Career Planning Resources:

A New Perspective
Doing well on any test requires practice. If you put in the time, you'll improve.

**SAT**
The SAT is designed to assess your academic readiness for college...

**ACT**
The ACT is a standardized test that measures your educational development...

**ACCUPLACER**
The Accuplacer is a college placement test used by over 2,000 colleges as part of...

**PSAT**
The PSAT/NMSQT and PSAT 10 are the same test and measure reading, writing...

**HIGH SCHOOL EQUIVALENCY EXAMS**
The GED, HiSET test and the TASC are all what is known as high school equivalency...

**ASVAB**
The Armed Services Vocational Aptitude Battery (ASVAB) is a series of multiple...

**VOCABULARY**
Improve your vocabulary and your work will pay off...
Professional Center
Assignment & Curriculum Builder

Create a custom series of activities that can be assigned to students by group or grade level.

High School Courses

NOTE: The links below are provided only for administrators who wish to customize courses, graduation requirements and/or programs of study to their specific needs.

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   (Last updated on December 11, 2018 by Marilyn Orgaard)
   All plans of study use the same list of courses—update them here to change them everywhere.

2. Edit High School Graduation Requirements
   Ensure that graduation requirements are up to date and that all sets of graduation requirements for your school are defined.

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   Update programs of study for clusters and pathways with the courses at your school.

Planning Milestones

Change the Planning Milestones for your students

Local Scholarships

Edit Local Scholarships Database

Survey Manager

Create, update, manage, or view surveys and survey results
Assignment & Curriculum Builder (ICAP)
Choice Ready

Your Profile
Personalize your portfolio by recording your future goals, experiences, extra-curricular activities, etc.

Career Planning Portfolio
Review your saved careers and assessment results and describe your work experiences.

High School Planning Portfolio
Update your plan of study and high school results.

College Planning Portfolio
Update your future educational plans and college preparation

Financial Aid Planning Portfolio
Review your financial aid plans

Your Journal
Record your ideas, questions, and thoughts as you make your plans.

Your Planning Milestones
Track your progress on items you need to complete.
After High School Transition Plan

Your path after high school:
Select a path...

Describe your plan for after high school:

How does this plan support your career goals?

What support will you need to achieve your career goals?

What will your next transition be?

Include items such as the name and location of a school, the program or major you plan to take, the name of an apprenticeship program, a military branch, or an employer, industry, or job.

Does your transition plan after high school put you on the right track to achieving your career goals? How?

Are there people in your network who can help you with this plan? Are there steps for which you need to find assistance? Do you have all the information you need?

Career Planning Portfolio
Review your saved careers and assessment results and describe your work experiences.

High School Planning Portfolio
Update your plan of study and high school results.

College Planning Portfolio
Update your future educational plans and college preparation.

Financial Aid Planning Portfolio
Review your financial aid plans.
COLLEGE PLANNING | INDEX PAGE

> POSTSECONDARY PLANS
- After High School Transition Plan
- Postsecondary Planning Factors
- Saved Colleges and Postsecondary Schools
- College Applications and Recruiting
- My Personal Statement
- My Intent to Register
- School Finder Searches
- Saved Programs or Majors
- Career Plans

> TEST SCORES
- PSAT
- SAT
- SAT Subject Tests
- ACT Aspire
- ACT
- WorkKeys

> POSTSECONDARY EXPERIENCES
- Colleges Attended
- Internships
- Apprenticeships
- Degrees and Credentials Earned
- Licenses and Certifications
- Short-duration Courses
- Informal Learning Experiences

COLLEGE PLANNING | POSTSECONDARY PLANS

After High School Transition Plan

> Have you got a plan?
**Assignment & Curriculum Builder**

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**High School Courses**

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**Planning Milestones**

Change the Planning Milestones for your students

**Local Scholarships**

Edit Local Scholarships Database

**Survey Manager**

Create, update, manage, or view surveys and survey results
## Your Planning Milestones

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Shadowing Experiences</td>
<td>June 6, 2018</td>
<td>Job Shadowing Experiences</td>
</tr>
<tr>
<td>Work Experiences</td>
<td>May 10, 2018</td>
<td>Work Experiences</td>
</tr>
<tr>
<td>After High School Transition Plan</td>
<td></td>
<td>After High School Transition Plan</td>
</tr>
<tr>
<td>Extracurricular Activities</td>
<td>September 24, 2018</td>
<td>Extracurricular Activities</td>
</tr>
<tr>
<td>Activities</td>
<td>September 24, 2018</td>
<td>Activities</td>
</tr>
<tr>
<td>Community Service and Service Learning</td>
<td>September 24, 2018</td>
<td>Community Service and Service Learning</td>
</tr>
</tbody>
</table>
# Planning Milestones Assignments

You can choose the set of planning milestones to be displayed to users in each role or grade. Don't worry about roles or grades that aren't applicable to your school or agency.

<table>
<thead>
<tr>
<th>Role/Grade</th>
<th>Planning Milestones Set to be Displayed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th grade</td>
<td>None</td>
</tr>
<tr>
<td>7th grade</td>
<td>Middle School Milestones</td>
</tr>
<tr>
<td>8th grade</td>
<td>Middle School Milestones</td>
</tr>
<tr>
<td>9th grade</td>
<td>Choice Ready Milestones</td>
</tr>
<tr>
<td>10th grade</td>
<td>Choice Ready Milestones</td>
</tr>
<tr>
<td>11th grade</td>
<td>Choice Ready Milestones</td>
</tr>
<tr>
<td>12th grade</td>
<td>Choice Ready Milestones</td>
</tr>
</tbody>
</table>

Click Save to save your changes. You can make changes to these tables. Here are the defined sets of planning milestones:

**Defined Sets Of Planning Milestones**

These are the sets of planning milestones that can be assigned to roles and grades. You can add new sets or edit existing sets. Create or edit a set then assign it above.

<table>
<thead>
<tr>
<th>Planning Milestones Sets</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Dakota Planning Milestones</td>
<td>Last edited on June 6, 2018 by Marilyn Ogaard</td>
</tr>
<tr>
<td></td>
<td>System-defined set</td>
</tr>
<tr>
<td>Choice Ready Milestones</td>
<td>Last edited on September 30, 2019 by Marilyn Ogaard</td>
</tr>
<tr>
<td>Middle School Milestones</td>
<td>Last edited on September 30, 2019 by Marilyn Ogaard</td>
</tr>
<tr>
<td>Milestone</td>
<td>Date</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Career Cluster Map</td>
<td></td>
</tr>
<tr>
<td>Career Cluster Survey</td>
<td>August 29, 2019</td>
</tr>
<tr>
<td>Interest Profiler</td>
<td>August 29, 2019</td>
</tr>
<tr>
<td>Directions After High School</td>
<td>October 28, 2016</td>
</tr>
<tr>
<td>Your Plan of Study</td>
<td>June 28, 2019</td>
</tr>
</tbody>
</table>
Assignment & Curriculum Builder

Create a custom series of activities that can be assigned to students by group or grade level.

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Planning Milestones

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Create, update, manage, or view surveys and survey results.
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

- **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)
- Work Keys (Gold or Silver)
- Technical Assessment/Industry Credential Workplace Learning Experience (75 hrs)
- CLEM/CREAM (Eng/Math) Course (70% or greater)
- NDSU (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.

Revised 7-1-2019
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.

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Revised 7-1-2019
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>
<tr>
<td>Industry Tours</td>
<td>Career Forums</td>
<td>Job Shadows</td>
</tr>
<tr>
<td>Field Trips</td>
<td>Work Simulations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></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>
<tr>
<td>Internships</td>
<td>Apprenticeships</td>
<td>Part-time/Summer Employment</td>
</tr>
</tbody>
</table>
MIS03 Codes for Work Experience

20076  Career Seminar  Grades 9-12

Providing students with a regularly scheduled, supervised employment opportunity related to the Teacher of Record major/minor in order to develop and improve work skills.....

License Code:  Any Teaching License or Career Advisor
Education Work Experience

20086  Education Workplace Experience  Grades 9-12

Provides students with work experience in field related to education.

License Code:  Any Teaching License or Career Advisor
Career and Technical Education
**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.

**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**
  2. 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.
CTE Credit-bearing Programs

- Agriculture Education
- Business Education
- Family and Consumer Sciences (FACS)
- Health Careers
- Information Technology
- Marketing Education
- Technology and Engineering Education
- Trade, Industry, and Technical Education
State: State funds used for salaries, travel at the school district level.

Perkins Consortiums: Federal funds – most often used for equipment purchases within the consortium.
CTE Concentrators: Students who complete 2.0 credits in a CTE program.
CTE Concentrators: Students who complete 2.0 credits in a CTE program.

Students can be a concentrator, but not meet the coordinated plan requirement for the scholarship.

If the student meets the 2.0 credit coordinated plan requirement, they are a concentrator.
<table>
<thead>
<tr>
<th>Administrative Support</th>
<th>General Management</th>
<th>Accountancy</th>
<th>Finance Career Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Code</strong></td>
<td><strong>Description</strong></td>
<td><strong>No. of Credits</strong></td>
<td><strong>Course Code</strong></td>
</tr>
<tr>
<td>14096</td>
<td>Word Processing</td>
<td>¾, ¾ or 1</td>
<td>14230/04080</td>
</tr>
<tr>
<td>14025</td>
<td>Spreadsheets</td>
<td>¾ or ¾</td>
<td>14231</td>
</tr>
<tr>
<td>14098</td>
<td>Desktop Publishing</td>
<td>¾ or ¾ or 1</td>
<td>14232</td>
</tr>
<tr>
<td>14099</td>
<td>Multimedia</td>
<td>¾ or 1</td>
<td>14010</td>
</tr>
<tr>
<td>14100</td>
<td>Multimedia II</td>
<td>¾ or 1</td>
<td>14011</td>
</tr>
<tr>
<td>14060</td>
<td>Business Communication</td>
<td>¾ or 1</td>
<td>14016</td>
</tr>
<tr>
<td>14028</td>
<td>Communication Technologies</td>
<td>¾ or 1</td>
<td>14111</td>
</tr>
<tr>
<td>14022</td>
<td>Web Design</td>
<td>¾ or ½</td>
<td>14233</td>
</tr>
<tr>
<td>14026</td>
<td>Database</td>
<td>¾ or ½</td>
<td>14234</td>
</tr>
<tr>
<td>14010</td>
<td>Accounting I</td>
<td>¾</td>
<td>14090</td>
</tr>
<tr>
<td>14011</td>
<td>Accounting II</td>
<td>¾</td>
<td>14060</td>
</tr>
<tr>
<td>14079</td>
<td>Business Technology &amp; Procedures</td>
<td>¾</td>
<td>14151</td>
</tr>
<tr>
<td>14230/04080</td>
<td>Business Fundamentals/ Principles of Marketing</td>
<td>¾ or 1</td>
<td>1424</td>
</tr>
<tr>
<td>14095/04081</td>
<td>Financial Literacy/ Principles of Finance</td>
<td>¾ or 1/ ¾</td>
<td>14095/04081</td>
</tr>
<tr>
<td>14999</td>
<td>Cooperative Work Experience</td>
<td>¾ to 2</td>
<td>14999</td>
</tr>
</tbody>
</table>

*Must complete at least 2 credits*
Perkins Consortium Report Cards  (Concentrators)

• Graduation rate

• Proficiency in ELA, Mathematics and Science

• Placement in postsecondary education/training, military service, service program such as Peace Corp, or employment.

• Programs of study leading to non-traditional fields.
An indicator of CTE program quality shall include at least one of the following:

- dual credit
- industry credential
- work-based learning
The term “work-based learning” means 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.
MIS03 Codes for CTE Work-based Learning

“14999”  Cooperative Work Experience  Grades 11-12  ½ to 2 credits

Provides students with a regularly scheduled, supervised employment opportunity related to Business and Office Technology Occupations in order to develop and improve work skills. The employment must be preceded by, or concurrent with, classroom instruction related to the work experience, consistent with the student’s occupational goals, and related to the Business and Office Technology program area. There shall be a training agreement among all partners to the work experience (school, employer, student, and parents/guardians) outlining the expectations of each party. The instructor shall also develop a specific training plan with the employer for each student placed. The training plan shall include provisions for assessment of student progress and for on-site visits by the instructor during the student’s placement.

License Code:  Business Ed/General Business or CTE Business Education
### Business Education– Coordinated Plans of Study for ND Career and Technical Education or Academic Scholarships

#### Administrative Support & Administration Career Cluster

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
<th>No. of Credits</th>
<th>Course Code</th>
<th>Description</th>
<th>No. of Credits</th>
<th>Course Code</th>
<th>Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td>14096</td>
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<td>¼, ⅜ or ⅜</td>
<td>14230/04080</td>
<td>Business Fundamentals/Principles of Marketing</td>
<td>⅜ or 1</td>
<td>14010</td>
<td>Accounting I</td>
<td>⅜</td>
</tr>
<tr>
<td>14025</td>
<td>Spreadsheets</td>
<td>⅜ or ⅜</td>
<td>14231</td>
<td>Management I*</td>
<td>⅜</td>
<td>14011</td>
<td>Accounting II</td>
<td>⅜</td>
</tr>
<tr>
<td>14098</td>
<td>Desktop Publishing</td>
<td>⅘ or ⅜</td>
<td>14232</td>
<td>Management II*</td>
<td>⅘</td>
<td>14025</td>
<td>Spreadsheets</td>
<td>⅘ or ⅜</td>
</tr>
<tr>
<td>14099</td>
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<td>⅘ or 1</td>
<td>14010</td>
<td>Accounting I</td>
<td>⅘</td>
<td>14012</td>
<td>Accounting III</td>
<td>⅘</td>
</tr>
<tr>
<td>14100</td>
<td>Multimedia II</td>
<td>⅘ or 1</td>
<td>14011</td>
<td>Accounting II</td>
<td>⅘</td>
<td>14013</td>
<td>Accounting IV</td>
<td>⅘</td>
</tr>
<tr>
<td>14060</td>
<td>Business Communication</td>
<td>⅘ or 1</td>
<td>14016</td>
<td>Business Finance</td>
<td>⅘</td>
<td>14060</td>
<td>Business Communication</td>
<td>⅘ or 1</td>
</tr>
<tr>
<td>14028</td>
<td>Communication Technologies</td>
<td>⅘ or 1</td>
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**Must complete at least 2 credits**

#### Finance Career Cluster

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<th>Course Code</th>
<th>Description</th>
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<td>⅘</td>
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<td>14014</td>
<td>Forensic Accounting</td>
<td>⅘</td>
</tr>
</tbody>
</table>

**Must complete at least 2 credits**
Job Shadow/WBL Resources on CTE website

www.cte.nd.gov/crn-high-school-resources
Workforce Connections:
H3 CAREERS
HIGH DEMAND, HIGH SKILL, HIGH WAGE

High Demand – careers aligned with labor market needs, and appear to be growing. Occupations that have added the largest number of new jobs in the past two years.
In-Demand Occupations

- Registered Nurse
- Medical & Health Services Mgr.
- Software Developer (Applications)
- Financial Mgr.
- Heavy & Tractor Trailer Truck Driver
- Police Patrol Officers
- Transportation Engineers
- Plumber, Pipefitter, & Steamfitter
- Electrical Engineers
- Social & Community Services Mgr.
- General & Operations Mgr.
- Mechanical Engineer
- Computer & Information Systems Mgr.
- Bus & Truck Mechanic
- Information Security Analyst
High Skill – the technical and employability skills necessary for careers that are in demand. A minimum of at least one year of post-high school education or training.
High Wage – wages that are equivalent to the state median wage or higher.

2018 average wage in ND was $49,620. Average annual wages of $60,000 and higher is categorized as High Wage.
• Partnerships between business/industry and NDSCS
  Case IH, John Deere, Komatsu

• Business/Industry Resources:
  RDO-Access Your Future
  UPS-Earn and Learn
  Caterpillar-Think Big
• Recruiters: General Equipment

• Sanford Career Development Consultant

  Works closely with employees, students and academic partners for the coordination of workforce pipeline initiatives at Sanford Health. Supports programming related to student placement, tuition assistance, scholarships, internships, K-12 initiatives and career planning. Interacts with students to help support their career goals and supports employees with their career advancement goals.
Implemented to support ND business/industry

• Scholarships
• Loan Forgiveness
Golden Path Solutions

GPS uses information about a student’s high school years to help them better understand their skills, talents, and potential career fits, and then connect them to employers based on what’s needed for success in specific roles, and establish agreements where employers can influence the educational path in exchange for a work agreement and tuition reimbursement.
Job Profiling with Employers:

What are the Skills, Traits and Experiences needed to be successful in specific roles?

(Surgical Tech, LPN, Business Analyst)
## Student GPS Process

### Algorithm:

- Transcripts
- Activities
- Hobbies and Interests
- Personality assessment

<table>
<thead>
<tr>
<th></th>
<th>R</th>
<th>I</th>
<th>A</th>
<th>S</th>
<th>E</th>
<th>C</th>
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<td>Transcript</td>
<td>0.4</td>
<td>1.9</td>
<td>1.2</td>
<td>0.6</td>
<td>0.2</td>
<td>0.9</td>
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<td>Extracurricular</td>
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<td>0.1</td>
<td>0.1</td>
<td>1.1</td>
<td>0.7</td>
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<tr>
<td>Interests</td>
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<td>0.4</td>
<td>0.1</td>
<td>0.7</td>
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<td><strong>TOTAL</strong></td>
<td>1.8</td>
<td>2.4</td>
<td>1.4</td>
<td>2.4</td>
<td>1.1</td>
<td>1.7</td>
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</table>
• Explore Public K-12 education

• Data for specific district or school, choose a county

• Dashboards – school accountability
Explore Professional Fields of Study

- Degree and Program Offerings
  - Health Professions and Related Programs
  - Registered Nursing
  - Registered Nursing
What does the North Dakota market look like for this occupation?

$63,140.00  $30.35
Higher than 71% of ND Occupations  Higher than 73% of ND Occupations

↑ 1.90%  ↑ 1.80%
Short Term Yearly Change (2019)  Long Term Yearly Change (2026)
Higher than 73% of ND Occupations  Higher than 81% of ND Occupations

Nurses, Registered
Assess patient health problems and needs, develop and implement nursing care plans and maintain medical records. Administer nursing care to ill, injured, or disabled patients.

<table>
<thead>
<tr>
<th>Social</th>
<th>Coronary Care Unit Nurse; Psychiatric Nurse</th>
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<tr>
<td>2,955,200</td>
<td>8,844</td>
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</table>

https://insights.nd.gov
Explore North Dakota Workforce

Insights into the North Dakota Workforce

Browse Occupations  Search Occupations  Top 100 Occupations
Other Career Information
ACT Updates

ACT now supports superscoring at the postsecondary level – using the highest individual subject test scores across English, math, reading and science, and then calculating the highest possible composite score.

Colleges and universities maintain different score-use policies regarding multiple test retakes.

Superscoring is not used for the Academic/CTE Scholarship at this time.
After taking a full exam at least one time, students will have the option to retake a maximum of 3 individual section tests on National test dates starting in fall of 2020. The fee structure is not in place at this time.

The ND Statewide test date (March 3, 2020) will not have the individual section option in place.

Online testing for national test dates will be an option, resulting in faster results.

ACT will send a superscore on results from more than one test date.

Pre-ACT 8/9 is available for ordering.
Table 1.2. Five Year Trends—Average ACT Scores

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students Tested</th>
<th>English</th>
<th>Mathematics</th>
<th>Average ACT Scores</th>
<th>Science</th>
<th>Composite</th>
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<td>National</td>
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<td>2015</td>
<td>7,162</td>
<td>1,924,436</td>
<td>19.6</td>
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<td>20.7</td>
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<tr>
<td>2016</td>
<td>7,379</td>
<td>2,090,342</td>
<td>19.1</td>
<td>20.1</td>
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<td>19.0</td>
<td>20.3</td>
<td>20.5</td>
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<td>7,282</td>
<td>1,914,817</td>
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<td>2019</td>
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<td>1,782,820</td>
<td>18.6</td>
<td>20.1</td>
<td>20.3</td>
<td>21.2</td>
</tr>
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</table>


What would be the top 3 things you would want all students to have learned or experienced while attending your school?

Rank in priority.
cte.nd.gov/career-resource-network-workshops

Career Resource Network (CRN)
North Dakota Department of Career and Technical Education
600 E Boulevard Ave – State Capitol Building, Floor 15
Bismarck ND 58505-0610

www.cte.nd.gov/educators/career-resource-network-crn

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Laura Glasser
Administrative Assistant
701-328-9733
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RUReady.ND.gov
EDUCATION & CAREER PLANNING