IN-DEMAND OCCUPATIONS

EDUCATION
- Elementary & Middle School Teacher
- Preschool Teachers, Except Special Education
- Secondary School Teacher

ENGINEERING AND ARCHITECTURE
- Electrical Engineers
- Mechanical Engineer
- Mining & Geological Engineer
- Petroleum Engineer
- Transportation Engineers

INFORMATION TECHNOLOGY
- Actuaries
- Clinical Data Manager
- Computer Network Support Specialist
- Computer Programmers
- Computer System Analyst
- Computer User Support Specialist
- Database Administrators
- Information Security Analyst
- Operations Research Analyst
- Software Developer (Applications)
- Software Developer (Systems)
- Software Quality Assurance Engineer & Tester
- Web Developer

FINANCIAL
- Accountant & Auditor
- Financial Analyst
- Management Analyst
- Market Research Analyst & Marketing Specialist
- Personal Financial Advisors

HEALTHCARE
- Cardiovascular Technologist & Technician
- Dental Hygienist
- Diagnostic Medical Sonographer
- Health Technologist & Technician
- Licensed Practical Nurse
- Medical & Clinical Lab Technologist/Technician
- MRI Technologist
- Nurse Assistant
- Occupational Therapy Assistant
- Physical Therapist Assistant
- Radiologic Technologist
- Registered Nurse
- Substance Abuse & Behavioral Disorder Counselor
- Surgical Technologist
SKILLED TRADE
- Air Traffic Controller
- Aircraft Mechanics and Service Technicians
- Carpenter
- Construction Building Inspectors
- Crane and Tower Operators
- Electrical Powerline Installer & Repairer
- Electrician
- Environmental Scientist & Specialist
- Farm Equipment Mechanic & Service Technician
- Firefighter
- Gas Plant Operator
- Heating, Ventilation, Air Conditioning Technician
- Industrial Machinery Mechanic
- Maintenance & Repair Worker
- Mobile Heavy Equipment Mechanic
- Petroleum Pump System Operator, Refinery Operator & Gauger
- Plumber, Pipefitter, & Steamfitter
- Power Distributor & Dispatcher
- Power Plant Operator
- Welder
- Wind Turbine Technician

MANAGEMENT
- Computer & Information Systems Manager
- Construction Manager
- Financial Manager
- General & Operations Manager
- Marketing Manager
- Medical & Health Services Manager
- Social & Community Services Manager

SALES
- Sales Representative, Technical & Scientific

SOCIAL SERVICES
- Child, Family, & School Social Worker
- Childcare Workers
- Police Patrol Officers

TRANSPORTATION
- Bus & Truck Mechanic
- Commercial Pilots
- Heavy & Tractor Trailer Truck Driver

The in-demand occupations list was primarily created using long-term employment projections from the North Dakota Labor Market Information Center and supplemented by data from the U.S. Bureau of Labor Statistics. The list is reviewed and updated annually by the Workforce Development Council with assistance from Job Service North Dakota. The list is primarily comprised of occupations that typically require some postsecondary education up to and including a Bachelor’s degree. The factors used in creating the list are below:

- Total Employment (2016)
- Ten-year Numeric Job Growth (2016-2026)
- Annualized Job Growth Rate (2016-2026)
- Annual Job Openings (2016-2026)
- Average Annual Wages (2018)
- Essential and Emerging Occupations

Job Service North Dakota is an equal opportunity employer/program provider. Auxiliary aids and services are available upon request to individuals with disabilities. JSND-6185 (R. 7.2019)
## Choice Ready Milestones

<table>
<thead>
<tr>
<th>Planning milestones set name</th>
<th>Number of selected milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice Ready Milestones 9-12</td>
<td>6</td>
</tr>
</tbody>
</table>

### Career Planning
- ASVAB
- Basic Skills Survey
- Career Cluster Map
- Career Cluster Survey
- Career Finder
- Career Key
- Career Plan Builder
- Cover Letter Creator
- Early Skills
- Early Work Experience
- Entrepreneurial Checklist
- General Workplace Skills
- Interest Profiler
- Job Interview Practice
- Job Interviews
- Job Search Activities
- Job Shadowing Experiences
- Life Roles
- Personal Management Style
- Personal Values and Priorities
- Resume
- Saved Career Clusters and Career Pathways
- Saved Careers
- Selected Career Cluster or Career Pathway
- Thank-you Letters
- Transferable Skills Checklist
- Work Experiences
- Work Values Sorter

### College Planning
- ACT
- ACT ASPIRE
- ACT Aspire 10
- ACT Aspire 6
- ACT Aspire 7
- ACT Aspire 8
- ACT Aspire 9
- After High School Transition Plan
- AP Exams
- College Recruiter
- Directions After High School
- EXPLORE
- GED
- IB Test
- Intent to Register
- PLAN
- Practice Application
- PreACT
- PSAT
- PSAT 10
- PSAT 8
- PSAT 8/9
- PSAT 9
- SAT
- SAT Subject Tests
- Saved Colleges and Postsecondary Schools
- Saved Programs/ Majors
- School Finder
- Status set to applied, waitlisted, accepted, not accepted, intend to enroll
- Take the SAT/ACT
- TOEFL
- WorkKeys

### High School Planning
- Early College Access Programs
- Enrichment Courses and Workshops
- Extracurricular Activities
- Your Plan of Study

### Your Portfolio
- 10th Grade Annual Reflection
- 11th Grade Annual Reflection
- 12th Grade Annual Reflection
- 9th Grade Annual Reflection
- A Picture of Me in the Future (in 20 years)
- A Picture of Me in the Future (short-term)
- Activities
- Awards, Distinctions, Honors
- Community Service and Service Learning
- Draft Personal Statement
- Experiences
- Final Personal Statement
- My Goals and Action Plans
- Leadership Experiences
- Middle School Annual Reflection
- My Reviews and Comments
- Networking
- Personal Statement
- Projects
- Self Knowledge
- Senior-year Plan
- This Is Me
# Middle School Milestones

**Planning milestones set name**: Middle School Milestones

**Number of selected milestones**: 5

<table>
<thead>
<tr>
<th>Career Planning</th>
<th>College Planning</th>
<th>High School Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASVAB</td>
<td>ACT</td>
<td>Early College Access Programs</td>
</tr>
<tr>
<td>Basic Skills Survey</td>
<td>ACT ASPIRE</td>
<td>Enrichment Courses and Workshops</td>
</tr>
<tr>
<td>Career Cluster Map</td>
<td>ACT ASPIRE 10</td>
<td>Extracurricular Activities</td>
</tr>
<tr>
<td>Career Cluster Survey</td>
<td>ACT ASPIRE 6</td>
<td>Your Plan of Study</td>
</tr>
<tr>
<td>Career Finder</td>
<td>ACT ASPIRE 7</td>
<td></td>
</tr>
<tr>
<td>Career Key</td>
<td>ACT ASPIRE 8</td>
<td></td>
</tr>
<tr>
<td>Career Plan Builder</td>
<td>ACT ASPIRE 9</td>
<td></td>
</tr>
<tr>
<td>Cover Letter Creator</td>
<td>After High School Transition Plan</td>
<td></td>
</tr>
<tr>
<td>Early Skills</td>
<td>AP Exams</td>
<td></td>
</tr>
<tr>
<td>Early Work Experience</td>
<td>College Recruiter</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurial Checklist</td>
<td>Directions After High School</td>
<td></td>
</tr>
<tr>
<td>General Workplace Skills</td>
<td>EXPLORE</td>
<td></td>
</tr>
<tr>
<td>Interest Profiler</td>
<td>GED</td>
<td></td>
</tr>
<tr>
<td>Job Interview Practice</td>
<td>IB Test</td>
<td></td>
</tr>
<tr>
<td>Job Search Activities</td>
<td>Intent to Register</td>
<td></td>
</tr>
<tr>
<td>Job Shadowing Experiences</td>
<td>PLAN</td>
<td></td>
</tr>
<tr>
<td>Life Roles</td>
<td>Practice Application</td>
<td></td>
</tr>
<tr>
<td>Personal Management Style</td>
<td>PreACT</td>
<td></td>
</tr>
<tr>
<td>Personal Values and Priorities</td>
<td>PSAT</td>
<td>india midpoint assessments are hard to find in the united states.</td>
</tr>
<tr>
<td>Resume</td>
<td>PSAT 10</td>
<td></td>
</tr>
<tr>
<td>Saved Career Clusters and Career Pathways</td>
<td>PSAT 8</td>
<td>private secondary schools offer a variety of services to their students.</td>
</tr>
<tr>
<td>Saved Careers</td>
<td>PSAT 9</td>
<td></td>
</tr>
<tr>
<td>Selected Career Cluster or Career Pathway</td>
<td>SAT</td>
<td>india midpoint assessments are hard to find in the united states.</td>
</tr>
<tr>
<td>Thank you Letters</td>
<td>SAT Subject Tests</td>
<td></td>
</tr>
<tr>
<td>Transferable Skills Checklist</td>
<td>Saved Colleges and Postsecondary Schools</td>
<td>india midpoint assessments are hard to find in the united states.</td>
</tr>
<tr>
<td>Work Experiences</td>
<td>Saved Programs/ Majors</td>
<td></td>
</tr>
<tr>
<td>Work Values Sorter</td>
<td>School Finder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Status set to applied, waitlisted, accepted, not accepted, intend to enroll</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Take the SAT/ACT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOEFL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WorkKeys</td>
<td></td>
</tr>
</tbody>
</table>

*North Dakota Career Resource Network  www.cte.nd.gov  (701) 328-9733  10/2/2019*
Assignment & Curriculum Tracking Report

Track curriculum activity completion.

Set: ND High School ICAP
Page: ND High School ICAP
Created: September 30, 2019
Site: 

Reporting Data: Last refreshed on 09/30/2019 at 12:01:00 AM (PDT)
Grad Year: 2020
Total Accounts: 119

<table>
<thead>
<tr>
<th>Total Accounts: 119 (100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>1. (Academic) Your Plan of Study</td>
</tr>
<tr>
<td>2. (High School Career) Interest Profiler</td>
</tr>
<tr>
<td>3. (High School Career) Career Cluster Survey</td>
</tr>
<tr>
<td>4. (High School Career) Work Values Sorter</td>
</tr>
<tr>
<td>5. (High School Career) Saved Programs/ Majors</td>
</tr>
<tr>
<td>6. (High School Career) Saved Colleges and Postsecondary Schools</td>
</tr>
<tr>
<td>7. (High School Career) Saved Scholarships</td>
</tr>
<tr>
<td>8. (High School Career) My Goals and Action Plans</td>
</tr>
</tbody>
</table>
Milestones Tracking Report

The report shows how many students have completed the milestones selected. **The timeframe filters on the last completion date of the milestone.** Meaning that, if a milestone was achieved between X and Y date, but later achieved again, the milestone will not appear as completed during the X and Y date, but only during the later time frame.**

Created: September 30, 2019
Site: North Dakota (Northeast Training)
Reporting Data: Last refreshed on 09/30/2019 at 12:01:00AM (PDT)
Time Frame: Jul 01, 2018 - Jun 30, 2019
Grad Years: 2020
Total Accounts: 14

North Dakota (Northeast Training)
Total Accounts: 14 (100%)

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. [Career Planning] -- Career Cluster Map</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2. [Career Planning] -- Career Cluster Survey</td>
<td>4</td>
<td>28.6%</td>
</tr>
<tr>
<td>3. [Career Planning] -- Interest Profiler</td>
<td>4</td>
<td>28.6%</td>
</tr>
<tr>
<td>4. [College Planning] -- Directions After High School</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>5. [High School Planning] -- Your Plan of Study</td>
<td>2</td>
<td>28.6%</td>
</tr>
</tbody>
</table>

NOTE: Only the first 13 milestones will be shown on your report. All chosen milestones and detail student data will appear if you export the report to Excel.
### North Dakota (Northeast Training)

**Total Accounts:** 14 (100%)

<table>
<thead>
<tr>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. [Career Planning] -- Job</td>
<td>2</td>
</tr>
<tr>
<td>2. [Career Planning] -- Work</td>
<td>3</td>
</tr>
<tr>
<td>3. [College Planning] -- After</td>
<td>0</td>
</tr>
<tr>
<td>4. [High School Planning] --</td>
<td>4</td>
</tr>
<tr>
<td>5. [Your Portfolio] -- Actual</td>
<td>3</td>
</tr>
<tr>
<td>6. [Your Portfolio] -- Community Service</td>
<td>2</td>
</tr>
</tbody>
</table>

**NOTE:** Only the first 18 milestones will be shown on your report. All chosen milestones and detail student data will appear if you export the report to Excel.

<table>
<thead>
<tr>
<th>Student Id</th>
<th>State Student Id</th>
<th>Username</th>
<th>DCB</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson, Lynn</td>
<td></td>
<td>Lynn.Anderson</td>
<td>Feb 17, 2004</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>boss, mark</td>
<td></td>
<td>markboss13</td>
<td>Nov 12, 2002</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student14, Ruth</td>
<td>NW1</td>
<td>NV1student14</td>
<td>Nov 13, 2003</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student17, Andrew</td>
<td>SW2</td>
<td>SW2student17</td>
<td>Oct 07, 2003</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wonder, Stevie</td>
<td></td>
<td>Stacie.Wonder</td>
<td>Oct 04, 2004</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Plan Of Study Summary

Click the number of portfolios in each row or column to see a detailed report for students in that graduation year and Plan of Study status:

<table>
<thead>
<tr>
<th>Plan of Study Status</th>
<th>Portfolios by Graduation Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2020</td>
</tr>
<tr>
<td>On track to meet graduation requirements</td>
<td>(?)</td>
</tr>
<tr>
<td>NOT on track to meet graduation requirements</td>
<td>(?)</td>
</tr>
<tr>
<td>Never created or edited plan of study</td>
<td>(?)</td>
</tr>
<tr>
<td>Submitted, but not approved or locked</td>
<td>(?)</td>
</tr>
<tr>
<td>Approved</td>
<td>(?)</td>
</tr>
<tr>
<td>Locked</td>
<td>(?)</td>
</tr>
<tr>
<td>Parent review requested but not completed</td>
<td>(?)</td>
</tr>
<tr>
<td>Parent review not completed</td>
<td>(?)</td>
</tr>
<tr>
<td>Parent review Completed</td>
<td>(?)</td>
</tr>
</tbody>
</table>
NORTH DAKOTA CHOICE READY

The North Dakota CHOICE READY framework is a tool to assist educators to ensure all students successfully depart high school possessing the ESSENTIAL SKILLS necessary to be ready for life. The journey begins by ensuring students leave having the ESSENTIAL SKILLS to be successful for whichever path they choose. Students shall then strive to be POST-SECONDARY READY, WORKFORCE READY, and/or MILITARY READY.

ESSENTIAL SKILLS

Earn a North Dakota high school diploma

Complete a 9-week Career Education Course/Individual Counseling (15.1-21-18), Financial Literacy (15.1-21-21), and pass ND Civics Test (15.1-21-27) and four or more additional indicators:

- 25 hours of Community Service
- 95% Attendance (not counting school related absences)
- Work-based Learning Experience
- Two or more years in organized Co-Curricular Activities
- Two or more years in organized Extra-Curricular Activities
- Successfully complete a Capstone Project
- Successfully complete an on-line learning course
- Demonstrate competency in 21st Century Skills

Students shall then complete two or more of the CHOICE READY components below.

POST-SECONDARY READY

Complete a Four Year Rolling Plan, and earn a 2.8 GPA or greater, and complete one academic indicator set below:

ACT/SAT minimum subsection scores ACT:
- English—18
- SAT Reading/Writing—480
- ACT Reading—22
- SAT Math—530
- ACT Math—21
- ACT Science—23

or

Two or more additional indicators:
- Advanced Placement Course (A, B or C) or (4, 3, or 2)
- Dual Credit Course (English or Math) (A, B or C) or (4, 3 or 2)
- Algebra II (A, B or C) or (4, 3, or 2)
- Advanced Placement Exam (3+)
- International Baccalaureate Exam (4+)
- 3.0 GPA in core course requirement for NDUS admission
- CLEM/CREAM (Eng/Math) Course (70% or greater)

WORKFORCE READY

Complete a Four Year Rolling Plan, and complete two or more additional indicators:

- Complete three CTE courses or more (A, B, or C) or (4, 3, or 2)
- Complete Career Ready Practices (3.0)
- Dual Credit Course (A, B or C) or (4, 3, or 2)
- Work Keys (Gold or Silver)
- Technical Assessment/Industry Credential Workplace Learning Experience (75 hrs)
- CLEM/CREAM (Eng/Math) Course (70% or greater)
- NDSA (Reading/Math) Level 3 or greater or (ACT for Accountability: English 19/Mathematics 22)

MILITARY READY

Complete a Four Year Rolling Plan, ASVAB score of 31 or greater (as determined by branch), Quality Citizenship (No Expulsions/Suspensions), Physically Fit (Students who have successfully completed required PE courses (A, B, or C) or (4, 3, or 2) and Complete two or more additional indicators from the Post Secondary or Workforce options.

www.nd.gov/dpi/choice-ready

Revised 7-1-2019
**Choice Ready**

- **Work-based Learning Experience**
  Work-based learning experiences are a wide variety of opportunities which are intended to build a foundation of essential skills students need as they enter the workforce. Work-based learning experiences focus on providing career exploration opportunities. Work-based learning experiences are not limited to but can include the following:

<table>
<thead>
<tr>
<th>Industry Presentations</th>
<th>Career Fairs</th>
<th>Informational Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Sax Electric</td>
<td>✔ Futurepalooza</td>
<td></td>
</tr>
<tr>
<td>✔ HESS</td>
<td>✔ Blue Collar Day</td>
<td></td>
</tr>
<tr>
<td>✔ JET Prog</td>
<td>✔ Career Expos</td>
<td></td>
</tr>
<tr>
<td>✔ Lynnes Welding</td>
<td>✔ Scrubs Camp</td>
<td></td>
</tr>
<tr>
<td>✔ Manufacturing Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✔ Hands-on Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✔ Guest Speakers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Industry Tours</th>
<th>Career Forums</th>
<th>Job Shadows</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Trips</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work Simulations</td>
<td></td>
</tr>
</tbody>
</table>

- **Work-place Learning Experience (75 hours)**
  Work-place learning provides extended learning opportunities by connecting students with real-life work experiences where they can apply academic and technical skills and also develop employability skills. Work-place learning experiences focus on providing skill application with the outcome of creating a skilled pool of future employees. Work-place Learning experiences are not limited to but can include the following:

<table>
<thead>
<tr>
<th>Career Seminar (MIS03 20076)</th>
<th>Cooperative Work Experience</th>
<th>CTE Classroom Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Teacher Assistant</td>
<td>✔ CNA</td>
<td>✔ Repairing Cars for Community (Autobody)</td>
</tr>
<tr>
<td>✔ Custodial Assistant</td>
<td></td>
<td>✔ Building Bleachers, Homes (Construction Trades)</td>
</tr>
<tr>
<td>✔ Kitchen Helper</td>
<td></td>
<td>✔ Office Assistant (Business Education)</td>
</tr>
<tr>
<td>✔ Student Coach</td>
<td></td>
<td>✔ School Store (Marketing)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internships</th>
<th>Apprenticeships</th>
<th>Part-time/Summer Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CTE Work-based Learning Guidance

The term, “work-based learning” means (for the purposes of Perkins V funding):

- **sustained interactions with industry** or community professionals in real workplace settings, to the extent practicable

  OR

- **simulated environments at an educational institution** that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

For practical application and data collection, this means that hours can be accumulated by the student throughout his/her enrollment in a program of study in one of the two options:

- Option 1: **Sustained interactions with industry (as in Co-operative Experiences, etc.)** should strive for a minimum of 40 hours of one supervised experience on the worksite. Although the student may spend more than 40 hours on the worksite, 40 hours should be the minimum goal.

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

As **simulated environments** can need clearer definition at times, the following list is provided for ideas as to allowable projects/labs. These projects can include, but are not limited to:

- Agriscience Research
- Business Plan Development
- Stock-Market Simulation
- School Store/School-based Business
- Recycle, Redesign projects
- Food Truck Business Model
- Children’s Sleep Deprivation Research
- Concept-Design-Final Product for 3-D Printing; CNC Machining; Laser Engraving
- SAE projects
- Pre-School Business Simulation
- Occupational Building Trades, Auto, Technology, Welding Technology

Activities that are **NOT allowable** toward **simulated environment** hours include, but are not limited to:

- Career Fairs
- Field Trips
- Guest Speakers
CTE Work-based Learning Guidance

**Required Documentation sent to the State Office (ND Department of CTE)**

Assessment of the student’s ability/achievement must be recorded using the Career Ready Practice Rubrics. Assessment for each student must include the use of Career Ready Practices:

- 1. Responsible Employee
- 2. Technical Skills
- 4. Communication
- 8. Problem Solving, and
- 12. Teamwork

in their entirety (meaning all individual competencies associated with each of these, as printed by the ND Department of CTE document, must be assessed). The scores will be recorded at least once during the course of the 40 hours using PowerSchool.
#1 RESPONSIBLE EMPLOYEE | Score: 4-3-2-1
---|---
Appropriate appearance and behavior
Attitude
Ethical
Adaptability in position
Adaptability to change
Time management in work
Focusing on a project
Responsibility
Inspiring others through selflessness
Leadership
Appropriate questioning

#2 TECHNICAL SKILLS | Score: 4-3-2-1
---|---
Math skills
Using past knowledge
Reading and interpreting
Writing
Problem solving and critical thinking
Using resources to complete work
Sub-Score: Divide By: 6

#3 SKILLS | Score: 4-3-2-1
---|---
Reasoning skills
Using information
Understanding the system
Asking to understand
Using multiple techniques
Using feedback
Learning from the past
Learning from mistakes and success
Seeking solutions
Sub-Score: Divide By: 9

#4 COMMUNICATION | Score: 4-3-2-1
---|---
Communicating well
Communicating through presentation
Communicating new ideas
Timely listening/speaking
Listening well
Communicating w/ tech.
Communicating through written form
Sub-Score: Divide By: 7

#8 PROBLEM SOLVING | Score: 4-3-2-1
---|---
Score Key:
4=Exceeds Competency
3=Meets Competency
2=Approaching Competency
1=Not Yet Reached
Competency

#12 TEAMWORK | Score: 4-3-2-1
---|---
Engaging actively and respectfully
Respecting other ideas
Listening well
Sharing and supporting
Open to compromise
Participating
Balancing all views
Understanding culture
Understanding the larger community
Sub-Score: Divide By: 9

COMPLETE CRP SCORE
Total of All Sub-Scores: Divide By: 43
TOTAL SCORE
### Business Education – Coordinated Plans of Study for ND Career and Technical Education or Academic Scholarships

<table>
<thead>
<tr>
<th>Administrative Support</th>
<th>General Management</th>
<th>Accounting</th>
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<tbody>
<tr>
<td><strong>Course Code</strong></td>
<td><strong>Description</strong></td>
<td><strong>No. of Credits</strong></td>
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<tr>
<td>14096</td>
<td>Word Processing</td>
<td>¼, ½ or 1</td>
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<tr>
<td>14025</td>
<td>Spreadsheets</td>
<td>¼ or ½</td>
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<tr>
<td>14098</td>
<td>Desktop Publishing</td>
<td>¼, ½ or 1</td>
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<tr>
<td>14099</td>
<td>Multimedia</td>
<td>½ or 1</td>
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<tr>
<td>14100</td>
<td>Multimedia II</td>
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<tr>
<td>14060</td>
<td>Business Communication</td>
<td>½ or 1</td>
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<tr>
<td>14028</td>
<td>Communication Technologies</td>
<td>½ or 1</td>
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<tr>
<td>14022</td>
<td>Web Design</td>
<td>½ or 1</td>
</tr>
<tr>
<td>14026</td>
<td>Database</td>
<td>¼ or ½</td>
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<td>14010</td>
<td>Accounting I</td>
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<tr>
<td>14011</td>
<td>Accounting II</td>
<td>½</td>
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<tr>
<td>14079</td>
<td>Business Technology &amp; Procedures</td>
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<tr>
<td>14230/04080</td>
<td>Business Fundamentals/Principles of Marketing</td>
<td>½ or 1</td>
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<tr>
<td>14095/04081</td>
<td>Business Fundamentals/Principles of Finance</td>
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<tr>
<td>14999</td>
<td>Cooperative Work Experience</td>
<td>½ to 2</td>
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*Must complete at least 2 credits

*04223 Management can be used in place of 14231/2 Management I and II

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Revised 07/2019 | ND Department of Career and Technical Education | 701-328-3180

https://www.cte.nd.gov/coordinated-plans-study
## Family and Consumer Sciences – Coordinated Plans of Study for ND Career and Technical Education or Academic Scholarships

<table>
<thead>
<tr>
<th>Human Services Career Cluster</th>
<th>Early Childhood Development &amp; Services</th>
<th>Hospitality &amp; Tourism Career Cluster</th>
<th>Arts, A/V Technology &amp; Communications Cluster</th>
<th>Education &amp; Training Career Cluster</th>
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<tr>
<td><strong>Family &amp; Community Services</strong></td>
<td><strong>No. of Cr.</strong></td>
<td><strong>Description</strong></td>
<td><strong>No. of Cr.</strong></td>
<td><strong>Description</strong></td>
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<td>Family &amp; Consumer Sciences II</td>
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<tr>
<td>09026</td>
<td>Child Development</td>
<td>½ or 1</td>
<td>09026</td>
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</tr>
<tr>
<td>09028</td>
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<td>Nutrition &amp; Food Prep I</td>
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<td>Family Living</td>
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<td>09132</td>
<td>Family Living</td>
<td>½, ½, 1</td>
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<td>Individual Family &amp; Consumer Sciences Studies</td>
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<td>09137</td>
<td>Nutrition &amp; Fitness</td>
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<td>09211</td>
<td>Early Childhood Care &amp; Education Services</td>
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<td>09140</td>
<td>Individual Family &amp; Consumer Sciences Studies</td>
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<td>09250</td>
<td>Occupational Exploration</td>
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Must complete at least 2 credits   Must complete at least 2 credits   Must complete at least 2 credits   Must complete at least 2 credits   Must complete at least 2 credits

Revised 04/2019 | ND Department of Career and Technical Education | 701-328-3180

https://www.cte.nd.gov/coordinated-plans-study
Academic/CTE Scholarship


CTE: **15.1-21-02.4-6b**

- Two units of a coordinated plan of study recommended by the department of career and technical education and approved by the superintendent of public instruction or an education pathway approved by the superintendent of public instruction.
- The education pathway must consist of two units in teaching profession and educational methodology and at least one additional unit in advanced placement or dual-credit psychology, child development, peer-to-peer leadership, or child-related careers.

```
6. Completed:
   a. One unit selected from:
      (1) Foreign languages;
      (2) Native American languages;
      (3) American sign language;
      (4) Fine arts; or
      (5) Career and technical education courses; and
   b. Two units of a coordinated plan of study recommended by the department of career and technical education and approved by the superintendent of public instruction or an education pathway approved by the superintendent of public instruction which may be governed by rules adopted by the superintendent of public instruction;
```

Academic: **15.1-21-02.5 - 6a.4**

- Two units of:
  1. The same foreign language
  2. The same native American language
  3. American sign language; or
  4. Career and technical education from a coordinated plan of study recommended by the department of career and technical education and approved by the superintendent of public instruction or
  5. An education pathway, which must include 2 units in teaching profession and education methodology and at least one additional unit in AP or dual-credit psychology, child development, peer-to-peer leadership, or child-related careers.

```
6. a. Completed two units of:
   (1) The same foreign language;
   (2) The same native American language;
   (3) American sign language; or
   (4) Career and technical education from a coordinated plan of study recommended by the department of career and technical education and an education pathway approved by the superintendent of public instruction. The education pathway must consist of two units in teaching profession and educational methodology and at least one additional unit in advanced placement or dual-credit psychology, child development, peer-to-peer leadership, or child-related careers; and
```
Skilled Workforce Scholarship and Loan Repayment

Quick Facts

- The skilled workforce programs are a state-wide effort to recruit individuals into high need and emerging occupations in the state.
- Workforce Development Council (WFDC) and ND Job Service annually establish the qualifying high need and emerging occupation(s) list.
- ND University System (NDUS) and WFDC maps the qualifying occupations to qualifying programs.
- Qualifying programs may be degree or certificate and must be *4 semesters/6 quarters or less in length to qualify for either scholarship or loan repayment consideration. This creates a quick turn-around opportunity for business to fill vacant positions of high need.
- Qualifying degrees or certificates must be earned from a ND institution or entity.
- This is a dollar-for-dollar public/private match program. Private-sector contributions include new dollars raised for the scholarship or loan repayment. The NDUS may only make payment to the extent that one dollar of private funds for each dollar of public funds is received.
- Up to $8,500 per recipient, businesses may designate funds to one or both programs, specific institutions, specific programs, or specific recipients. Individuals may designate funds to one or both programs, specific institutions, or specific programs only.
- Once donations are remitted to the program, businesses and individuals may not request a return of funds. Contact a tax preparer to discuss benefits of donating to a state-sponsored program.
- The maximum public support is $3 million for each program; awards will be made until funds are exhausted.
- Not all occupations or programs will have funding available.
- Qualifying recipients may continue to be eligible in subsequent years even if a high need or emerging occupation is removed from the current year’s list.
- Recipients may not qualify for more than $17,000 lifetime under either program, which is made up of $8,500 of private-sector funding and $8,500 of state funding. Individuals may only qualify for the scholarship or loan repayment, not both.
- The NDUS is the program administrator and will process donations, track recipient eligibility and issue payments for qualifying recipients.
- Official ND Career Builders marketing materials and the full high need and emerging occupations list must accompany all marketing efforts; visit the program website at https://ndus.edu/career-builders/ or contact the NDUS at 701-328-2906 or ndfinaid@ndus.edu for more information.

*Attorney General Wayne Stenehjem issued an opinion on October 23, 2019 that the skilled workforce student loan repayment program is available to graduates of four-year institutions if all other eligibility requirements are met. https://attorneygeneral.nd.gov/sites/ag/files/documents/Opinions/2019/Letter/2019-L-09.pdf
Scholarship Program Specifics

- Students must be admitted into a qualifying program in the state.
- The institution will initiate the scholarship application process.
- Payments may not exceed the cost of tuition, fees, books and supplies; the scholarship may supplement other scholarships/grants up to total cost of attendance.
- Payments to institutions will be made on a semester, quarter or term basis once matching private dollars are received by NDUS.
- Recipients have the obligation to reside and work (in a high need or emerging occupation) in North Dakota for at least 3 years following program completion.
- Students accepted into the program will be required to sign a Scholarship Award Agreement, which will be legally binding.
- Failure to meet the terms of the Agreement will result in the scholarship funds being repaid by the student.
- Repayment of the funds received could be triggered by:
  - Failure to enroll full time according to program requirements;
  - Failure to maintain a 2.50 cumulative GPA, or other academic progress;
  - Withdrawing from the program prior to completion, either voluntarily or involuntarily;
  - Failing to meet the residency and occupation requirements for 3 years following program completion.

Loan Repayment Specifics

- Graduates apply for the program via the application on the program website: ndus.edu/career-builders/.
- Applicants newly hired in 2019 into qualifying occupations will be considered.
- Applicants will be required to provide proof of ND residency, employment verification, proof of degree completion, and a current student loan billing statement from the lender.
- An applicant’s employer, or other business entity, must have committed matching dollars; payments will not be made without matching dollars being received by NDUS.
- Payments may not exceed $5,667 per year, or one-third of the applicant’s outstanding student loan principal balance at the time of application, whichever is less.
- Eligible loans include FEDERAL Subsidized, Unsubsidized, Consolidated and Perkins, the Bank of ND DEAL Loan; other private alternative student loans may be considered; private loans that are not “student loans”, such as a home equity, will not be considered.
- Recipients must reside and work in a high need or emerging occupation in North Dakota; eligibility criteria will be verified prior to each payment.

Donations to the scholarship and loan repayment programs can be made to the NDUS. Please download the donation form at https://ndus.edu/career-builders/.
The ND Career Builders Donation Form must accompany the payment.

For more information on the scholarship and loan repayment programs, please contact NDUS at 701-328-2906 or at ndfinaid@ndus.edu
15.1-21-02.2. High school graduation - Minimum requirements.

Except as provided in section 15.1-21-02.3, the following twenty-two units of high school coursework constitute the minimum requirement for high school graduation:

1. Four units of English language arts from a sequence that includes literature, composition, and speech;
2. Three units of mathematics, which may include one unit of computer science approved by the superintendent of public instruction;
3. Three units of science, consisting of:
   a. (1) One unit of biology;  
      (2) One unit of chemistry; and  
      (3) One unit of physics; or
   b. (1) One unit of biology;  
      (2) One unit of physical science; and  
      (3) One unit or two one-half units of any other science;
4. Three units of social studies, including:
   a. One unit of United States history;
   b. (1) One-half unit of United States government and one-half unit of economics; or  
      (2) One unit of problems of democracy; and
   c. One unit or two one-half units of any other social studies, which may include civics, civilization, geography and history, multicultural studies, North Dakota studies, psychology, sociology, and world history;
5. a. One unit of physical education; or
   b. One-half unit of physical education and one-half unit of health;
6. Three units of:
   a. Foreign languages;
   b. Native American languages;
   c. Fine arts; or
   d. Career and technical education courses; and
7. Any five additional units.
15.1-21-02.3. Optional high school curriculum - Requirements.

If after completing at least two years of high school a student has failed to pass at least one-half unit from three subsections in section 15.1-21-02.1 or has a grade point average at or below the twenty-fifth percentile of other students in the district who are enrolled in the same grade, the student may request that the student's career advisor, guidance counselor, or principal meet with the student and the student's parent to determine if the student should be permitted to pursue an optional high school curriculum, in place of the requirements set forth in section 15.1-21-02.1. If a student's parent consents in writing to the student pursuing the optional high school curriculum, the student is eligible to receive a high school diploma upon completing the following requirements:

1. Four units of English language arts from a sequence that includes literature, composition, and speech;
2. Two units of mathematics;
3. Two units of science;
4. Three units of social studies, which may include up to one-half unit of North Dakota studies and one-half unit of multicultural studies;
5. a. One unit of physical education; or
   b. One-half unit of physical education and one-half unit of health;
6. Two units of:
   a. Foreign languages;
   b. Native American languages;
   c. Fine arts; or
   d. Career and technical education courses; and
7. Any seven additional units.
Student Educational Records

The Family Education Rights and Privacy Act (FERPA) defines an education record as any record that directly relates to a student and is maintained by the district or by a party acting for the district. A record means any information about a student that is maintained in school and recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche. These definitions generally exclude personal notes made by a teacher and other school official as an individual observation or recollection of a student that are not shared with others. Law enforcement records created and maintained by a school or district's law enforcement unit and records in the sole possession of the maker used only as a memory aid are also excluded.

Examples of documents that may be kept in a student’s education record include:

- Student’s name, address, phone number, record of grades, years enrolled, courses taken, and grades completed. This information is part of a student’s permanent record and is typically retained in PowerSchool indefinitely;
- Date and place of birth, parent(s) and/or guardian addresses, and where parents can be contacted in emergencies;
- Personal information such as a student’s identification code, social security number, picture, or other information that would make it easy to identify or locate a student;
- Test scores, academic specializations and activities, and official letters regarding a student’s status in school;
- Special education records;
- Disciplinary records;
- Medical and health records that the school creates or collects and maintains;
- Documentation of schools attended, including courses taken, awards conferred, and degrees earned.

Schools are not generally required by federal law to keep student education records for any set period of time and North Dakota Century Code is not specific on the retention of these records. However, FERPA does state that educational records may not be destroyed if there is an outstanding request to inspect the records by the parent or eligible student. It is recommended that school districts establish their own policy and procedures on the retention of these records. A standard is five to seven years after the student exits the educational program. NDSBA does have a recommended policy ABCD, Records Retention, and a sample records retention schedule (ABCD-E1) available to its members upon request.

The Individuals with Disabilities Education Act (IDEA) regulations on student records go beyond the requirements of FERPA in some respects. IDEA Part B regulations require that a school must inform parents when personally identifiable information that is collected, maintained, or used by the district is no longer needed to provide educational services to the child. Additionally, personally identifiable information must be destroyed at the request of the parents once it is no longer needed. However, a permanent record of a student’s name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

Per NDSBA policy FGA, Student Education Records and Privacy, NDSBA recommends that student education records be reviewed annually and any records unnecessary for progression to the next grade level, not needed for college entrance purposes, not needed for extracurricular participation, not needed for disciplinary purposes, and records that are not part of the permanent record be shredded or destroyed. Exceptions apply for any content that may reasonably be related to litigation or anticipated litigation (retain for six years after a student turns eighteen), bullying reports (retain in accordance with Bullying Policy ACEA), concussion documentation (retain in accordance with policy FCAF), executive session tapes (retain for at least six months), PowerSchool records, and special education records (retain in accordance with the Individuals with Disabilities Education Act).

If your district has questions or would like to request any of the templates mentioned in this article, please contact NDSBA at 800-932-8791.

Source: North Dakota School Boards Association Bulletin, VOL XLIII ISSUE 8, August 2019