to fifteen public schools, with an 8500 sq. mile footprint in southeast North Dakota. This practice continues annually. A community open house and multiple tours of our Center and programs have taken place on a regular basis.

Outcomes:

To date, fifteen public schools have expanded their CTE coursework in support of the capital projects completed. Priority items 1-4 have been used for various educational training, career awareness, and legislative committee events. Requests to schedule an event are growing as the community becomes aware of the facilities and resources, we have available. Public health entities have toured the facility and are making plans for future activities.

Labor

The Capital Projects were bid out and managed by a professional construction management firm to ensure strong labor standards with effective and efficient delivery of high-quality projects while supporting the economic recovery through employment opportunities for workers.

Community Engagement

Our partner school districts are Campbell/Tintah, Edgeley, Ellendale, Fairmount, Hankinson, Lidgerwood, Lisbon, Milnor, North Sargent, Oakes, Richland #44, Sargent Central, Wahpeton, and Wyndmere, along with the Edgeley programs serving Kulm students. With over 1900 students taking classes through the SRCTC, students and staff are committed to doing what is

best for our communities. Our communities and county commissioners value the work we do, and the training we provide and continue to reach out to us to partner and build relationships to further the workforce development. Our center is celebrating 53 years providing classes and resources to our local schools, and if you ask residents in our communities what is the best thing about their education opportunities, they all will say Southeast Region CTC and its opportunities.

To date, the following community engagement efforts/activities have occurred at the SRCTC:

- Started a Diesel Program fall of 2022.
- Added CNA program and certification, for 2023-2024 school year
- Added several Dual Credit options for CTE students in the areas of Auto, Diesel, Welding, and Health Science.
- Added an Ag program in Hankinson ND, providing a diverse curriculum to fill local needs.
- We are working on adding Education training for high school students. Teacher shortage is not going away, and we need to do our best to grow our own.
- Precision Ag training & Advance Manufacturing training for high school students during the 2023-2024 school year and beyond.
- Engagements within our CTE center facilities include:
 - Educational training for member Public Schools
 - Community events for Area schools including board meetings, focus groups, Open House, Extension trainings, local National Guard leadership training)
 - Student events – National Technical Honor Society induction, FFA Banquets
 - ND Legislative Tours, LT. Gov.
 - Local Chamber Tours
 - NDSU Extension Leadership Tours
 - CTE Community Advisory Committee program meetings

Outreach activities include open houses, tours, SRCTC newsletter articles, Daily News articles, local television interviews, social media posts, and information visits/emails. English has been the predominate language used for publications with translation features available as needed.

For this coming year, high school enrollment in the critical needs program areas offered at the SRCTC and requests for use of our center facilities have already increased by community members. We anticipate this trend will continue as more community awareness is generated.

Civil Rights Compliance

As part of the completion and reporting process for this grant, it is important to demonstrate our ongoing commitment to civil rights compliance. Throughout the grant period, we have ensured that all activities, programs, and services supported by these funds were carried out in alignment with state and federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act, Title IX of the Education Amendments of 1972, and the Americans with Disabilities Act (ADA).

Key Actions and Assurances:

- **Equal Access:** All students, regardless of race, color, national origin, sex, disability, or

age, had equitable access to grant-funded programs and opportunities.

- **Nondiscrimination:** Program activities, materials, and services were developed and delivered without bias, and no individual was excluded or denied benefits based on a protected category.
- **Accommodations:** Appropriate accommodation was provided to students with disabilities or other documented needs to ensure full participation in program offerings.
- **Training & Awareness:** Staff involved with grant-funded activities were reminded of nondiscrimination policies and the importance of inclusivity in program delivery.
- **Monitoring:** Efforts were made to review enrollment, participation, and outcomes data to help identify and address any potential inequities.

Conclusion

This grant has allowed us to expand opportunities and strengthen support for our students while maintaining full compliance with civil rights requirements. Our commitment to equity and access remains central to our mission, and we will continue to monitor, evaluate, and improve practices to ensure that every student benefits equitably from future programs.

Minot Public Schools – Minot Area Workforce Academy

Executive Summary

Minot Public Schools proposed to increase access to career and technical education (CTE) opportunities for the purpose of training locally to fill workforce needs. In August 2023, renovations to CTE program areas at Minot High School were completed and the newly renovated/expanded Minot Area Workforce Academy opened with new CTE programs and a multi-purpose/skills training center. In September 2023, the Minot Area Workforce Academy officially became an Area Career & Technology Center and the hub of CTE programming for the Minot Area. In August 2024, Minot North High School opened, providing more career and technical opportunities for students and the community.

The capital projects proposed by Minot Public Schools invested in capital assets designed to directly enable education, work, health monitoring, and public Wi-Fi as well as address critical needs of the community to be served by it.

Through the capital funds project, Minot Public Schools/Minot Area Workforce Academy added a commercial driver's license program to its existing 13 CTE programs. In Fall 2024, the building trades program expanded to include electrical and residential plumbing. All three new CTE offerings align directly to careers highlighted as 'in need' for the state of North Dakota and our local community. Additionally, enhanced work-based learning opportunities and new/expanded/converted facilities are opening to meet educational and workforce training needs.

The capital funds steering committee works directly with post-secondary and local business/industry in a partnership to best position students in the transition from school-life to work-life. Future opportunities will be created for Minot area students as well as the community directly related to in demand employment.

The Minot Area Workforce Academy houses an Early Childhood Classroom & Learning Lab, a Commercial Driver's License simulation lab, a Multi-purpose/Skills Training Room, and the area center administrative offices. The Early Childhood Classroom & Learning Lab, in partnership with Head Start, provides needed preschool for lower income children, and educates future childcare providers to fill workforce shortages. The CDL training program prepares students to obtain the Class A license and addresses the critical need for bus drivers and transportation

workers. The Multi-purpose/Skills Training facility provides a community hub for career readiness/exploration, short-term skills training for present and future workforce shortages, public Wi-Fi, and public health monitoring opportunities.

The supporting high schools, Minot High School and Minot North High School provide more training facilities and CTE opportunities for area students and the community in the areas of building trades, manufacturing/welding, cooks/chefs, and health sciences.

Uses of Funds

The Capital Projects funding was used to:

- (Opened Fall 2023) Convert and expand an existing facility to create the Minot Area Workforce Academy, a new Area Career & Technology Center, for the purpose of housing:
 - A new Commercial Driver's License training program
 - Trained 23 high school students; 18 earned their Class A CDL permits and 9 of the 18 earned their Class A CDL
 - 24 students enrolled for the 2025-2026 school year; 15 earned their Class A CDL permits and 11 of the 15 earned their Class A CDL
 - Future plans to provide training to community adults
 - An Early Childhood training program and Learning Lab
 - Partnership with Head Start
 - Trained 18 high school students during the 2025-2026 school year
 - Held at least 1 student-ran pre-school program
 - All students placed in at least 2 early childhood work-based learning experiences
 - 29 students enrolled for the 2025-2026 school year
 - Increased interest and enrollment in Teaching Profession coursework
 - Career Development services
 - Collaborated with school counselors to deliver district and area center wide career awareness, exploration, and preparation activities
 - Will move from area center to school-based career development for the 2026-2027 school year
 - Work-based learning services
 - Increased community connections
 - For the 2025-2026 school year, 37 students completed an internship, and 85 students completed job shadows along with the multitude of simulated work-based training taking place in the CTE classrooms
 - A large community Multi-purpose/Skills Training Center
 - Held various educational training, career awareness, and legislative committee events
 - Public Wi-fi accessible – available at all MPS/Minot Area Workforce

Academy facilities

- **Public health entities have toured the facility and are making plans for future activities**
- **MPS CTE/Area Career & Technology Center Administration**
- **(Opened Fall 2024) Convert and expand an existing facility to create Minot North High School for 9-12th grade students with addition of multiple career and technical education programs for the purpose of expanding CTE and community opportunities.**
 - **New CTE Program Facilities include:**
 - **Agriculture Education**
 - **Dedicated FFA classrooms/lab spaces**
 - **Shared Welding & Wood fabrication labs**
 - **Agricultural Processing lab**
 - **Building Trades – shared fabrication lab**
 - **Business/Marketing/IT**
 - **The Outlook – student operated school store**
 - **Engineering & Technology**
 - **Shared Woods fabrication lab**
 - **STEM lab for robotics & drone technology**
 - **Family & Consumer Sciences**
 - **Culinary Kitchen**
 - **Health Sciences**
 - **Biomedical Sciences**
 - **Medical Careers**
 - **Welding Technology**
 - **Share Welding fabrication lab**

Objectives:

The Capital Projects proposed and funded were determined through a stakeholder committee, input from area school superintendents/principals, and surveys conducted within communities 30 miles from Minot. Critical needs were based on state, regional, and local *In-Demand Occupations* determined by ND Job Service. Critical need for a multi-purpose/skills training room was determined based on community partnership training facility needs.

Awareness:

Once completed, in person CTE programming was promoted and offered to nine public and two parochial schools within 30 miles of Minot. This practice continues annually. A community open house and multiple tours of the Minot Area Workforce Academy which includes the multipurpose/skills training room have taken place on a regular basis. Promoting the services funded by CPF is ongoing.

Outcomes:

To date, four public school districts (Minot Public School, Minot Air Force Base, Sawyer Public School, and Kenmare Public School), both parochial schools, and homeschools have expanded their CTE coursework in support of the capital projects completed. The multi-purpose/skills training facility has been used for various educational training, career awareness, and legislative committee events. Requests to schedule an event are growing as the community becomes aware of the facility. Public health representatives from Independence Inc., Minot First District Health Unit, Minot State University Special Service, and United Blood Services have toured the facility and are making plans for future activities.

Labor

The Capital Projects were bid out and managed by a professional construction management firm to ensure strong labor standards with effective and efficient delivery of high-quality projects while supporting the economic recovery through employment opportunities for workers.

Community Engagement

The Minot Area Workforce Academy officially opened August 1, 2023. The facility is used to provide training for critical-need areas of childcare, commercial driver's license, and various community training needs.

During the 2024-2025 school year, the following community engagement efforts/activities occurred at the Minot Area Workforce Academy:

- Head Start preschool program for 2024-2025 school year
- Early Childhood Education training for high school students, in partnership with Head Start, during the 2024-2025 school year o Four student-ran camps for preschool children held in the Early Childhood Learning Lab
- Commercial Driver's License training for high school students during the 2024-2025 school year
- Engagements within the Multi-Purpose/Skills Training facility include:
 - Staff educational professional development hosted by Minot Public Schools, Central Region Educational Association, Cognia School Improvement, ND EduTech, ND Career & Technical Education, ND Workforce Development, North Central Reading Council
 - Community events for Minot Public Schools & Minot Area Workforce Academy Area Center (public board meetings & retreats, focus groups, freshman orientation)
 - Student events – Post-secondary Choices presentations, National Technical Honor Society & National Honor Society inductions, CTSO & Athletic Banquets, Head Start graduation, Special Populations Teens Night Out; After Prom parties, CDL simulation, Chess tournament, Homecoming float building; Athletic organization guest speakers
 - Parent events – ND Scholarship; FAFSA Information
 - Temporary home to Souris River Campus Alternative Learning Center
 - Minot Area Chamber EDC - Workforce Summit
 - Minot Area Chamber EDC – Military Affairs meeting

- Western Dakota Honor Flight Pre-flight meeting
- Gardening Saturday Conference
- Minot Youth Workforce Session
- Students preparing for non-traditional career awareness event – *Drone Academy*
- CTE Community Advisory Committee program meetings

Creating awareness of the facility to expand industry partnerships tends to be a challenge. For this coming year, additional outreach activities will continue to be planned through community presentations, tours, Minot Area Chamber newsletter article, Minot Daily News articles, local television interviews, social media posts, and information visits/emails. English has been the predominate language used for publications with translation features available as needed.

High school enrollment in the critical needs program areas offered at the Minot Area Workforce Academy and requests to use the multi-purpose/skills training facility continue to increase. We anticipate this trend will continue as more community awareness is generated. An adult commercial driver's license training program is still being reviewed for the future.

Civil Rights Compliance

Minot Public Schools/Minot Area Workforce Academy complies with Part 3 Section B.8.c. The following notification was received June 2025 from Partner Support Center on behalf of the Office of Indian Education (OIE):

Congratulations, your application for school year 2025-26 funds under the Indian Education Formula Grant Program for Local Education Agencies, Title VI of the Elementary and Secondary Education Act, has been reviewed and has been approved by the Office of Indian Education. No further action is required on your part.

Bakken Area Skills Center

Executive Summary

During the 2025–2026 academic year, the Bakken Area Skills Center (BASC) fully leveraged its state-of-the-art facility funded in part by the Coronavirus Capital Projects Fund to deliver high-impact CTE programming to hundreds of students across Northwest North Dakota. By expanding dual-credit opportunities, securing in-house certification site status, and deepening partnerships with regional industry leaders, BASC has fulfilled its core mission: preparing a career-ready workforce to meet the evolving economic needs of the Bakken region.

Key Accomplishments

● Total Students Served & Enrollment Breakdown:

- Semester 1 Total Enrollment: 750 students across 39 participating school districts.

- *Online / Remote Delivery:* 230 students

(224 Online CTE + 6 CWE Regional Online).

- *In-Person Delivery:* 520 students

(179 BASC In-Person + 307 WCHS In-Person + 34 CWE In-Person).

- Semester 2 Total Enrollment: 744 students across 44 participating school

districts.

- ***Online / Remote Delivery: 215 students***

(211 Online CTE + 4 CWE Regional Online).

- ***In-Person Delivery: 529 students***

(174 BASC In-Person + 321 WCHS In-Person + 34 CWE In-Person).

- **Expanded Regional Access & Targeted CTE Pathways:**
 - **Served students across 10 core member school districts and over 30 regional schools through in-person instruction and structured hybrid/online offerings.**
 - **High-Demand Career Tracks: Maintained heavy concentration and growing enrollments in regional priority pathways, including Welding, Health Sciences, CDL / Heavy Equipment Operations, Automation & Engineering, and Building Trades.**
 - **New Agriculture & Tech Offerings: Introduced new agricultural pathways (Small Animal Care, Intro to Animal Science, Livestock Production) and expanded Information Technology course selections.**
 - **Aviation & Simulators: Utilized flight simulator technology to drive engagement and expand enrollment in Aviation I.**
 - **Housing Initiative: Advanced the Building Trades program under dedicated faculty leadership to give students real-world residential construction experience.**
- **Work-Based Learning (WBL), Industry Engagement & Student Competitions:**
 - **Expanded Work-Based Learning (WBL) opportunities, Cooperative Work Experience (CWE), and direct industry engagement. CWE expanded to Burke Central and Powers Lake through our regional Work-Based Learning Coordinator.**
 - **BASC Certificate Launch & Recognition: Formally introduced the new BASC Certificate, developed in direct collaboration with local industry partners and advisory committees and celebrated our initial student cohort at the inaugural BASC Recognition Ceremony.**
 - **Hosted structured monthly Hands-On Days (the first Wednesday of each month) to bring regional online students on-site for intensive lab rotations in welding, heavy equipment, automation, and health sciences.**
 - **Hosted the inaugural "Bragging Rights" Welding Competition with 15 student competitors across three area high schools (Williston, Watford City, Alexander) judged by local industry leaders; BASC students secured first place.**
 - **Continued expansion and success in HOSA.**
 - **Hosted CTE Non-Traditional Day, bringing in 160 8th-grade students for hands-on exposure to non-traditional career paths (e.g., girls in heavy equipment, welding, and automation; boys in health and veterinary sciences).**
 - **Expanded involvement in T4 events into Stanley and New Town.**

- **Higher Education & Workforce Training Partnerships:**

- Partnered with Bismarck State College (BSC) to deliver adult Oil & Gas Training and Petroleum Technology courses.
- Williston State College (WSC) Dakota Nursing Program is hosted directly at the BASC, and WSC delivers evening GED & ELL courses from the facility.
- Strengthened partnerships with Williston State College, Bismarck State College, Golden Path Solutions, Train ND Williston, Train ND Bismarck, and the Corps of Discovery.
- Established a strategic partnership with Train ND Williston and Train ND Bismarck for high school CDL courses and coordinated hands-on days at both locations.
- Established a partnership with NDSCS and local pharmacies to launch the Pharmacy Tech program for 2026-2027.
- **Facility Emergency Readiness:**
 - Certified all BASC staff in CPR and Standard Response Protocols.
 - Established an internal Medical Emergency Response Team and implemented standardized shop safety checklists.
- **Counselor & District Collaboration:**
 - Increased collaboration among counselors of BASC member schools and work-based learning coordinators through dedicated monthly counselor meetings.

Uses of Funds

Funds were utilized to:

- **Program Delivery & Curriculum Development:**
 - Develop and deliver hybrid and in-person training programs in high-demand fields such as Automation, CDL, Heavy Equipment Operations, Building Trades, Health Careers, and Welding.
- **Approved CNA Testing Site:**
 - Successfully launched as an official in-house testing facility for Certified Nursing Assistant (CNA) certifications, serving BASC students and expanding capacity for regional healthcare candidates.
- **Expanded Dual Credit Partnerships:**
 - Partnered with Williston State College to deliver simultaneous high school and college credit, creating direct bridges to post-secondary degrees and local workforce entry.
- **Industry Certifications & Apprenticeships:**
 - Supported student attainment of OSHA-10, Entry-Level Driver Training (ELDT) for CDL, and direct alignment/credit towards the IUOE Local 49 apprenticeship programs.
- **Online Infrastructure & Outreach:**
 - Supported online course delivery infrastructure and instructor collaboration with Williston Basin CTE and RACTC.
 - Promoted BASC programs through targeted school visits, social media

campaigns, and new program-specific video campaigns.

- Addition of new programs in need such as Pharmacy Tech.
- **Industry Engagement Events & Campus Showcases:**
 - Hosted industry engagement events including luncheons, advisory committee meetings, presentations, and field trips per program, along with numerous tours for industry partners.
 - Invited all area school districts to BASC for specialized industry days: Career Exploration Day, Trades Industry Day, Healthcare Industry Day. STEM Day and Scrubs Camp were held in Williston.
 - Strategically aligned industry days throughout the year and successfully launched a new Spring Showcase (which will continue each semester going forward).
- **Facility & Equipment Upgrades:**
 - Expanded training facilities and developed an outdoor sandbox for Heavy Equipment Operator training using equipment donated by industry partners.

Performance Indicators and Program Outputs

Enrollment & Participation

- **Total Students Served**
 - Semester 1 Total Enrollment: 750 students across 39 participating school districts.
 - *Online / Remote Delivery:* 230 students

(224 Online CTE + 6 CWE Regional Online).

- *In-Person Delivery:* 520 students

(179 BASC In-Person + 307 WCHS In-Person + 34 CWE In-Person).

- Semester 2 Total Enrollment: 744 students across 44 participating school districts.
 - *Online / Remote Delivery:* 215 students

(211 Online CTE + 4 CWE Regional Online).

- *In-Person Delivery:* 529 students

(174 BASC In-Person + 321 WCHS In-Person + 34 CWE In-Person).

- **Schools Participating in BASC Online CTE Courses: 44**

Key Outcomes and Impact

- **Increased Student Interest:** Direct school visits to BASC Member Schools (including Alexander, Burke Central, Divide County, Mandaree, New Town, Parshall, Powers Lake, Stanley, Tioga and Watford City) generated strong student interest.
- **Expanded Reach:** Online CTE courses now serve students across 44 districts with a strategic plan for hands-on days.
- **Workforce Readiness:** Students gained valuable real-world experience and industry exposure through field trips and hands-on training days at Train ND Williston, Train ND

Bismarck, Doosan Bobcat in Bismarck, Butler in Dickinson, Healing Horse Ranch in Parshall, Papineau Farm in Alexander, and various healthcare facilities across Northwest ND.

- **Career Exploration & Leadership:** Watford City hosted the regional T4 event and expanded involvement with T4 in New Town and Stanley. Expansion of Industry Days and Compass has provided for more student career exploration. Student participation in national events, such as the HOSA International Leadership Conference (ILC) in Nashville, provided key leadership and networking opportunities.

Challenges and Opportunities

Challenges

- **District Engagement:** Initial engagement from select member schools was limited during the 2024–2025 school year (e.g., Mandaree, New Town). However, follow-up visits have noticeably improved enrollment interest for 2025–2026. We will continue building these relationships and refining our online CTE curriculum delivery to rural districts.
- **Logistics & Scheduling:** Coordinating hands-on training days across multiple partner sites and locations presented scheduling challenges. In response, we established a strategic hands-on days calendar published directly on our website for the 2025–2026 academic year.

Opportunities

- **Online Growth:** Continued expansion in online enrollment and cross-district collaboration.
- **Corps of Discovery Alignment:** Expand Corps of Discovery modules to 25 districts, working alongside the Director and Board to vertically align modules with our core CTE curriculum and programs.
- **Partnership Expansion:** Deepening relationships with higher education institutions and regional industries to continuously align training offerings with the evolving workforce needs of the Bakken region.

Grad Forks Public Schools – Career Impact Academy

Executive Summary

The Grand Forks Public Schools (GFPS) Career Impact Academy (CIA) is a regional project that is designed to develop a collaborative ecosystem of educators, businesses, industries, workforce professionals, post-secondary institutions, and community stakeholders to address a critical need in the Grand Forks Community. The CIA will provide a first-class facility that will ultimately engage area students across grades 9-12 in meaningful career development exploration and preparation by providing work-based learning (WBL) opportunities that are real-world, relevant, inclusive and accessible, interconnected and expansive, scalable, measurable, and sustainable. Not only will the CIA provide opportunities for all high school students preparing for future careers but also adults transitioning in their careers and companies to advance their employees' skills. The facility allows for expansion of career pathways that match student interests and industry demands. The CIA aims to be an innovative space for the Grand Forks region and a national leader in delivering Career & Technical Education best practices.

Location and Infrastructure

The city of Grand Forks is rurally isolated yet is North Dakota's third largest city. over 55,000 residents and a population density per sq. mile of 50.9 (Census QuickFacts, 2023), Grand Forks has opportunities to grow. During the reporting period, the construction of the began (official groundbreaking in October 2023 pictured right) and was opened to students in August 2025. This modern facility will be in a strategic infill development located along Hwy 2 (Gateway Drive) and I-29 corridors in Grand Forks. This location is ideal, as it is located near public and private sector partners.



and
With

CIA

Design



The building itself is designed to market Career and Technical Education (CTE) and WBL opportunities. Large bay areas are strategically placed facing the main road to celebrate and highlight trade and auto industries. Sandboxes, and prominent placing of the windows, visibility along a main corridor within the community, and the ability to host events allow businesses to showcase their equipment and industry. Based on student feedback, it was encouraged to ensure that the Career Impact Academy to not appear or operate like a “traditional high school”, which was

accomplished in the building design, instructional block format, hands-on instructional spaces, and flexible/open design concept.

During the day, the building will serve as an educational space for high school students. In addition to WBL experiences, students will be able to earn certifications and dual credit. Programming at the Career Impact Academy will align with certificates, associate's, bachelor's, and advanced degrees. Spaces within the Career Impact Academy are designed to promote a hub of community life. A large open room will offer regional employers the ability to showcase specialized equipment and allow for events like job and internship fairs and regional student organization competitions.

The Career Impact Academy supports the vision for GFPS by creating a dedicated space for specialized skill development. The building layout is organized in a linear design for energy efficiency, student traffic flow, and supervision. A centric hub welcomes students, community, and business partners into the building and provides space to highlight each of the various programs offered in the new facility. The two-story design combines larger, high-bay labs on each end with stacked single-story instructional spaces and labs throughout, along with direct connections to flexible outdoor learning spaces.



Grand Forks Public Schools and the region have

developed the Career Impact Academy as a workforce development initiative to adapt and sustain workforce needs. This allows the district to expand and create nice occupational pathways for students in K-12 education and provide a learning space for upskilling our current workforce. Workforce programs at the Career Impact Academy focus on relevant secondary, post-secondary, and employee retraining efforts for regional industries such as health sciences, culinary arts, manufacturing, and building trades.

Uses of Funds



During the reporting period for this performance report, a celebratory Ribbon Cutting Ceremony and Community Open House (August 2025) were held with hundreds of attendees from the region attending and touring the space. The first official day of classes was on August 28, 2025, with high school students in grades 10 – 12 from Grand Forks and regional area schools learning within the classroom and lab environments. Programs active with student enrollments include Health Sciences, Computer Science, Building Trades, Culinary

Arts, Aviation, Manufacturing, Engineering, Automotives, and Agriculture. Year 1 enrollment (2025-2026 school year) within the courses offered at the Career Impact Academy totaled 493 student enrollments.

Serving as a new regional CTE center for the region, we were ecstatic in our first year to have students traveling daily from the following high schools to participate in the onsite programming: Grand Forks Central High School, Red River High School, Community High School (Grand Forks), Larimore Public Schools, Thompson Public Schools, Central Valley



Public Schools, and Hillsboro Public Schools. Students from May-Port CG High School enrolled in a hybrid delivery of the Certified Nursing Assistant (CNA) class where they completed the classroom content in an asynchronous, online format, and traveled into the Career Impact Academy to complete hands-on skills labs for seven, extended skills days (6 hours for each skill day). The Career Impact Academy provided support for other member schools Northwood/Hatton through our satellite Health Sciences program, along with also having satellite offerings located in Hillsboro, May-Port

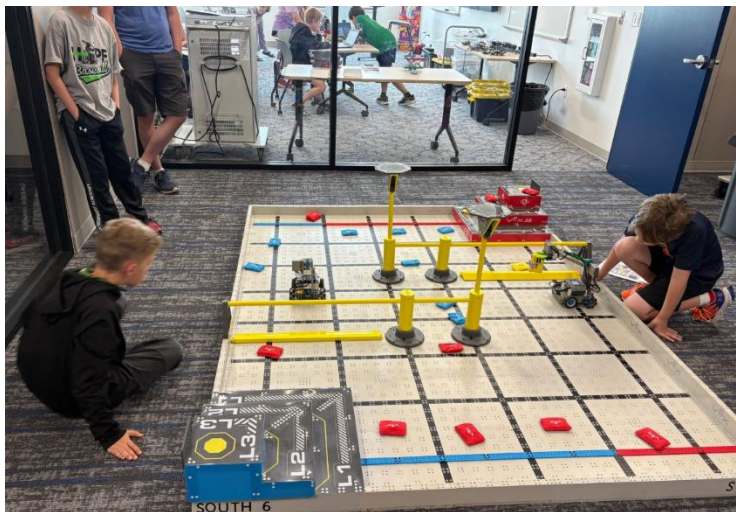
CG and Thompson.

With a focus on providing student outcomes within the Career Impact Academy programs that provide: 1) industry recognized credentials, 2) dual/concurrent enrollment, and 3) opportunities for work-based learning (WBL) experiences, we had several examples of program success during the first year of facility operation. Those include (but not limited to) 100% of the Automotive II classroom students successfully passing the ASE industry certification in Light Vehicle Maintenance & Repair exam, numerous students that successfully obtained the

Certified Nursing Assistant (CNA) certification and working within the region in local health care facilities, dual credits earned with post-secondary partners Lake Region State College and University of North Dakota within the Information Technology and Aviation program, and over 50 students placed within the Grand Forks community working in paid internship positions, including over the summertime.

During the month of June 2026, the Career Impact Academy hosted AM and PM summer robotic camps each week for area middle school age students. The weekly camps also included a parent showcase day with families coming into the facility to observe the students' demonstration and application of their robotics skills.

Planning conversations with the City of Grand Forks, and training partners TrainND, involving using the facility for adult education training are on-going and productive, with an Adult certified nursing assistant (CNA) course planned to be offered in August. The Career Impact Academy also hosted the "Longest Table" community event in September 2025, which was attended by over 500 community members with a centric theme of workforce and education. Finally, we remain committed to the health monitoring component of the application and held a flu vaccine clinic for community members in the fall, and will again this upcoming school year.



Challenges within the first year of operation of the facility were more logistical than operational. The facility was fully staffed with certified, high-quality staff, and student enrollment during year 1 of operation was positive and showed strong interest in the program offerings. Collaborating and working with the other member school district's calendars, bell schedules, individual sports schedules, and travel during inclement weather days required a high level of flexibility for all stakeholders involved, including schools, students, families, and instructional staff.

The facility which was designed by Principal Architect for the project, which is JLG, who are based out of Grand Forks. In addition, JLG has partnered with BNDRY Studio, which is an engineering firm from Minneapolis who specializes solely in the design of CTE facilities across the country. The donor wall, visible in the image to the right, spells out "impact" with the individual circles within the letters being comprised of the names of the over 100 industry partners that have contributed to date to the facility.



PCL/Community Contractors, who is serving as the Construction Manager at Risk (CMAR) for this project, provided a Guaranteed Maximum Price (GMP) for the project of \$26.23 million. Including soft costs, the overall project budget comes in at \$30.5 million. Up until substantial completion was met, PCL/Community Contractors held weekly construction, architect, and owner (OAC) meetings, and continued with walkthroughs periodically to tie up any remaining punch list items.

Promoting Equitable Outcomes

- *Treasury encourages uses of funds that promote strong, equitable growth, including racial equity, in communities with a critical need, such as high-poverty and rural areas. For the purposes of CPF, equity and underserved communities are defined in the [Executive Order 13985 On Advancing Racial Equity and Support for Underserved Communities Through the Federal Government](#), as issued on January 20, 2021 (EO 13985). Treasury additionally supports “equity for all, including people of color and others who have been historically underserved, marginalized, and adversely affected by persistent poverty and inequality” EO 13985 at 7009.*

SPECIAL POPULATIONS & UNDERSERVED STUDENT POPULATIONS

The Career Impact Academy provides the Grand Forks region with a unique opportunity to invest in all students, particularly those from special populations as defined in the Perkins Act and underserved populations. CTE is shown to have graduation rates higher than the average graduation rate (Consolidated Annual Report on Perkins V, 2025). The Career Impact Academy facility will provide the opportunity to expand upon and increase the accessibility for the rurally isolated regional students to high-quality CTE programs by intentional inclusion of students from the following subgroups:

Individuals from Economically Disadvantaged Families, Including Low-Income Youth and Adults

- In the City of Grand Forks 16.4% of residents are living in poverty, which is significantly above the national poverty rate of 11.5% (US Census American Community Survey, 2022). Among the District’s 9-12 student population, almost one third of all students are low-income and qualify for Free or Reduced Priced Lunch (FRPL). The US Department of Education categorizes those public schools where 25.1 to 50.0 percent of the students are eligible for FRPL at the mid-low poverty level, which is where most of the Career Impact Academy’s target population falls. Free transportation will be provided to and from the Career Impact Academy to ensure WBL opportunities are inclusive of those from limited income households.

Military Connected Youth

- 290 or 13% of GFPS high school students are military-connected youth (District Data Systems Coordinator, 2023). Grand Forks has a uniquely positioned ability to connect with military families, as the Grand Forks Air Force Base (GFAFB), a US Air Force installation in northeastern North Dakota, is located 16 miles west of Grand Forks. Students of military personnel attend Central High School and are afforded the same opportunities at the Career Impact Academy as other students. One of the Career Impact Academy programs is Aerospace and Unmanned Aerial Systems (UAS), which aligns both with the current mission of the GFAFB and Grand Sky, a private industry-government partnership focused on UAS operations and support.

Geographically Isolated Individuals

- The Census Bureau defines rural areas based on a population density of less than 500 people per square mile. Grand Forks has a population density of 50.9 people per square mile, therefore easily meeting the definition of rural. The neighboring communities in which the member schools are located are even less populated, positioning both Grand Forks and the area schools as geographically isolated. The Career Impact Academy is a regional hub to serve the students across Grand Forks County and provide accessibility for these students to high-quality CTE programs that are otherwise not available to them within their local schools.

Labor/Workforce

Describe workforce practices on any Broadband Infrastructure and/or Multi-Purpose Community Facility projects being pursued. How are projects using strong labor standards to promote effective and efficient delivery of high-quality projects while also supporting economic recovery through employment opportunities for workers? For example, report whether any of the following practices are being utilized: project labor agreements, community benefits agreements, prevailing wage requirements, and/or local hiring.

The New Market Tax Credit (NMTC) program, is administered by the US Treasury Department's Community Development Financial Institutions (CDFI) Fund and exists as a tool for community development for projects that are in the "severely distressed" census tracts as defined by the NMTC program. Projects must benefit the low-income community in which they are located meeting the program priorities, which includes job creation, job training, and education. The Career Impact Academy was awarded a \$12M allocation from Urban Research Park (Community Development Entity) in Fall, 2024 to bring an additional net \$1.9M investment into the capital construction budget. Within the NMTC process, there is a Community Benefits Agreement (see attached).

Community Engagement

Please describe how the Recipient incorporated or plans to incorporate feedback from communities, organizations, and constituents when selecting CPF Projects and how the Recipient plans to address feedback received during project construction and/or implementation.

Partnership with Area Rural Schools

Mr. Eric Ripley, CTE Executive Director, met with the area rural schools to discuss and solicit feedback on program options, funding, scheduling, bussing, and location options for the Career Impact Academy. This information was invaluable in determining the programming options and scheduling that best fit all these schools. To further foster the collaboration of schools, Mr. Ripley has sent frequent updates to the superintendents to keep them apprised of the progress and decisions. Furthermore, area superintendents are present within the Career Impact Academy Steering Committee. The following seven school districts are committed to continuing to partner with the Career Impact Academy to provide CTE programming in this first-class facility: Central Valley, Hatton, Hillsboro, May-Port CG, Northwood, Larimore, and Thompson.

Throughout the first year of operation, numerous community presentations and tours have been provided of the facility, totaling over 90 group tours provided to date. The Career Impact Academy story and journey have been presented multiple times at local, regional and national CTE conferences, and been highlighted numerous times within the media (radio, magazines, and newspaper) –examples below for articles published within the local newspaper.

<https://www.grandforksherald.com/news/a-successful-first-year-for-career-impact-academy-director-says>

<https://www.grandforksherald.com/news/052826-n-gfh-schoolboard-1>

<https://www.grandforksherald.com/opinion/columns/amanda-kosior-eric-ripley-and-the-new-career-impact-academy-are-growing-regions-next-crop-of-professionals>

<https://www.grandforksherald.com/community/at-grand-forks-career-impact-academy-students-getting-head-start-on-potential-occupations>

<https://www.grandforksherald.com/prairie-business/grand-forks-career-impact-academy-is-designed-for-success>

<https://www.grandforksherald.com/community/grand-forks-school-business-leaders-celebrate-career-impact-academy-grand-opening>

WBL Advisory Committee

A key initiative in developing the Career Impact Academy's engaged partnerships is the creation of a WBL Advisory Committee. The Committee was formed in November 2023 and remains very active with quarterly meetings. The table below lists Advisory Committee members who have agreed to the following:

- Know the needs of the WBL Ecosystem and assist with the plan of action
- Target activities and set priorities for action that will have the greatest impact on the Ecosystem
- Allow the community to be linked to the educational system via business, industry, and labor representatives that add expertise and resources to the WBL Ecosystem
- Promote communication among education, business, & industry regarding local employment needs
- Identify new and emerging fields (both local and global) and modify existing programs
- Strengthen programs by providing student competency lists and reviewing curriculum
- Review student outcomes (completion rates, placement rates, & state licensing examination outcomes)
- Ensure the CIA's WBL opportunities are relevant by assessing the equipment & facilities
- Provide WBL experiences for learners and provide training opportunities for educators

TABLE 5: GFPS CIA WBL ADVISORY COMMITTEE MEMBERS		
NAME	ORGANIZATION/BUSINESS	TITLE
Paul Zettler	Career Impact Academy	WBL Coordinator
Becca Cruger	Grand Forks Region Economic Development	Dir. of Workforce Development
Dr. Kris Arason	Red River High School	Principal
Haley Rosaasen	City of Grand Forks	Human Resources Manager
Mike Wilber	Grand Forks Central High School	Assistant Principal
Kevin Phelps	True North Equipment	Human Resources Manager
Dr. Anthony	University of North Dakota	Asst. Professor

Perry		
Joe Ostgarden	Red River High School	Science Teacher
Phil Kraemer	Lunseth Plumbing & Heating Company	Master Plumber
Morgan Knudsvig	Altru Health System	Former HS CTE Student
Sheri Jerde	Community High School	CTE Teacher
Dustin Hillebrand	North Dakota Job Service	Workforce Center Manager
Shari Elgin	Construction Engineers	Human Resources Manager
Cara Davis	Grand Forks Public Schools	Career Educator
Eric Ripley	GF Public Schools/Career Impact Academy	Executive Director of CTE
Alexus Tatum	Altru Health System	Education Coordinator
Dani Rowekamp	Red River High School	Healthcare Clinical Coord.
Chelsea Mellenthin	University of North Dakota	Dir. Career Engagement

During the reporting period, the Career Impact Academy was selected as a national winner (1 of 9 schools nationwide) for the Career Z Challenge, administered by the US Department of Education, designed to provide support and financial awards to develop and sustain a Work Based Learning ecosystem. This multi-year, multi-phase challenge was very timely given the district's receiving the North Dakota Department of CTE Work-Based Learning (WBL) grant, employment of the district's first WBL Coordinator, and now offering of a series of WBL courses for students, where they are earning high school graduation credit through their employment in industry partner occupational pathways.

English Learners

During the 2025-2026 school year 7.5% of all high school students within the Grand Forks Public Schools were limited English proficient. Over the course of the past 3 years, the District saw a significant rise in the ML population, growing from 290 to 415, representing a 43% increase in students. To accommodate this larger special populations subset of students, the District employs an Multilingual Learner (ML) District Coordinator and has identified schools at the elementary, middle and high school levels as ML Magnet Schools to offer specialized instruction and services. Career education, programming, and preparation for the opportunities at the Career Impact Academy were delivered to these students in small group settings to allow for 1:1 discussions and planning, with the support of their classroom teacher and

paraprofessional/interpreter if needed.

The increase in ML students can be attributed to a significant number of refugees who have resettled through the Global Friends Coalition - a local community agency that assists and fosters integration of refugee families. Global Friends provided support for the Career Impact Academy project application and will be strategic partner moving forward with future programming of the facility.

Program Income

During the reporting period for this performance report for the operation of the 2025-2026 school year, the Career Impact Academy facilities' total program income (outside of the funding from the member schools for the provided CTE programming) totaled \$1,000. These funds were in the format of facility rental for a community celebration.

Cass County Career & Technical Education Center (C3TEC)

Executive Summary

The Career Innovation Center (CIC) is a public-private partnership that serves learners from K–12 through post-secondary education and adult workforce training. The project is supported through strong collaboration among business and industry partners, local government, K–12 school districts, higher education, and community organizations. The CIC's vision is to create a seamless K–14 pathway that expands access to career and technical education while strengthening career exploration, post-secondary transitions, workforce development, and lifelong learning opportunities.

Project oversight is guided through a collaborative governance model involving the Cass County Career and Technical Education Center (C3TEC), the North Dakota State College of Science Alumni Foundation (NDSCS-AF), and the North Dakota State College of Science (NDSCS). The C3TEC consortium includes Central Cass, Fargo, Northern Cass, and West Fargo Public Schools. Business and industry partners representing sectors such as healthcare, agriculture, manufacturing, and construction trades continue to provide valuable guidance to ensure programming aligns with regional workforce needs.

Over the past year, the project has reached several significant milestones. Comstock, serving as construction manager, completed the 87,000-square-foot building shell and approximately 57,000 square feet of finished interior learning space. During the 69th Legislative Assembly, C3TEC, NDSCS, and community leaders engaged state and local stakeholders in discussions regarding funding opportunities to support project completion. While economic conditions limited available state funding, the partnership adopted a phased implementation strategy for remaining instructional spaces. As a result, several member districts temporarily expanded career and technical education programming at alternative locations while maintaining pathway opportunities for students.

RLE Architects collaborated closely with NDSCS, NDSCS-AF, and C3TEC leadership to develop furniture, fixtures, and equipment (FFE) plans, manage bid packages, and oversee installation. Favorable bids allowed the partnership to strategically prioritize program implementation while completing key exterior improvements. Final project enhancements included parking, landscaping, exterior lighting, and building finishes, along with installation of technology infrastructure, security systems, and automated building access.

In May 2025, NDSCS appointed an Executive Director to oversee its Fargo campuses, including the Career Innovation Center. This leadership position has strengthened coordination among NDSCS, NDSCS-AF, and C3TEC by aligning operational planning, facility management, and long-term strategic initiatives. Each partner organization maintains an active presence within the facility, reinforcing the collaborative nature of the center.

The grand opening celebration, held in the summer of 2025, welcomed local, state, and federal officials, donors, investors, educational leaders, business partners, and community members. The ribbon-cutting ceremony highlighted the shared vision that brought the project to fruition and provided attendees with an opportunity to tour the new facility. As a regional hub for career-connected learning, the CIC is designed to expand career awareness, workforce readiness, and educational opportunities for learners of all ages.

On August 25, 2025, the Career Innovation Center officially opened its doors to its first cohort of high school and adult learners. Initial programming included agricultural education, allied health, construction trades, and general education. The facility also features dedicated space for health monitoring, mental health services, advanced healthcare training, and broadband-enabled access to wellness resources. Student amenities, including study areas, meeting rooms, and a food mart, support a flexible learning environment that encourages students to remain on campus throughout the day.

Community engagement has increased since the CIC's opening. Tours continue to attract prospective donors, business leaders, educators, and community organizations interested in the center's mission and future growth. Discussions are underway to expand programming in high-demand workforce areas, including plumbing, HVAC, electrical, fire science, heavy equipment operations, and advanced manufacturing. K-12 administrators, counselors, and faculty continue collaborating on curriculum development, advisory committees, career exploration activities, and work-based learning partnerships. Additional opportunities under consideration include middle school construction academies, Career on Wheels experiences, NDSCS dual credit instructor training, and meat and plant processing camps.

Looking ahead to the 2027-28 school year, the partnership will continue strengthening community awareness, student recruitment, and registration processes to support sustained enrollment growth and expand access to high-quality career pathways. Ongoing fundraising and partnership development will focus on completing the remaining advanced manufacturing learning spaces and enhancing instructional capacity. As regional workforce needs evolve, future programming will remain responsive, with opportunities to expand public service, public safety, and specialized skilled trades pathways while ensuring the Career Innovation Center continues to meet the educational and workforce needs of the region.

Use of Funds

The Career Innovation Center interior fit-up for 57,000 sq ft began in the Spring of 2024. The Interior fit-up bids were accepted in February of 2024, with construction starting shortly after. To date the project for the budgeted areas is about 95% complete.

- A CM was hired along with three lead contractors who have bid and are working on the interior fit-up. They are an Electrical Contractor, Mechanical Contractor, and Construction Contractor. Of the budgeted areas for the project, what remains to be completed is office space on the 2nd Floor.
- The building opened for students on 8.25.2025 while work continues.
- All expense reimbursements have been submitted to the North Dakota Department of Career and Technical Education for reimbursement 25-26 to close out the grant. All funds have been received.
- The Foundation, College and Cass Country continue to explore emerging programs and partnership options to complete the remaining instructional and office spaces.

Addressing Critical Needs

Objectives The vision of the Career Innovation Center (CIC) is student-centered, emphasizing

flexibility and access. Instructional strategies are designed to reduce barriers by offering varied scheduling options, including block and traditional formats, as well as flexible start and end dates. Delivery methods include both face-to-face and online learning. Planning is underway for career fairs, summer academies, and opportunities to integrate general education with career and technical education for credit attainment. Long-term goals include expanding exploration opportunities from elementary through adult learners, which require ongoing coordination, oversight, and funding.

Awareness and Access Over the past year, CIC planning teams have continued to evaluate delivery models and expand satellite programming to increase access for rural member schools, including Central Cass and Northern Cass. Collaboration has also begun with districts such as Kindred and small urban private schools. Fargo and West Fargo students will now have access to additional construction labs and a new agricultural space.

Partnerships with NDSCS and K-12 schools have expanded dual credit offerings in both academic and CTE courses, as well as technical certifications in areas such as certified nursing assistant, pharmacy technician, CDL, unmanned aerial systems, and welding. Stakeholder input sessions and program advisory committees have provided valuable feedback on program areas, curriculum offerings, and logistics. Weekly planning meetings between NDSCS and C3TEC leaders, with input from guest participants as needed, ensure continued alignment and progress.

- **The following events have increased awareness over the past year:**
- **August 2025 Ribbon-cutting for stakeholders, Registration, Classes Begin**
- **September 2025 Cass County Counselor Connect, EMS, Building Trades, Nursing impact**
- **October 2025 CIC Building Leader Assistant Support Team (BLAST) launched**
- **November 2025 Community and industry tours, planning for 26-27**
- **December 2025 Community and industry tours, planning for 26-27, simulator install**
- **January 2026 Community and industry tours, donor campaign, planning for 26-27**
- **February 2026 Equipment purchases, committee launches, student registration**
- **March 2026 Advisory committee input, program planning**
- **April 2026 Work-based Learning launch with Chamber**
- **May 2026 Community presentations, operations planning, graduation**
- **June 2026 Year-end reports, Planning for 26-27, Public Relations Campaign**
- **July 2026 Advisory Committee, Summer School, Schedules/Staffing for 26-27**

Outcomes:

With a focus on addressing critical needs, school districts are shifting from a fixed to a growth mindset, emphasizing skills-based and competency-based learning rather than seat time, while building the flexibility to pivot as community and industry needs evolve.

Post-secondary and secondary collaboration with leaders and instructors have strengthened secondary curriculums, increasing student success, and dual credit options. Input from advisory committees contributes to talent, cultural expertise, and content integration which can better serve diverse student populations. Business partnerships have increased access to grants which will reduce construction and equipment costs, ensuring all programs are accessible to the community.

Moving forward, collaborative work must continue with business partners and government entities to navigate funding options which will support the CIC in meeting construction completion. Equitable access for all will require transportation routes, technology support, and dual credit funding.

Labor

The Capital Projects were bid out and are being managed by a professional construction management firm in compliance with federal and state guidelines. Oversight of labor standards and cost management is being provided by the NDSCS-AF Board and NDSCS leadership teams to ensure efficiency and accountability. Comstock project managers continue to deliver high-quality oversight on-site, while REL Architects monitor design standards to ensure compliance with building codes. Beyond construction, the project serves as an economic driver by creating employment opportunities and generating business for local suppliers and vendors.

Community Engagement

Over the past year, community awareness and conversations around the Career Innovation Center (CIC) have grown alongside visible construction progress. The new highway along 64th Avenue South in Fargo has enhanced the CIC's presence and reinforced the project's momentum with community members and stakeholders.

The North Dakota State College of Science (NDSCS) website has served as a central resource for community members to access CIC information and follow construction updates Career Innovation Center (CIC) - North Dakota State College of Science. Both the C3TEC Governance Board and the NDSCS-AF Board remain actively engaged in discussions with community partners to strengthen awareness and shape the vision for future programming.

An ad hoc committee—including representatives from the C3TEC Governance Board, the NDSCS-AF Board, and the North Dakota Higher Education Committee—was formed to address funding gaps and explore expanded funding strategies. This work has also prompted valuable input from local legislators and state leaders.

Tours with community leaders, K–12 superintendents, legislators, and instructors have provided a platform to share the CIC vision, gather ideas, and highlight progress. In addition, Career and Technical Education advisory committee meetings continue to serve as a foundation for stakeholder engagement, offering feedback on industry trends, curriculum development, equipment needs, partnerships, and both financial and in-kind support.

Looking ahead to the 2026–27 school year, planning meetings will establish operational strategies to ensure oversight and support. Collaborative efforts will focus on strengthening existing programs and expanding opportunities aligned with workforce needs.

Community awareness efforts are also expanding through a growing public relations campaign, tours, and media promotion. Superintendents and principals will play an active role in logistical planning, scheduling, and communication strategies to ensure course offerings maximize access to both academic and CTE programs, increasing opportunities for students and adult learners alike.

Conclusion:

This grant has allowed us to expand opportunities and strengthen support for our students while maintaining full compliance with civil rights requirements. Our commitment to equity and access remains central to our mission, and we will continue to monitor, evaluate, and improve practices to ensure that every student benefits equitably from future programs.

Promoting Equitable Outcomes and Addressing Critical Needs

The approved applications were to include the region, school districts and communities they were to serve and how the project was going to deliver Career Technical Education to populations that may not have had access in the past. Sub-recipients were to ensure they were providing services to surrounding rural communities, providing access to education, and helping students and adults get on a career path that would meet a critical need in the community as well as provide a living wage for the individual. This was addressed in each of the updates included earlier in the report.

Objectives:

Projects selected for receipt of a multi-purpose community facility project grant have a critical need for the services provided due to the absence of such facilities in the region, or the current inadequacy of existing facilities. The focus of these projects is to provide access to rural students, who often lack access to diverse Career and Technical Education programming. Many projects are focusing on the Native American population to ensure they also have access.

Labor

Subrecipients are aware of the expectation of using strong labor standards, and this will and have been monitored during the construction process and site visits.

Community Engagement

During the application process, community involvement included student and employer surveys, which was used to determine what programs should be provided within the CTE Centers.

The single most apparent community involvement was the grant match requirement. The community was required to secure match, either through private donations, building funds or other means, to ensure the local community saw this as a needed facility.

Civil Rights Compliance

As the sub-recipients of the funds are educational entities, sub-recipients ensure all students have equal rights and are entitled to equal opportunities regardless of race, religion, sex, gender identity, national origin, disability, age, or other status protected by law.