

North Dakota Department of Career and  
Technical Education  
**Performance Report**

**Coronavirus Capital Projects Fund**  
2024 Report

**North Dakota Department of Career and Technical Education**  
**2024 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, 2025
- Actual CPF funds allocated to this Program - \$74,595,701

### *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 will help, but some projects may still need to scale back costs.**

**During FY2023-24 most projects were able to get underway, at various states of progress, which will be detailed later in the report. A number of projects are complete or nearing completion, while others are early on in the design and construction bidding process.**

**During FY 2023-24, \$49,062,598.24 has been distributed to the various projects.**

### *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 are 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 is for projects:**

- **Begin construction for projects currently not started.**
- **Continuation of construction for projects currently in progress.**
- **Completion of all projects. All projects to slated to be completed, or near completion by June 2025.**

**Enrollment and utilization data are provided for projects completed in the 2023-24 reporting year as available.**

Again, the primary challenge is the cost of construction. This is being 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.

Another challenge is supply chain issues. This is simply being addressed by being patient and moving back timelines.

Individual Program Plans:

## **Williston Basic Career and Technology Center**

The funds received are being used to build a career and technical education center that will be used regionally to train high school students to be prepared for career paths in career and technical education program areas. The building began completion in the reporting period and is nearing completion with programming and staffing in place. The building will house several career and technical education programs that will promote a skilled workforce in northwestern North Dakota.

The intended use the funds was to build a career and technical education center for use by school districts and industry partners in Northwest North Dakota. The funds are being used to construct this center with plans to open the center in August 2024. The center will develop workforce skills and dispositions in high school students in the areas of agriculture, aviation, automotive technology, culinary arts, family and consumer sciences, health sciences, energy, information technology and construction. Careers in these program areas are high-wage and in-demand in our area. By introducing high school aged students to these career paths while in their developmental stages, we are preparing and helping them choose career paths in these areas based on their interests.

The ground-breaking for the career and technical education center was in May of 2023. The project is slated to be completed by August of 2024. The project includes 12 classrooms spaces, eight lab spaces, and two commons spaces. The building is very useful, and it will benefit thousands of students over the years.

The programming that will happen in the new CTE center will promote equitable outcomes for all students. The teachers and administration of the center regularly dig into the data of the populations that are served by the career and technical education programs. With the help of this data, the teacher and administration are able to recruit and encourage students from diverse backgrounds to take courses in the program areas. The counselors of the CTE center students work tirelessly to connect students of underserved populations to career paths that interest them.

The center will not only serve the population in the larger city of Williston, but it will also serve the surrounding rural communities. In order to serve these communities, the programs will be modified to reach the rural populations by creating online and hybrid opportunities.

The workforce practices on the multi-purpose community facility have strong labor standards. The project has worked to use local labor force to support economic recovery through employment. The facility being built will also have a positive impact on the

economy by training young people to be prepared for various career paths in the workforce.

Community engagement for the program came in several ways. The first is that the community had to commit to fund half of the project. Donations were required to obtain the funds in order to build the project. This endeavor created awareness and excitement around the project. After the funding was procured for the project, in the design phase, several user groups were a part of the process. Each program invited industry partners to discuss the design of their program areas as well as the local community college and the Williston Chamber of Commerce.

In the construction phase of the building, outreach to community partners has continued to discuss curriculum offerings and promote staffing. There has been meetings with the community college and industry to explore building usage after school hours.

In the future, there will continue to be community engagement opportunities such as classes after hours, student/parent engagement nights, and industry and college visit days. The building will be used in several different capacities to meet the needs of the community members.

## **Southwest Area Career and Technical Education Academy**

Southwest Area CTE Academy (SWCTE) is a public school entity that is a partnership of seven high schools and Dickinson State University. Our current school partners include Dickinson Public, Trinity Catholic, Beach, Belfield, Killdeer, New England, and South Heart. This entity was established in November 2022 with intentions to bring high quality career and technical programming to underserved schools and communities in SWND and to help develop our future workforce. This project is critical in keeping our students in SWND and provide a means to build relationships with local employers. This project has started to bridge the gap between education and the workforce.

The Capital Project is to transform a 40 acre, three building campus that was a former industrial site operated by Haliburton. Dickinson Public Schools purchased this campus in November of 2020 and has leased it premises to SWCTE. SWCTE is investing in its updates and transformation creating a state-of-the-art training center for students and communities in southwest North Dakota. Most of the students served are high school aged, but we also offer post-secondary programming with intentions of adding adult education components in the coming years.

The funds allocated through this grant are being used primarily for construction/renovation of three buildings, outdoor spaces, and the purchase of equipment to operate 14 career and technical education programs. The construction is still progressing with anticipated completion in late 2024, but we have been able to launch programming in 2023 for many of our programs.

Provide a high-level overview of the Recipient's actual uses of funding and progress made during the reporting period towards objectives stated in the approved Program Plan(s). The Executive Summary should also include an overview of key outcomes and any noteworthy challenges or opportunities identified during the reporting period.

**SWCTE has utilized its funding for the following items.**

**Equipment and Machinery:**

**High-end, developmentally appropriate equipment and machinery to be purchased will enable**

**students to participate in ND CTE-approved courses of study, including Agricultural Education;**

**Automotive Technology; Construction Management/Building Trades; Family and Consumer**

**Sciences; Culinary Arts; Diesel Technology; Health Careers; Information Technology; Technology and Engineering; and Welding.**

**All equipment purchased is based on relevant industry standards, making it appropriate for both high school and adult education, which will expand the benefits of the SWCTE and promote positive career development for more individuals in the southwest North Dakota region. Welders, heavy equipment, heavy equipment simulators, CDL simulators, mechanics tools and lifts, culinary, are just some of the equipment and machinery purchased to date.**

**Renovations of the 33,336 sq. ft. warehouse:**

**The warehouse building has 33,366 square feet in two sections. The west section contains a loading dock, warehouse, storage, and offices. This building has been insulated and is currently in construction with anticipated occupancy to start in August 2024. There will likely be additional work that will take place until August 2025 wrapping up the complete project. The renovated will house classrooms, labs and office spaces. These include 2 agricultural education classrooms, 1 agricultural education lab, CDL classroom and lab, Heavy Equipment Simulation classroom and lab, 2 business education classrooms, 1 fashion lab, 1 construction classroom and lab, 1 engineering/architecture lab and campus storage and maintenance spaces.**

**Renovations of the 40,779 sq. ft. shop**

**The shop building is 40,779 square feet in three sections. We have fully renovated this space that includes a Automotive Classroom and Lab, 2 Diesel Technology classrooms and lab spaces, STEM Lab, Culinary Arts Lab, Community Classroom, Computer Science/Cyber Security Classroom, 2 Welding classrooms and labs, podcast studio and various offices and storage spaces. Classes were able to start in August 2023.**

**The construction/renovation process has been very challenging with inflation coming close to 40% in some areas and challenges with supply chain getting certain parts and materials in a timely manner. We continue to persevere and are excited for construction to wrap up in the coming year.**

**To date we have expended \$9,766,420 towards the items above. We anticipate a total investment of \$11.7 in construction and just over \$3 million in additional equipment.**

**Additional revenues through grants and donations outside these funds have been leveraged to help in the launch and operations of the SWCTE campus and its programs.**

**The investment in these renovations and equipment will allow us to continue to offer CTE programming to our region. Looking at trends and the addition of new CTE program offerings, the Academy anticipates a 10% increase in CTE enrollment for the region over the next five years. This year we are excited to grow from our baseline with early projections to be well north of 10% increases. Where the Academy hopes to make the most impact is a 25% growth in Pathway Students and a dramatic increase in the number of students completing a work-based learning experience. Dickinson Public School Board has set a goal of going from 7% of graduating seniors in the spring of 2022 to 25% by the spring of 2027 to have a work-based learning experience. SWCTE has helped them progress to date to reach 15% already. We anticipate surpassing this goal this next year with sites for it to continue to grow well past that mark. With this goal in mind, the proposed course offerings and program have a significant focus on work-based learning. The Academy is committed to building strong relationships with local business leaders to increase experiential learning opportunities for students both inside and outside the classroom.**

**To increase CTE enrollment, the Southwest Area Career and Technical Education Academy has hosted showcases and tours of the Academy's Campus and presented examples of projects that students have completed, along with information on what credentials Academy graduates earned and what they have done since completing high school (i.e. entering the workforce or attending a two- or four-year college). The Academy have given parents/guardians of high school students in the area the opportunity to visit the Academy's campus with their children as part of Back to School Nights. We have hosted DPS eighth grade students and all our partner schools to provide exposure and drive interest in taking CTE courses. Displaying the kinds of hands-on learning that students can participate in, demonstrating how the CTE program has led to ongoing career and/or educational success for its graduates, and emphasizing that CTE programming meets the changing needs of students through rigorous coursework and high-quality, interactive experiences will help drive recruitment and retention. As a result, more southwest ND students will have the opportunity to develop skills to effectively enter tomorrow's workforce. SWCTE's efforts represent a highly collaborative undertaking that school districts have not been able to enact on their own, and ultimately promotes increased enrollment in CTE programming.**

**Programs that have been able to operate at SWCTE this past year include:**

**Automotive Technology  
Commercial Drivers License  
Computer Science/Cyber Security  
Culinary Arts  
Diesel Technology  
Heavy Equipment Operators  
Health Sciences  
Public Safety - Law Enforcement and Firefighter  
Welding**

These programs currently operate out of Building A & B. We anticipate five additional programs will come online in August 2024 with the opening of Building C.

Those include:

**Agricultural Education**  
**Business Education**  
**Construction Technology**  
**Engineering and Architecture**  
**Family and Consumer Sciences**

As a regional academy, it is imperative to give students access to state-of-the-art equipment that meets industry standards, so they are prepared to find success in post-secondary education, including internships, and/or the workforce. Having familiarity with commonly used tools of the trade will offer them a strong competitive advantage in the job application process.

SWCTE includes such equipment and technology in mobile learning labs that can either be used onsite or can be relocated to participating school districts. To date we have been able to offer mobile units in.

- **Automated Manufacturing and Design**
- **Food Processing**

This coming year we anticipate the addition of these mobile units.

- **Culinary**
- **CDL/Equipment Operation**

We are still in development but also have intentions of mobile labs in

- **Precision Agriculture**
- **Emerging Technology/Energy Systems**

We are excited with our progress to date and as mentioned above establishing baselines for our programming, data collection processes and partnerships. This will allow us to track and see the increased impact this investment has made in southwest North Dakota.

At SWCTE we accept and encourage enrollment of all students regardless of their background and abilities. Each of our staff receive training and supports to help reach high need students in addition to use utilizing a variety of resources such as paraprofessionals, special education, instructional coaching, etc to ensure we are meeting the needs of all students.

The diversity of our communities in SW ND are limited but our programs reflect those percentages within our enrollments that match our primary participator, Dickinson Public Schools.

**77% White**  
**11% Hispanic**  
**6% Black**



**4% Native American  
2% Asian American**

**We really hang our hat on finding equity with our student body and utilize our graduation rate as one of our metrics. This past year the target of 98.74% was achieved at DPS. This far exceeds the state average of 91.41%.**

**Our Non-Traditional Program placement took a slight dip this past year only reaching 42.77% but this exceeds the state target of 15.23%. At SWCTE we market our programming to all students. This is done with registration videos, our academy expo, student testimonials and our counselors in promoting and working with student placement in classes. Students have access to all CTE curriculum, and this is evident with a high percentage of students that qualify for the ND Scholarship. We also use a series of interventions especially with students that require additional academic and emotional supports. Teachers meet regularly to review student performance and behaviors and finds ways for intervention and support. We are committed to providing a strong support network for all students to succeed.**

**All of our programming at SWCTE has been aligned with in-demand careers for our region. Current programming includes:**

**Agricultural Education  
Automotive Technology  
Business Education  
Commercial Drivers License  
Computer Science/Cyber Security  
Construction Technology  
Culinary Arts  
Diesel Technology  
Early Childhood  
Engineering and Architecture  
Family and Consumer Sciences  
Heavy Equipment Operators  
Health Sciences  
Public Safety - Law Enforcement and Firefighter  
Welding**

**All of these programs work to find placements and internships for their students. In addition to the course work we also facilitate a full-time work-based learning program. We have one FTE that is dedicated to placing students into job placements in our community as well as plan engagement activities to build relationships with local employers. This program has grown substantially over the past year. We had 55 student placements in the Spring of 2024. These are direct employment experiences that had not happened in previous years with our communities. There have been dozens of inquiries since April 2024 from additional businesses wanting students placements for the upcoming school year.**

**For the upcoming school year, we also plan on doing industry lead, direct instruction in many of our programs. This will be dedicated time our industry partners will do a take of the class. For example, in our Construction Technology II course we will have a local**

**HVAC contractor (Fire and Ice) come in and lead theory and application of HVAC skills. This will help spark interest in one of our many in-demand careers for our region. This is a great way to help offset costs but also bridge the gap between education and industry.**

**SWCTE has done an effective job in engaging the community throughout this Capital Project. Each of our program areas (14 total) operates an advisory committee that is made up of community and industry representatives. These groups meet twice a year and provide feedback and oversight of the programming and facilities that are being used for student instruction. They help our programs stay relevant to industry and community needs while finding ways to add additional supports to ensure quality instruction. Minutes are taken at each of these meetings and review as a whole to gather feedback. We then spend time following up on any directives and questions that are encountered.**

**On May 1<sup>st</sup>, 2024 we hosted our Academy Expo at our SWCTE Campus. This event engaged over 70 business partners and 1100 students through a hands-on career fair style event. Students were able to see our facilities, programs they can enroll and post-secondary training and employment opportunities throughout our region. There were also able to apply their skills and gain a better understanding of the jobs and skills needed for employment. We gathered feedback through a post-event survey that is used to improve programming as well as.**

**In 2024 we were fortunate to educate students from five high schools (Dickinson High School, Trinity Catholic, South Heart, Belfield, and New England) in addition to a Dickinson State University welding program. This resulted in enrollment of over 900 students daily. We anticipate this number to increase substantially as our final building (Building C) comes online in August 2024.**

**SWCTE is governed by a board of 9 directors. These are made up of elected school board members of each of our partner school districts as well as one representative from Dickinson State University and Trinity Catholic Schools. As elected individuals from their home communities they can bring feedback from their constituents to SWCTE on programming and the Capital Project that is taking place.**

**We have a designated classroom in Building B that hosted over 15 industry meetings and organizations this past year. This dedicated space allows us to bring in the communities, showcase our programming but also gather feedback and find ways to partner with various community organizations. It has been a great tool for SWCTE and received lots of interest from many groups. Groups that have utilized the space included US Forest Service, ND CTE, Dickinson Public Schools, SW Retired Teachers Organization, Women Empowering Women, National Association of Agricultural Educators, SW ND Legislators, ND Board of Higher Education.**

**SWCTE has been fortunate to have many public and private investments in our Capital Project. To date we have received support from over twenty partners that include the City of Dickinson, Stark County, Dunn County, Sax Motors, Baranko Companies, Baker Boy, Gooseneck Implement, Fischer Industries, Butler Machinery, Marathon Petroleum, Ag Bank, Iron Works, Bravera, Dickinson Ready Mix, RDO Equipment, Martin Construction, Conoco Phillips and Red Rock Ford. These organizations cover a wide range of industries and local governments. This doesn't include other organizations that**

have provided in-kind contributions of equipment and their time in helping our project get off the ground. Overall we have been warmly welcomed to SWND and are happy with the excitement and impact we have had to date. This will only continue to grow as we have continued outreach, expanded programming and completion of the Capital Project.

## **Heart River Career and Technical Education Center**

New Salem-Almont built a 10,000 square foot shop to use as an agricultural/technology building by the New Salem-Almont School District and the community of New Salem and Almont. This building houses two classrooms as well as two labs that could be used for a variety of purposes including welding, construction, small engines, wood working projects, and a place where other activities take place. Additionally, this building is used by community organizations for trainings, meetings, and an emergency shelter if needed.

This project is used by all ethnic, minority groups and low-income groups.

In our Multi-Purpose Community Facility project, workforce practices were pivotal in ensuring high-quality project delivery while supporting employment opportunities. Project Labor Agreements were used by our General Contractor to ensure timely completion of projects by reducing labor disputes, set clear expectations for wages, benefits, working conditions, and dispute resolution. They also enhanced coordination among contractors and labor unions. Finally, under community benefits agreements, they guaranteed local hiring practices to ensure community members benefited from job opportunities by holding meeting before the project began to seek input and offer local contractors' opportunities to bid on the different projects.

### **Community Benefits Agreements (CBAs)**

New Salem-Almont along with our general contractor practices CBA's to so we could:

- Guarantee local hiring practices to ensure community members benefit from job opportunities.
- Provide for local workforce development programs and training initiatives.
- Ensure investments in community infrastructure and services.
- Address environmental and social impacts, promoting sustainable development.

New Salem-Almont used the new facility for various groups in our first year of operation. At this point, we have not turned down organizations that requested the facility's use. Below are some of the ways we incorporated local communities and organizations.

- Community CPR Training (60 staff and community members-Fall 2023)
- Flu shot clinic (40+ community members and students-Fall 2023)
- Vitalant Blood Mobile (30+ community members and students-Spring 2024)
- Kindergarten readiness test (35 parents-Spring 2024)

- Hunter Education for area students and community members (20-Spring 2024)
- Narcan community training (upcoming August 2024)
- Artificial Intelligence Informational Community Meeting (upcoming Fall 2024)

**Mandan site –** The Mandan site for the Heart River Career and Technology is currently under construction, finishing the fall of 2024. The site is connected to Mandan High School, and upon completion will provide career and technical education programming to area schools as well as workforce development opportunities for adults.

## **Bakken Area Skills Center**

The Bakken Area Skills Center facility, receiving grant funds through NDCTE for construction, achieved substantial completion status on December 20<sup>th</sup>, 2023. The first BASC classes were held in the facility on January 15<sup>th</sup>, 2024, and the official ribbon-cutting took place on April 16<sup>th</sup>, 2024. The project is essentially completed with only a few outstanding punch list items remaining that required spring/summer work to be performed. There are no remaining owner contingency items at this time; only a few small contractor contingencies remain to be addressed. State funding provided for the project; the initial \$10 million, additional inflationary funds, and additional Coronavirus Capital Project Funds have all been applied to the project and utilized as intended. A ventilation system for the welding shop is scheduled to be completed by the end of August and will be the last remaining contingency item regarding the project. It is suspected the entire construction project will be closed out in late summer/early fall.

The BASC Regional Center will offer 8 programs/pathways starting this fall and is looking to serve upwards of 500-600 students in the fall of 2024.

## **Minot Area Workforce Academy**

Minot Public Schools proposed to increase access to career and technical education (CTE) opportunities for the purpose of training locally to fill workforce needs. By Fall 2023, Minot Public Schools opened the Minot Area Workforce Academy, the hub of a community Area Career and Technology Center. By Fall 2024, Minot Public Schools will open a new high school and renovate the existing high school to provide more 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 added a commercial driver's license program to its existing 13 CTE programs. In Fall 2024, the building trades program is expanding 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.

**Minot Public Schools 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 addresses the additional training requirements and 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 new high school, Minot North High School, and the renovated existing high school, Minot High School, will 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.**

**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 8 high school students/Class A licensed 5**
    - **16 students enrolled for the 2024-2025 school year**
    - **Future plans to provide training to community adults**
  - **An Early Childhood training program and Learning Lab**
    - **Partnership with Head Start**
    - **Trained 14 high school students**
    - **26 students enrolled for the 2024-2025 school year**
  - **Work-based learning services**
    - **Increased community connections**
    - **Placed 47 students in internships and 86 students in job shadows**
  - **A large community Multi-purpose/Skills Training Center**
    - **Held various educational training, career awareness, and legislative committee events**
    - **Public Wi-fi accessible**

- Public health entities have toured the facility and making plans for future activities
  - MPS CTE/Area Career & Technology Center administration
    - (To Open Fall 2024) Convert and expand an existing facility to create a new 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.

Total costs at this time for the Capital Projects listed above from all funding sources = \$19,700,000.

**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.

**Outcomes:**

To date, three public schools (Minot Public Schools, Minot Air Force Base, and Sawyer Public Schools) and both parochial schools 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 entities have toured the facility and are making plans for future activities.

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.

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. By August 2024, Minot North will open as an additional educational/community facility with increased CTE opportunities.

To date, the following community engagement efforts/activities have occurred at the Minot Area Workforce Academy:

- **Head Start preschool program for 2023-2024 school year**
- **Early Childhood Education training for high school students, in partnership with Head Start, during the 2023-2024 school year**
  - **Student ran camps for preschool children held in the Early Childhood Learning Lab**
- **Commercial Driver’s License training for high school students during the 2023-2024 school year**
- **Engagements within the Multi-Purpose/Skills Training facility include:**
  - **Educational trainings for Minot Public Schools, Central Region Educational Association, Cogna School Improvement, and ND Edu Tech**
  - **Community events for Minot Public Schools & Minot Area Workforce Academy Area Center (board meetings, superintendent search, focus groups, Open House)**
  - **Student events – National Technical Honor Society induction, FFA Banquet, Head Start graduation, Special Populations Teens Night Out**
  - **ND Legislative Committee meeting – Water Commission**
  - **Minot Air Force Base Military Impact training**
  - **Students preparing for non-traditional career awareness event – *Women in Trucking & Bussing***
  - **CTE Community Advisory Committee program meetings**

**Outreach activities have included open houses, 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.**

**For this coming year, high school enrollment in the critical needs program areas offered at the Minot Area Workforce Academy and requests to use of the multi-purpose/skills training facility have already increased over the first year. We anticipate this trend will continue as more community awareness is generated. An adult commercial driver’s license training program is still being planned.**

#### **Bismarck Public Schools – Career Academy**

**Bismarck Public Schools used funds in the 2023-2024 school year to support architectural schematic design and design development services with our project architects. We also used funds to support the site plan review with the City of Bismarck and completed site borings and soil analysis for this project. Bismarck Public Schools has bid out this project and continues to take next steps around preparation to have construction begin Fall 2024. Student enrollment numbers continue to increase for our CTE programs thus supporting the additional areas of workforce development and the need for space. Bismarck Public Schools continues to collaborate with outside entities to**

obtain funding to continue this work, but this has been one of the biggest challenges faced during this project. However, BPS has been able to take advantage of this opportunity as well through making new connections and strengthening existing connections with industry partners in the workforce to meet the needs of our community.

Below you will find an update about Bismarck Public Schools CTE project addressing each of the topic areas:

**1. Activities implemented over the reporting period, including summaries of key milestones achieved, outputs produced, and outcomes achieved.**

**a. Design was completed and the project was bid. Construction will start Fall 2024.**

**b. Met with equipment vendors to discuss equipment needs for the new programs.**

**2. Activities planned for the next reporting period.**

**a. Construction and additional fund raising to complete the building.**

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

**a. Offering Career and Technical Education for all students. This includes both public and private schools in the area.**

**4. Notable challenges and the status of each challenge.**

**a. Fundraising. We need to raise about \$8 million left to complete the project. Inflation continues to be a concern for both finishing and operating the facility.**

**5. Overview and outcomes of ancillary costs incurred to support bringing the capital asset(s) into full use.**

**a. Communication with industry partners, advisory committees, parents and others to both guide and support programming for the future.**

**Bismarck Public Schools efforts and outcomes during the reporting period to promote equity and address critical needs:**

**1. Objectives: Based on your definition of communities with critical need, are there particular historically underserved, marginalized, or adversely affected groups, including those living in rural areas and/or high-poverty areas, that the capital assets being funded by CPF are designed to serve? Include the definition of critical need used for each Program Plan. Bismarck Public Schools objective is to provide access to all students; this includes all demographics. For example, working with our indigenous department to expose more career programming for that population.**

**2. Awareness: How equal and practical was the ability for members of these communities, including households, businesses, and other organizations, to become aware of the services funded by CPF? Bismarck Public Schools works with all forms of publications and information dissemination. BPS also works with groups such as the Bismarck-Mandan Chamber of Commerce to share out information.**



**3. Outcomes: What progress has the Program made toward addressing critical need(s) identified in targeted communities, such as closing gaps, reaching universal levels of service, or disaggregating progress by race, ethnicity, and other equity dimensions that are relevant to the policy objective? What methods (e.g., surveys, interviews) are being used (if applicable) to quantify and qualify Project and Program outcomes?**

**Bismarck Public Schools is analyzing the critical needs reports from Job Service on occupation shortages and high skill, high wage occupations.**

**Recipient plans to address feedback received during project construction and/or implementation as follows:**

**1. Community engagement efforts and activities that occurred with and/or in communities served by the Program.**

**a. Bismarck Public Schools works with the Bismarck-Mandan Chamber of Commerce, Bismarck State College, ND Department of Career and Technical Education, ND Job Service and the ND Workforce Council.**

**2. Outreach, advertising, and translation activities and services deployed to reach communities the Program is designed to serve; and**

**a. Bismarck Public Schools work with all forms of publications and information dissemination.**

**3. Languages used in community outreach efforts and materials for people with limited English proficiency, and other approaches taken to solicit feedback from underserved communities.**

**a. Bismarck Public Schools utilizes the SMORE resource which translates all communication to language of choice.**

**4. Recipients should also outline any plans to sustain, improve, and or grow community engagement efforts in the subsequent performance year.**

**a. Bismarck Public Schools will continue to monitor community engagement through surveys, etc.**

**b. Bismarck Public Schools will continue to hold industry partner meetings.**

**c. Bismarck Public Schools will continue to hold advisory meetings.**

**d. Bismarck Public Schools will continue to review ND Job Service publications.**

## **James Valley Area Career and Technology Center**

**During the 2023-24 school year, the James Valley Career and Technical Center (JVCTC) has effectively utilized project funds and staff resources to support priorities across several CTE program areas. These areas include Building Trades, Health Careers, Information Technology, Technology and Engineering, Aviation, Family and Consumer Sciences, and Agriculture. The focus has been on expanding space, renovating facilities, and purchasing equipment to meet industry standards.**

Expenditures during the reporting period primarily covered architectural services necessary for bidding and securing plans for an early childhood education remodel. This segment of the project has been bid, with construction anticipated to begin by August 1, 2024. Additionally, matching funds facilitated the purchase of industry-standard equipment for the early childhood program.

The Building Trades and Agriculture programs have moved through the architecture RFQ process, with a finalist selected, and design phases are set to begin in late July.

In the next reporting period, we expect the early childhood renovation to be completed, the design phase for Building Trades and Agriculture to be finalized, bidding documents produced, and construction to commence.

There have been no significant challenges in achieving the grant outcomes. The time dedicated to overseeing and supporting the project is greatly outweighed by the benefits to our students and community.

JVCTC is committed to promoting equitable outcomes, particularly in our rural area. We use annual metrics analysis to evaluate our impact on underserved communities and address local workforce needs through prioritized areas identified during our grant development process.

Key outcomes include:

- JVCTC students graduate at a rate 10% higher than local schools.
- In 2023, 100% of our female students and students with disabilities graduated, with a 94% graduation rate for economically disadvantaged students.
- Work-based learning opportunities increased from 25% to 80%.
- Overall enrollment has grown by 28% since 2018.
- Enrollment in nontraditional fields has steadily increased, with Science achieving a target of 55.5%.

Areas for improvement include:

- Reading proficiency fell slightly short of the 52% target, achieving 51.6%.
- Mathematics proficiency was significantly below the 44% target, at 21.8%.
- While nontraditional enrollments increased, the percentage of males in nontraditional programs did not rise.

JVCTC prioritizes growth through professional learning communities, collaboration, and enhanced instructional skills. Staff annually reflect on unit plans, set learning goals, and develop assessments. We are transitioning to standards-based grading and integrating career-ready practices into student evaluations.

Individualized Support

JVCTC offers tailored interventions for special populations. Instructors develop and evaluate IEPs, ILPs, and 504 plans with innovative approaches. The Learning Center

provides personalized assistance, and classroom support is enhanced by paras and aides. Targeted interventions address literacy and math challenges, fostering academic achievement. Students receive services for EL supports, 504 supports and all students have access to instructors for additional student support times at JVCTC on Wednesdays. Career Ready Practice opportunities are integrated into the curriculum, with a focus on expanding outreach and fostering partnerships for all students.

JVCTC supports equitable employment opportunities for teaching, administrative, and support staff, as well as local hiring of contractors through a competitive bid process. We are proud to have selected local contractors, adhering to the North Dakota Century Code.

Community engagement is a cornerstone of JVCTC's mission. We promote student and community involvement through our Facebook page, providing updates, achievements, and opportunities. We invite consortium schools to tour our facilities and involve advisory boards, including student representatives, to bridge the gap between school and industry. We hosted a construction course for women in the community, promoting trade skills and inclusivity. Additionally, we collaborate with a local college to offer a fast track to nursing, providing an accelerated pathway to a healthcare career.

These initiatives strengthen our community ties and enhance educational and career opportunities for all.

## **Sheyenne Valley Area Career and Technology Center**

We are at the beginning stages of our project yet. To this point, our expenditures have been on prep work and architectural cost of prepping the bidding document and detailed blueprints. Our project is not out to bid and bid opening is planned for June 18<sup>th</sup> at 2pm. additions.

To this point in our project, funding has been used to pay for work done by Architect, Asbestos/lead-based paint surveys, site surveying and soil sampling. Bid opening for our project is June 18<sup>th</sup> at 2pm where it will be determined how much of our proposed project, we can complete with the funding available through this grant opportunity and the matching funds available. The land and existing building have been donated to our center at a value of over \$5 million and we have access to a little over \$4 million to put toward the planned renovations and additions. In our bid documents, it was specified that our project should be bid in three sections those being, and addition of a Building trades shop space and classroom. The second being the relocation of the office area to the front of the building for safety/security reasons, creation of a new ADA compliant restroom on the West end of our building, and update of our current restrooms, and the creation of a public space to be open for internet access, telehealth visits and basic health screenings. The third and final being the creation of two new classrooms one that would better support special needs students as it includes a kitchen and laundry space to allow them to practice independent living skills as well as employability skills. The second of these two classrooms is designed to be a dedicated IT classroom with an adequate number, or outlets built in for the number of computers and screens necessary for such a program. Once the bid is in, a general contractor selected, and the scope of the project determined by the funding available a date for breaking ground and starting

the build will be selected and work started. We are hoping work will start in July of 2024.

As previously stated, if able to complete as planned, a portion of our center would be open to the public, including those who have historically been underserved, to access internet and basic health services, thereby providing equitable access to people of all socioeconomic and racial backgrounds. Each Performance Report thereafter must provide an update, using qualitative and quantitative data, on how the Recipient achieved or promoted equitable outcomes or progressed toward equity objectives during the reporting period, and any constraints or challenges related to increasing equity.

Local Hiring as those bidding the project is all from either the Valley City or Fargo/Moorhead area which is considered local in North Dakota.

Several Community meetings that included the public as well as community leaders, superintendents of our member schools and workforce development were held in preparation for our grant application and have continued periodically thereafter as funding sources and amounts became known. Our center board, who has been charged with making more detailed decisions on the project, is a good representation of our regional communities as they are comprised of school board members of our member schools within a 60-mile radius of our center. These communities include Tower City, Fingal, Buffalo, Kathryn, Valley City, Litchville, Marion, Spiritwood, Eckelson, Sanborn, Rogers, Leal, Dazey, Courteney, Hastings, Bereau, Nome, Oriska, and Buffalo

## **Lake Area Career and Technology Center**

The Lake Area Career and Technology Center expansion has been delayed due to a change in leadership but is now back on track. The design process will wrap up on July 24, 2024, with an anticipated groundbreaking in September.

## **North Valley Area Career and Technology Center**

In its application, North Valley Career and Technology Center (North Valley) proposed to build new facilities in Cavalier and Minto and expand and renovate facilities at Grafton and Park River Area, as well as purchase equipment that will directly enable work, education, and health monitoring for more students in more communities.

During fiscal year July 1, 2023 – June 30, 2024, the facilities at Minto were completed and used during school year 2023-2024. Classes were provided in the program areas of Agricultural Education, Business/Marketing Education and Health Sciences. Bids were awarded for the Cavalier and Grafton projects. Construction was started and the project is approximately 90% complete. Both the new facility at Cavalier and the expanded space at Grafton will be used during the 2024-2025 school year. The new and expanded facilities will offer new courses to 1,000 students in remote areas of North Dakota.

At its April 2024 board meeting, Cavalier, Fordville-Lankin and Minto officially became member school districts of North Valley. These additional member school districts provide sustainability and funding for programs.

Ground breaking ceremonies were held on August 17, 2023 at Cavalier and Grafton. Partners, faculty and staff, and community members gathered to show their support.



**Ground breaking ceremony at Cavalier**



**Ground breaking ceremony at Grafton**

**An Open House was held at Minto on June 17, 2023. Open houses are scheduled for September 2024 at Cavalier and Grafton.**

**During the 2023-2024 school year, 43.31% of students attending Minto Public Schools qualified for free & reduced lunch per the National School Lunch Program guidelines. New classes in Health Sciences, Agricultural Education and Business Education help students whose families struggle economically learn about high paying, high demand jobs while giving students a head start to a career.**

**Our greatest challenge was waiting for the federal funding to be approved for our project. As we were waiting, construction and equipment costs kept rising. We are grateful that the State of North Dakota added funding to our project to cover inflationary costs.**

**The ancillary costs incurred by our project have been minimal. Two letters giving updates on the project were sent to all who pledged to provide financial support to the project. The letters were great reminders for people to send in their pledged amounts.**

**Our region is home to the highest percentage of Hispanic population in the State of North Dakota. 27.2% of students who attended North Valley in 2023-2024 were of Hispanic descent. A majority of the Hispanic population came to Northeast North Dakota as migrant farm workers and, as machinery and chemicals have replaced the farmworker jobs, many have become permanent residents and work at manufacturing plants in the region. Many of their children and grandchildren are the first in their families to graduate high school.**

**One of the keys to growing a vibrant regional workforce is having students in career pathways, requiring an annual job shadow for every student enrolled in a North Valley class, and a summer internship job fair and summer internship opportunities to see the availability of high paying, high demand jobs in our region. During 2023-2024, 318 North Valley students were surveyed as to their skills (classes) and interests, 284 students completed a 4-hour job shadow, 318 North Valley students attended the summer internship fair, and 49 students are working as summer interns in their career pathways, earning high school credit and pay while filling a workforce gap in the local economy. Just as important, students are building relationships with mentors who can help them with their future career goals either through the Career Builders Scholarship Program to continue their training/education or through a permanent position job offer.**

**North Valley hired a Career Pathways Coordinator for school year 2023-2024 to coordinate the work-based learning opportunities, coordinate dual enrollment opportunities with the colleges and universities for future classes (Automated Manufacturing and Precision Agriculture), assist in the expansion of North Valley programs, and coordinate summer camps. The Coordinator communicated with students and families through social media and is the contact person for industry representatives.**

**North Valley continues to offer Commercial Drivers License, Certified Nursing Assistant and welding training to adults in our region through the North Valley Workforce Education Program. This helps to make good use of our facilities and equipment. During 2023-2024 15 adults were trained and received their CDL certification, 15 adults were trained and received their CNA certification and 5 adults received welding training. Truck drivers, health care workers and welders are on the list of North Dakota jobs in high demand.**



**The guidelines of the Davis-Bacon Act were followed during the new construction at Minto.**

**North Valley Career and Technology Center is governed by a board consisting of a representative from each member school district. The Center Director provides a report at each monthly board meeting. Board members take back the information to their local school boards.**

**More than 90 donors have pledged financial support to our capital projects.**

**More than 135 businesses served as job shadow sites in 2023-2024.**

**North Valley works with area school principals and counselors to give annual tours to all in-coming students. Principals, counselors, and students are provided an updated course catalog annually. The course catalog is posted on our North Valley website.**

**A Spanish speaking translator is available through Grafton Public Schools should the need arise. We have had CNA adult refugee students from Ukraine who use Google Translate on their phones when they need translation services.**

**We have hired two additional Health Sciences teachers in the past two years due to facilities construction. Health Sciences students will do health monitoring screenings during the 2024-2025 school year at parent-teacher conferences at all three of our locations.**

**Seventeen of our 2023-2024 Health Sciences students at Grafton have received their Certified Nurse Assistant certification. Most are now working at nursing homes and hospitals in our region, helping with the healthcare worker shortage.**

**All 9<sup>th</sup> grade students from our member districts attended Scrubs Camps held in partnership with our member school districts, Unity Medical Center and First Care Health Center during the 2023-2024 school year. Each student attends six different hands-on sessions to help them understand many of the job opportunities available at the hospitals.**

**Students in the North Valley Extended School Project in seven school districts take part in 10-minutes-a-day fitness workouts provided by members of the Unity Medical Center physical therapy department.**

**Marvin, the largest manufacturer in our region with more than 500 employees at its Grafton location, has begun to hire workers from Puerto Rico. School administrators have been meeting with Marvin managers to develop plans to help in the educational transition of their children.**

## **Career Impact Academy**

**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, postsecondary 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 of Career & Technical Education best practices.

### Location and Infrastructure

The city of Grand Forks is rurally isolated and yet is North Dakota's third largest city. With 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 CIA has begun (official groundbreaking in October 2023 pictured right) and is set to open in fall 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 positioned near public and private sector partners.



### Design

The building itself (3D rendering pictured left) 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 the trades and auto industries. Sandboxes, and prominent placing of the windows, visibility along a main corridor within the community, and the ability to host

events allows businesses to showcase their equipment and industry.

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 local and regional industries such as health sciences, culinary arts, manufacturing, and building trades. Provided funding is for the capital expenditures for the construction of the Career Impact Academy as outlined within the approved program plan.

During this reporting period, the Career Impact Academy finalized the Construction Documents (July, 2023), which was completed 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 Career Impact Academy construction began with a symbolic Groundbreaking ceremony on October 2, 2023. Construction of the facility will take approximately 16 – 18 months, with an end date of Spring, 2025. In addition to the groundbreaking ceremony, the final support beam was also celebrated on February 29, 2024. February is National CTE month, so it was a terrific way to celebrate the final beam installation during this month! In early March, North Dakota Governor Doug Burgum visited the construction site and called the project, “the model for what private and public joint investments should be throughout the state.”

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 now is projected to be \$30.5 million. PCL/Community Contractors has been holding weekly construction, architect, and owner (OAC) meetings, and plan to have the building envelope enclosed by the end of the summer.

The district has begun the procurement process of the identified equipment for the Career Impact Academy, starting with the Culinary Arts lab as detailed shop drawings of the equipment is necessary prior to installment of the concrete floor to ensure the in-ground utilities, drains, etc. are coordinated correctly. The next lab within the facility that will procure the identified equipment will be the Automotive lab, also located on the main level of the facility.

The construction schedule is on track for substantial completion in Spring, 2025, with a projected opening of August for the start of the 2025-2026 school year.

**Promoting Equitable Outcomes**

**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, 2024). 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.

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).

#### **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 six school districts are committed to continuing to partner with the GFPS and CIA Steering Committee to provide CTE programming in this first-class facility: Central Valley, Hatton, Hillsboro, May-Port CG, Northwood, and Thompson.

During the reporting period numerous presentations about the Career Impact Academy project and progress were provided to school boards, finance committees, service organizations, educator associations, and student body presentations. Promotional materials were procured and being used to advertise and promote the opening date of the facility.

#### **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 with the inaugural committee meeting held on November 15, 2023. 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.

<b>TABLE 5: GFPS CIA WBL ADVISORY COMMITTEE MEMBERS</b>		
<b>NAME</b>	<b>ORGANIZATION/BUSINESS</b>	<b>TITLE</b>
Dr. Kris Arason	Red River High School	Principal
Becca Cruger	Grand Forks Region Economic Development	Dir. of Workforce Development
Paul Zettler	Grand Forks Public Schools	WBL Coordinator
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 Perry	University of North Dakota	Asst. Professor
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
Monty Johnson	Northland Community & Technical College	Dean of Technical Programs
Sheri Jerde	Community High School	CTE Teacher

<b>Dustin Hillebrand</b>	<b>North Dakota Job Service</b>	<b>Workforce Center Manager</b>
<b>Shari Elgin</b>	<b>Construction Engineers</b>	<b>Human Resources Manager</b>
<b>Dan Driessen</b>	<b>Lake Region State College</b>	<b>Assistant VP of Student Affairs</b>
<b>Cara Davis</b>	<b>Grand Forks Public Schools</b>	<b>Career Educator</b>
<b>Paul Strande</b>	<b>Grand Forks Central High School</b>	<b>CTE Teacher, Building Trades</b>
<b>Alexus Tatum</b>	<b>Altru Health System</b>	<b>Education Coordinator</b>
<b>Dani Rowekamp</b>	<b>Red River High School</b>	<b>Healthcare Clinical Coord.</b>
<b>Chelsea Mellenthin</b>	<b>University of North Dakota</b>	<b>Dir. Career Engagement</b>

During the reporting period, the Career Impact Academy was selected as a national semi-finalist 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 was very timely given the district’s receiving the North Dakota Department of CTE Work-Based Learning (WBL) grant, and employing of the district’s first WBL Coordinator.

**English Learners**

During the 2022-2023 school year 13% of all high school students within the Grand Forks Public Schools were limited English proficient. During the recent 2023-2024 school year, the District saw a significant rise in the ML population, growing from 290 to 419, representing a 45% increase in students. To accommodate this larger special populations subset of students, the District has hired 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 to the opening of the facility.

## **Cass County Career and Technical Education Center**

The Career Innovation Center (CIC) is a public-private capital project that spans K-12 to post-secondary and includes community partnerships from business and industry clusters to city and county entities. The CIC's vision creates a K-14 partnership to expand career and technical education while initiating intentional career exploration connections to post-secondary education, adult training, and workforce development.

Oversight of the CIC project is a collaborative approach between the Cass County Career and Technical Education Center (C3TEC), the NDSCS Alumni Foundation (NDSCD-AF), and North Dakota State College of Science (NDSCS). The C3TEC consortium of K-12 public schools includes Central Cass, Fargo, Northern Cass, and West Fargo Public Schools. Business partnership ranges from business to health care and agriculture to trades.

As a hub for career connections, the CIC continues to plan for programming to increase career awareness and preparation. This work serves as a driver for workforce development in the region and state. Leaders and instructors continue to collaborate with RLE architects to plan for learning spaces that will open the fall of 2025 in the areas of agricultural education, allied health, construction trades, and general education. Health monitoring and mental health support are being planned through counseling services, advanced allied health programs, and broadband delivery channels.

Over the past year, the CIC has experienced several significant opportunities to advance the capital project. Following the 2023 69<sup>th</sup> North Dakota (ND) Legislative Session, state funds were provided to offset inflationary costs. Unused Coronavirus grant funds were also reallocated earmarking additional funds toward the CIC project. Both shifts were essential to maintain the CIC vision and support for career exploration and workforce development programs. Changes in North Dakota Century Code also increased options to partner with the NDSCS-AF for ownership, construction management, and fiscal services. The momentum from all actions contributed to a revised joint agreement between the North Dakota Department of CTE, the Cass County CTE Center, and the NDSCS-AF, increasing confidence with stakeholders to proceed with the design timeline and bid process. Once funds were released from the federal government to ND, NDSCS-AF architects and project managers hit the ground running to finalize exterior and interior fit-ups with stakeholders and aligned work to appropriate funding sources.

Over the past year, the CIC has met some challenges with overall costs for the full project. Although bids were received at desirable levels, difficult decisions were required to complete programs in phases to allow for exterior fit-up with opportunities to complete interior spaces as funds become available. Community discussions persist to evaluate options to seek additional funding to retrofit all learning spaces to desired levels, yet funding streams are more challenging under the current economic climate.

Construction delays have reduced options for schools to utilize learning spaces as originally planned, thus requiring schools to locate alternate options for career and technical education.

Since obtaining bids in February of 2024, along with improved summer weather, work has increased, and the CIC project is quickly taking shape, outside and in. RLE architectures and CIC leaders are working to refine designs and identify electrical, HVAC, and interior finishings choices. Furniture and equipment reviews have started with stakeholders to ensure functionality, curriculum intent, and innovation to attract students and meet industry skill demands.

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 20% complete.

- A CM has been 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. The plan is to open the facility, with three quarters occupancy, in the Summer of 2025.
- The funding dollars requested from the grant, through 6.30.2024 totaled \$1,854,458.23. Total interior fit-up of the project is approximately \$14,487,000 for the \$57,000 sq ft. During the next quarter the project will move forward with the interior fit-up being continued.
- A challenge we are facing and working on is a shortfall of nearly 12 million to complete the entire interior fit up of 87,000 sq ft and all FF&E for the project. The Foundation, College and Cass Country are working to resolve the short fall.

#### **Objectives:**

The vision for the Career Innovation Center (CIC) is student-focused with flexibility. This determined focus will include strategies to rethink time in learning and reduce barriers to increase access and participation through both face-to-face and online options. Events from career fairs to summer academies, and general education to career and technical education will expand exploration and impact learners from elementary to post-secondary. Options to redesign time and delivery will extend options to rural schools in the region.

#### **Awareness:**

Over the past year, the CIC planning teams continues to evaluate delivery options and develop satellite programs to extend access to rural public member schools of Central Cass and Northern Cass. Collaboration has started to cultivate potential schools such as Kindred and small inner city private schools. The urban schools of Fargo and West Fargo will now have access to additional constructions labs and a new agricultural space. Partnerships between NDSCS and the K-12 schools has increased dual credit courses in both general academic and CTE courses, along with technical certifications in certified nursing assistance, pharmacy technicians, CDL, unmanned aerial systems, and welding.

Advisory committees have been formed to provide input on all program areas, increasing knowledge of the CIC and future curriculum offerings. The following events have increased awareness over the past year:

- August 2023 K-12 Principal presentation and schedule feedback
- September 2023 C3TEC Superintendent and NDCTE leader tour
- October 2023 RLE design meetings and instructor input
- November 2023 Funding discussions and advisory board input
- December 2023 Funding discussion and advisory board input
- January 2024 Coordination of bid process
- February 2024 Agricultural advisory committee launches
- March 2024 Agricultural advisory committee equipment input
- April 2024 FMWF Chamber of Commerce presentation
- May 2024 Stakeholder input on FF & E

**Outcomes:**

With a focus on equitable outcomes, school districts are beginning to transform from a fixed mindset to a growth mindset around skills-based, competency-based learning outcomes versus seat time, thus embracing flexible schedules and online delivery or hybrid courses. 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 talents, 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 government entities to navigate funding options which will support the CIC in meeting construction timelines and equitable access for all with transportation, technology, and dual credit.

The Capital Projects were bid out and managed by a professional construction management firm to align with federal and state guidelines. The NDSCS-AF board and NDSCS leader teams have assumed oversight to monitor labor standards for effective and efficient management of project costs and construction. Comstock project managers continue to provide high-quality oversight on the construction site while REL architects are monitoring design standards to meet codes. The project itself is a driver for economic development through employment opportunities for workers and the purchase of materials from businesses in the community.

Over the past year, community awareness and conversation have increased as construction has evolved. A new highway running past the CIC on 64<sup>th</sup> Avenue South in Fargo has created a visible presence, also increasing the projects' reality with community stakeholders and members.



The NDSCS website has been a landing point for community members to learn about the Career Innovation Center and view construction updates. [Ground Breaking Celebration | NDSCS Alumni/Foundation](#). The C3TEC Governance Board and NDSCS-AF Board continue to engage in discussion as leaders and with community members to advance CIC awareness and the vision for future programming.

An ad hoc committee of representatives from the C3TEC Governance Board, the NDSCS-AF Board, and the ND Higher Education Committee was formed to discuss funding gaps and explore possible strategies to expand sources. This also led to input from local legislators and state leaders.

Construction tours with community leaders, K-12 superintendents, legislators, and instructors contribute to sharing the vision and provide a platform to share ideas as construction continues.

Career and technical education advisory committee meetings serve as a foundation for stakeholder engagement and curriculum input. Meetings also allow for feedback on industry trends, equipment, partnership activities, funding support, or in-kind donations.

For the 24-25 school year, planning meetings will define operational plans to ensure support and oversight for the launch in 2025. A public relations campaign will be designed with stakeholder input to expand community awareness through tours and media promotion. Superintendent and principal groups will actively engage with logistical planning of schedules and strategies to communicate course offerings to maximize learning options for academics and CTE programs to increase student and adult participation.

## **Southeast Region Career and Technical Education Center**

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, it 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 on 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 2-4, and expect to have priority 1 done by the end of September 2024. 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, with the exception of the greenhouse that has been scheduled since with expected completion this fall of the greenhouse structure. Priority 3 was done and has been implemented for the fall of 23. Our priority 1 is currently under construction and plans to be available to students and community members by 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.

The Capital Projects funding was used to:

- (Opened Fall 2022) Convert and expand an existing facility to create added instructional space for the Lisbon, for the purpose of housing:
  - A separate construction lab / woods lab
    - Future plans 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 provides 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.**
- **(Opening Fall 2024) Created a new CTE satellite center in Edgeley ND, where rural students from Kulm, Edgeley and possibly other local schools to attend. We built a new facility that accommodates 6,250 sq ft of Ag shop/classroom space.**
  - **Edgeley has 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 out grew this space and added an Ag program as well, so we really out grew 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 in Precision Ag, Advance Manufacturing, and Health Sciences.**

**Total costs at this time for the Capital Projects listed above from all funding sources = \$8,000,000.**

**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 2-4 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.

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.

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 local 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 52 years providing classes are 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 looking forward to adding Education training for high school students, during the 2024-2025 school year. 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 trainings 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 have included 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 to use of our center facilities have already increased from community members. We anticipate this trend will continue as more community awareness is generated.

#### *4. 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 an absence of such facilities in the region, or the current inadequacy of existing facilities. A 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.

#### *5. 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.

#### *6. 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.**

#### *7. 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.**