

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

**Coronavirus Capital Projects Fund**  
2025 Report

**North Dakota Department of Career and Technical Education**  
**2025 Recovery Plan**

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## **GENERAL OVERVIEW**

### *1. Program Information*

- Approved Program Plan number – CPFFN0155
- Program start date – January 1, 2022
- Program end date – June 30, 2026
- Actual CPF funds allocated to this Program - \$74,595,701

### *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 all projects still scaled back costs.**

**During FY2024-25 all projects were able to get underway, at various states of progress, which will be detailed later in the report. Most of the projects are complete, with the remainder of the projects nearing completion. We anticipate all grants and projects will be completed in the fall 2025.**

**During FY 2024-25, \$20,320,389.11 has been distributed to 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 are for projects:**

- **Completion of all projects. All projects are scheduled to be completed in the fall 2025**
- **Close out the CTE portion of the CCPF Program.**

**Enrollment and utilization data are provided for projects completed in the 2024-25 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.**

#### **Individual Program Plans:**

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

#### **Use of Funds**

The Coronavirus Capital Projects Fund was allocated to finance the construction of the Williston Basin Career and Technical Education Center. This facility represents a significant investment in the region's workforce development, providing high school students access to advanced technical education and training across multiple high-demand, high-wage industries.

#### **Activities Implemented During the Reporting Period**

- Construction of the WBCTE Center was completed in August 2024.
- The facility was prepared for full instructional use, with students occupying classrooms and labs by the start of the 2025–2026 academic year on August 21, 2025.

#### **Key Milestones Achieved**

- Groundbreaking occurred in May 2023.
- Facility completion was achieved in August 2024.
- A ribbon-cutting ceremony and community open house were conducted, drawing strong attendance and engagement from regional stakeholders.

#### **Outputs Produced and Outcomes Achieved**

- Full operational capacity of the WBCTE Center was realized in August 2024.
- Student enrollment increased by more than 100 students between August 2024 and August 2025.
- Membership school participation, excluding Williston High School, more than doubled within the same period.

#### **Activities Planned for the Next Reporting Period**

- Expansion of student enrollment across all program areas.
- Addition of new course offerings to align with evolving workforce demands.
- Collaboration with Williston State College and TrainND to provide adult education, community training, and industry-led programs within the facility.
- Increased utilization of the facility through rental agreements for workforce development initiatives.

#### **Beneficiary Narratives and Success Measurement**

The primary beneficiaries are high school students from rural and high-poverty areas within Northwest North Dakota. These students now have access to modern instructional spaces, advanced equipment, and industry-aligned training programs designed to prepare them for post-secondary education and careers.

Success will be measured through:

- Enrollment growth and retention rates.
- Program completion and credential attainment.
- Surveys of student engagement and industry satisfaction.
- Employment and workforce placement outcomes for program graduates.

## **Challenges and Status**

Budget constraints and inflation posed challenges during the construction phase; however, through diligent project management and strategic cost-control measures, the facility was completed to a high standard of quality. Minor operational adjustments, typical of a new facility's first year, were effectively managed. The 2025–2026 academic year commenced successfully, with no outstanding risks to report.

## **Ancillary Costs**

Ancillary costs supported outreach efforts, including media campaigns, podcasts, and community relations activities designed to raise awareness of available programs and facility benefits. Engagement with industry stakeholders ensured that programming remained aligned with workforce needs and provided long-term sustainability for the center.

## **Addressing Critical Needs**

**a. Objectives:** The WBCTE Center was intentionally designed to serve communities characterized by rural settings, high poverty rates, and rapidly changing workforce demands due to regional economic activity in the Bakken area. The facility addresses gaps in access to advanced career and technical education and creates pathways to high-demand occupations.

**b. Awareness:** Extensive awareness initiatives were undertaken, including public information campaigns, school district outreach, and targeted media appearances such as podcasts and news features. These efforts ensured that students, families, and industry partners were informed about program availability and facility resources.

**c. Outcomes:** Key outcomes achieved during the reporting period include:

- Full utilization of the WBCTE Center beginning in August 2024.
- Significant growth in student enrollment and industry collaboration.
- Expansion of access to modernized technical education for historically underserved communities.

Qualitative and quantitative data, such as enrollment figures, participation rates, and stakeholder surveys, will continue to be collected to measure ongoing impact.

## **Labor**

The WBCTE Center construction adhered to prevailing wage requirements and prioritized local workforce participation. These labor practices ensured the delivery of a high-quality facility while contributing to regional economic stability through employment opportunities.

## **Community Engagement**

**Engagement Efforts:** Advisory board members, educators, and industry representatives were actively engaged in planning and development phases, contributing to facility design, program structure, and operational planning.

**Outreach Activities:** Public information sessions, marketing initiatives, and media campaigns helped communicate program offerings and highlight the benefits of career and technical education to students, families, and the broader community.

### **Future Engagement Plans**

- Expansion of mentorship and internship programs with industry partners.
- Increased utilization of the facility for workforce and community training programs.
- Continued outreach to maintain strong engagement with stakeholders and regional partners.

**Project Closure and Lessons Learned:** The WBCTE Center was completed on schedule and within budget, officially opening in August 2024. Lessons learned throughout the project include the importance of:

- Early and ongoing stakeholder involvement in facility design and program development.
- Strategic financial planning to address inflation and supply chain challenges.
- Building flexibility into facility design to support future program growth.

WBCTE Center has been met with positive feedback from students, teachers, and industry partners, positioning it as a vital resource for workforce development in Northwest North Dakota.

### **Civil Rights Compliance**

Recipients of Federal financial assistance from the Treasury are required to meet legal requirements relating to nondiscrimination and nondiscriminatory use of Federal funds. Those requirements include ensuring that entities receiving Federal financial assistance from the Treasury do not deny benefits or services, or otherwise discriminate on the basis of race, color, national origin (including limited English proficiency), disability, age, or sex (including sexual orientation and gender identity), in accordance with the following authorities: Title VI of the Civil Rights Act of 1964 (Title VI), 42 U.S.C. 2000d-1 et seq., and the Department's implementing regulations, 31 C.F.R. part 22; Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C. 794; Title IX of the Education 16 Amendments of 1972 (Title IX), 20 U.S.C. 1681 et seq., and the Department's implementing regulations, 31 C.F.R. part 28; Age Discrimination Act of 1975, 42 U.S.C. 6101 et seq., and the Department's implementing regulations at 31 C.F.R. part 23. In order to carry out its enforcement responsibilities under Title VI of the Civil Rights Act, Treasury will collect and review information from Recipients to ascertain their compliance with the applicable requirements after providing financial assistance. Treasury's implementing regulations, 31 CFR part 22, and the Department of Justice (DOJ) regulations, Coordination of Non-discrimination in Federally Assisted Programs, 28 CFR part 42, provide for the collection of data and information from Recipients (see 28 CFR 42.406). Treasury will request that Recipients submit data for post-award compliance reviews, including information such as a narrative describing their Title VI compliance status. Treasury may also request certain Title VI compliance information on an annual basis. This information may include questionnaires, narratives, and assurances describing Recipient compliance with Title VI.

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

### **Uses of Funds**

CPF funds enabled the renovation of 71,000+ square feet across three buildings at the North Campus site in Dickinson, creating 24 classrooms and 9 labs. This investment delivered state-of-the-art CTE spaces for secondary and postsecondary students, supporting high-skill, high-wage, high-demand careers for an eight county region in southwest North Dakota.

### **Key Activities and Milestones Achieved**

- Renovation milestones: Building A (Feb 16, 2023), Building B (Aug 24, 2023), Building C (Aug 22, 2024)
- Equipment investment: welding booths, heavy equipment simulators, CDL training truck, commercial kitchen, medical simulation mannequins, cybersecurity labs, and ag mechanics tools
- Program launches: 14 secondary programs plus 2 Dickinson State University-led dual-credit programs
- Enrollment: 2,677 duplicated enrollments in 2024–25 (FACS 921, Business 489, Agriculture 400 and more)
- Credentials: CNA, EMT, CPR, ServSafe, welding, CDL, Autodesk, PLTW certifications
- Work-Based Learning: DHS graduates with WBL rose from 7% (2022) to 33% (2025), supported by 70+ partners

### **Planned Activities (Next Reporting Period)**

- Expand dual credit and credentialing opportunities with DSU
- Strengthen internships/apprenticeships
- Recruit additional instructors in Diesel Tech, Heavy Equipment/CDL, Welding, Agriculture and IT
- Look to develop new programming in automation, operation, construction management and aviation

### **Beneficiaries and Measurement**

Beneficiaries include students from seven high schools, homeschool families, and DSU programs. Measurement includes enrollment counts, credential attainment, WBL completion, surveys, and graduate outcomes.

### **Challenges**

- Inflation and supply chain delays increased costs and slowed equipment delivery and opening of buildings
- Instructor shortages; mitigated with industry partnerships and proactive recruitment

### **Ancillary Costs**

- Outreach/marketing: parent nights, tours, social media
- Employer engagement: advisory committees, open houses, industry days

## **Addressing Critical Needs**

### **a. Objectives**

Critical needs defined as: (1) Rural students with limited CTE access, (2) Families without nearby postsecondary options, (3) Industries with worker shortages. Communities served include Dickinson, South Heart, Belfield, Killdeer, New England, Beach, and other communities throughout southwest North Dakota

### **b. Awareness**

Awareness efforts included school district partnerships, social media, workforce/chamber outreach, and open houses for parents and students.

### **c. Outcomes**

- Expanded access to 1,118 students region-wide (2025)
- Closed gaps in healthcare, CDL, welding, agriculture
- Telehealth office and Health Sciences program added additional health monitoring opportunities
- WBL pipeline: 70+ businesses engaged
- Methods: surveys, enrollment/credential data, WBL tracking, graduate follow-ups
- Launch two additional mobile learning labs (heavy equipment/culinary) to support rural students.

## **Labor**

All construction complied with prevailing wage requirements. Local contractors (Roers, Tooze, Magnum, Central Mechanical, Electric Sales and Service) were engaged, providing employment and supporting local recovery. Workforce practices emphasized quality, timeliness, and strong labor standards.

## **Community Engagement**

### **Engagement Efforts**

- Schools/Postsecondary: seven high schools and Dickinson State University
- Industry: 70+ employers including Baranko Brothers, Butler Machinery, Sax Motor Co., CHI Health, Sanford Health, Bravera Bank, Gooseneck Implement, ABLE
- Community Orgs: Southwestern District Health Unit, Stark Development Corp, Dickinson Chamber, Roosevelt/Custer Regional EDC
- Student/Parent Outreach: nights, showcases, eighth-grade recruitment

## **Quantitative Highlights**

- 2,650+ CTE enrollments in 2024–25



- Industry advisory committees in all program areas
- 3+ open houses annually with 200+ attendees
- Academy Expo with over 1200+ student participants

### **Future Engagement Plans**

- Expand advisory committees to rural employers
- Market student success stories
- Deploy additional mobile learning labs to rural districts

### **Civil Rights Compliance**

SWCTE complies with Title VI, Title IX, Section 504, and Age Discrimination Act. Equal access regardless of race, color, national origin, disability, age, sex, sexual orientation, or gender identity. All facilities are ADA accessible. Outreach materials are translated for LEP families. Annual nondiscrimination training is provided for staff.

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

### **Uses of Funds**

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

### **Beulah Public School District**

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

### **Hebron Public School District**

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

### **Mandan Public Schools**

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

### **New Salem-Almont Public School District**

New Salem-Almont Public School began construction on its new Career and Technical building in November 2022. The building will contain its Agricultural Education program and, in the future,

additional CTE programs. The new building, connected to the high school is 100% completed.

### Milestones

Following the completion of each site, the most significant milestone was the expansion of programming. Each school was able to offer a wider variety of classes, hire additional faculty, and engage students in enhanced learning environments—impacting approximately 2,100 students across the HRCTE partner schools. The addition of larger and specialized facilities, such as greenhouses and meat labs, enabled further course offerings. Two schools also hired additional faculty, which allowed for more specialized and advanced classes.

### **Addressing Critical Needs**

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

#### **A. Aligning Training with Local Workforce Needs**

- **Industry Partnerships:** Schools collaborate with local businesses, hospitals, manufacturers, or power plants to design programs that match regional labor demands.
- **Example:** A rural community facing a shortage of skilled tradespeople offer CTE tracks in welding, electrical work, health sciences, construction, and agriculture.

#### **B. Fostering Economic Development**

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

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

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

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

### C. Addressing Critical Social Needs

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

### D. Bridging Equity Gaps

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

### E. Strengthening Community Identity

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

### F. Promoting Retention of Young Talent

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

## Labor

Northwest Contracting served as the Construction Manager for the HRCTE project, overseeing day-to-day operations and coordinating with subcontractors to ensure the work was completed on time and within budget. Their responsibilities included managing schedules, monitoring quality, and addressing any issues that arose during construction. Northwest Contracting also ensured full compliance with prevailing wage requirements, providing oversight to confirm that all contractors and subcontractors adhered to applicable labor standards. By acting as the central point of communication between the District, architects, and trade partners, they provided consistent leadership that helped the project progress smoothly from start to finish.

## Community Engagement

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

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

### **1. Service Projects and Volunteering**

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

### **2. Partnerships with Local Businesses and Organizations**

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

### **3. Hosting Community Events**

- Students organized workshops, career fairs, or competitions that are open to the public. In Mandan, the FBLA organization is building a CTSO fair for 8<sup>th</sup> graders.
- These events help raise awareness of local issues, provide educational opportunities, and strengthen school-community relationships.

### **4. Promoting Career Awareness**

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

### **5. Leadership Development for Social Impact**

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

### **6. Cultural and Civic Engagement**

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

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

# Bakken Area Skills Center

## Executive Summary

The Bakken Area Skills Center (BASC) has made significant strides in expanding access to high-quality career and technical education (CTE) across western North Dakota. Through strategic partnerships, targeted outreach, and innovative programming, BASC has increased student engagement, broadened program offerings, and strengthened industry collaboration.

Key accomplishments include:

- Total Students Served Fall 2025: **450 (220 online, 230 in-person)**. A significant increase from Fall 2024 enrollments.
- Delivery of online CTE courses to students from **39 school districts**. A significant increase from Fall 2024 school interest.
- Expansion of **Work-Based Learning (WBL)** opportunities, **Cooperative Work Experience** and Industry engagement through events like **T4 & Hands-On Days**.
- Partnered with BSC to deliver adult **Oil & Gas Training** and **Petroleum Technology courses and Certified medical Assistant**.
- **WSC-Dakota Nursing Program** is now located at the BASC.
- **WSC** also delivers **GED & ELL** evening course from the BASC.
- Strengthened partnerships with Williston State College, Bismarck State College, Golden Path Solutions, Train ND Williston, Train ND Bismarck, and the Corps of Discovery.
- Strategic partnership with **Train ND Williston** and **Train ND Bismarck** for high school CDL courses and the coordination of hands-on days at both locations.
- Increased collaboration among counselors of BASC member schools & **work-based learning coordinators** through **monthly counselor** meetings.
- **Cooperative Work Experience** has expanded to Burke Central and Powers Lake through our regional Work-Based Learning Coordinator.

## Uses of Funds

Funds were used to:

- Develop and deliver hybrid and in-person training programs in high-demand fields such as Automation, CDL, Heavy Equipment Operators, Building Trades, Health Career and Welding.
- Support online course delivery infrastructure and instructor collaboration with Williston Basin CTE and RACTC. Promote BASC programs through school visits, social media campaigns, and the launching of new program specific video campaigns.
- The BASC hosted various industry engagement events including luncheons, presentations, and scheduled various field trips per program. We also invited all area school districts to the BASC for **ONEOK Day, Komatsu Day, Healthcare Industry Day, Trades Day, Women of Industry Day**. We also hosted the **NDSU-Bison to the Bakken Day** and **UND-Energy Hawk Day** that included Industry representation and engagement.
- We expand our training facility and development of an outdoor sandbox for Heavy Equipment Operator training with donated equipment from Industry.

## Performance Indicators and Program Outputs

### Enrollment & Participation:

- Total Students Served Fall 2025: **450 (220 online, 230 in-person)**
- Schools Participating in BASC Online CTE courses: **39**

### Key Outcomes and Impact

- Increased Student Interest: School visits to all BASC Member Schools, such as; Parshall, Stanley, Burke Central, Divide County, and Alexander generated strong student interest.
- Expanded Reach: Online CTE courses now serve students from 39 districts.
- Workforce Readiness: Students gained hands-on experience and industry exposure through field trips and hands on training days. Students from the BASC experienced Hands-on Training days at **Train ND Williston, Train ND Bismarck, Bobcat Doosan** facility in Bismarck, Healthcare field trips at various facilities in Northwest ND.
- Industry Collaboration: Events like the Special Ed & WBL Luncheon and Commerce Luncheon fostered stronger ties with local employers.
- Career Exploration: Watford City hosted the **T4 event**, Participation for our students in national events like HOSA ILC in Nashville provided BASC students with leadership and networking opportunities.

### Challenges and Opportunities

#### Challenges:

- Limited initial engagement from some member schools during the 24-25 school year (e.g., Mandaree, New Town), though follow-up visits have improved interest in the 25-26 enrollments. We will continue to build these relationships and our efficiency to deliver Online CTE curriculum to rural school districts.
- Scheduling and coordination of hands-on training days across multiple sites and partners. We have developed a strategic hands-on days calendar and placed this on our website for the 25-26 school year.

#### Opportunities:

- Continued growth in online enrollment and cross-district collaboration.
- Expansion of Corps of Discovery modules to 25 districts. Work with the Corp of Discovery Director and Board to vertically align the modules with our CTE curriculum and programs.
- Strengthening partnerships with as many higher education institutions and all industries to align training with workforce needs for the Bakken region.

## Minot Area Workforce Academy

## Executive Summary

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

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

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

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

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

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

## Uses of Funds

The Capital Projects funding was used to:

- (Opened Fall 2023) Convert and expand an existing facility to create the **Minot Area Workforce Academy**, a new Area Career & Technology Center, for the purpose of housing:
  - A new Commercial Driver's License training program
    - Trained 23 high school students; 18 earned Class A permits; 9 Class A licensed
    - 24 students enrolled for the 2025-2026 school year – 16 face-to-face; 8 hybrid distance education
    - Future plans to provide training to community adults

- An Early Childhood training program and Learning Lab
  - Partnership with Head Start
  - Trained 32 high school students
  - Held at least 2 student-ran pre-school programs per year
  - All students placed in at least 2 early childhood work-based learning experiences
  - 29 students enrolled for the 2025-2026 school year
  - Increased interest and enrollment in Teaching Profession coursework
- Career Development services
  - Collaborate with school counselors to deliver district and area center wide career awareness, exploration, and preparation activities
- Work-based learning services
  - Increased community connections
  - For the 2024-2025 school year, 66 students completed an internship and 70 students completed job shadows along with the multitude of simulated work-based training taking place in the CTE classrooms
- A large community Multi-purpose/Skills Training Center
  - Held various educational training, career awareness, and legislative committee events
  - Public Wi-fi accessible – available at all MPS/Minot Area Workforce Academy facilities
  - Public health entities have toured the facility and are making plans for future activities
- MPS CTE/Area Career & Technology Center administration
- (Opened Fall 2024) Convert and expand an existing facility to create **Minot North High School** for 9-12th grade students with addition of multiple career and technical education programs for the purpose of expanding CTE and community opportunities.
  - New CTE Program Facilities include:
    - Agriculture Education
      - Dedicated FFA classrooms/lab spaces
      - Shared Welding & Wood fabrication labs
      - Agricultural Processing lab
    - Building Trades – shared fabrication lab
    - Business/Marketing/IT
      - The Outlook – student operated school store
    - Engineering & Technology
      - Shared Woods fabrication lab
      - STEM lab for robotics & drone technology
    - Family & Consumer Sciences
      - Culinary Kitchen
    - Health Sciences
      - Biomedical Sciences
      - Medical Careers
    - Welding Technology
      - Share Welding fabrication lab
- NOTE: Minot Area students also have access to additional CTE program opportunities available at Minot High School which include Aviation, Auto Collision & Repair, and Auto Technology. These programs were not funded by Capital Projects Funding.

## Addressing Critical Needs



**Objectives:**

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

**Awareness**

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

**Outcomes**

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

**Labor**

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

**Community Engagement**

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

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

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

- Parent events – ND Scholarship; FAFSA Information
- Temporary home to Souris River Campus Alternative Learning Center
- Minot Area Chamber EDC - Workforce Summit
- Minot Area Chamber EDC – Military Affairs meeting
- Western Dakota Honor Flight Pre-flight meeting
- Gardening Saturday Conference
- Minot Youth Workforce Session
- Students preparing for non-traditional career awareness event – *Drone Academy*
- CTE Community Advisory Committee program meetings

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

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

#### Civil Rights Compliance

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

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

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

### **Executive Summary**

The current strategic plan for Bismarck Public Schools includes an objective on preparing for the future workforce through career and technical education. As part of this strategic plan our goals are to provide career awareness activities that introduce students to a wide range of careers and workforce concepts; create an inclusive and adaptable CTE program by expanding course offerings and flexible scheduling options to support individual career interests; expand access to high-quality work-based learning opportunities; collaborate with community partners, and design and implement a model for authentic learning experiences that connect education to real-world problems.

Bismarck Public Schools has completed a majority of phase 1 including the unconditioned shell, shop space finishes, and mezzanine. Projected completion date of phase 1 is October 2025. Projected enrollment for CTE classes continues to grow specifically for programs planned at the new site which include agriculture and construction.

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.

## Uses of Funds

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

- Activities implemented over the reporting period, including summaries of key milestones achieved, outputs produced, and outcomes achieved.
  - Design was completed and the project was bid. Construction started Fall of 2024 and phase 1 is scheduled to be completed late Fall 2025.
- Activities planned for the next reporting period.
  - Construction and additional fund raising to complete the building.
  - Continuous development of additional building trade programs including plumbing, electrical and heating, ventilation and air conditioning.
- Narratives about individuals/households benefiting from CPF funds, including information about methods used for collecting and measuring success.
  - Offering Career and Technical Education for all students. This includes both public and private schools in the area.
- Notable challenges and the status of each challenge.
  - Fundraising. We need to raise approximately \$3 million to complete the project.
  - Inflation continues to be a concern for both finishing and operating the facility.
- Overview and outcomes of ancillary costs incurred to support bringing the capital asset(s) into full use.
  - Communication with industry partners, advisory committees, parents and others to both guide and support programming for the future.

## Addressing Critical Needs

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 communities, 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: Was it convenient 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 needs in these communities, such as closing gaps in broadband access, reaching universal levels of service, and increasing access to digital connectivity devices or community facilities that directly enable work, education, and health monitoring? Please include other outcomes as relevant to policy

objectives. What methods (e.g., surveys, interviews) are being used (if applicable) to quantify and qualify Project and Program outcomes?

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

Bismarck Public Schools regularly completes local needs assessment as required by the ND CTE to inform programing decisions

### **Labor**

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

Current contracts in place exceed the prevailing wage requirements and all contractors are local to the area.

### **Community Engagement**

Recipients should report on (and include quantitative information, such as counts, about) the following activities related to community engagement in support of the implementation and operations of each Program and related Projects:

- Community engagement efforts and activities that occurred with and/or in communities served by the Program.
  - 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.
- Outreach, advertising, and translation activities and services deployed to reach communities the Program is designed to serve
  - Bismarck Public Schools work with all forms of publications and information dissemination.
- Plans to sustain, improve, and/or grow community engagement efforts in the subsequent performance year.
  - Bismarck Public Schools will continue to monitor community engagement through surveys, etc.
  - Bismarck Public Schools will continue to hold industry partner meetings
  - Bismarck Public Schools will continue to hold advisory meetings
  - Bismarck Public Schools will continue to review ND Job Service publications

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

## Overview

During the 2024-25 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.

## Use of Funds and Progress

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 completed construction, finishing in August of 2025. Additionally, matching funds facilitated the purchase of industry-standard equipment and playground fencing for the early childhood program.

The Building Trades project began construction in May of 2025 and is projected to be completed by September 30<sup>th</sup>, 2025, being fully operational by January 2026.

The equipment has been purchased for our culinary arts facility and is scheduled for installation this fall coming online in January.

Although timing and rising construction costs have been challenges, we are still on track to achieve the grant outcomes. The time dedicated to overseeing and supporting the project is greatly outweighed by the benefits to our students and community.

## Promoting Equitable Outcomes

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% of courses.
- Overall enrollment has grown by 28% since 2018.
- Enrollment in nontraditional fields has steadily increased.
- Science achieving a target of 55.5% proficient for CTE enrolled students.

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.

## **Labor**

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**

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. Our aviation program partners with local private pilots for student training. Our early childhood program has opened a childcare for the community. We have begun discussions with local EMT/EMS to start a collaboration for training and coursework with them as well. Our students in placements in the community for Work Based Learning has climbed from 12% of graduating seniors to 22%.

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

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

### **Uses of Funds**

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

### **Addressing Critical Needs**

Construction Shop and Classroom: addresses not only a critical workforce need by training students to fill employment needs in the construction trades industry but also helps address a critical need for

affordable single family housing.

Provides access to telemedical health services in a portion of Valley City that is high poverty and may not have access to available/affordable transportation nor internet access at home. Once our renovation and addition is completed, and the space is ready to be utilized for telemedicine, this opportunity is to be advertised on our website, a sign on our boulevard, as well as fliers at the grocery store and library. We are also planning an open house to show community members the new spaces during which time we can point out the space created for telemedicine appointments to take place in.

Additionally, changes to functional space availability for our work-based learning program, Agriculture Education, Welding, Graphic Communications, and Health Careers programs all address critical workforce needs in the community, state, and nation by preparing students to enter and fill high demands roles.

### **Economic recovery, local hiring**

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

### **Community Engagement:**

In the planning of our project, we involved the school boards of the Litchville-Marion, Barnes County North, Maple Valley, and Valley City Public Schools. The Valley City-Barnes County Economic Development Committee was also heavily involved in the planning of the layout as well as the fundraising efforts to provide for the 1-1 matching funds needed for the majority of the funding allocated. Valley City State university as well as Economic Development assisted in the survey data collection that was a part of the grant application process as well. Another local group, Barnes on the Move, has involved in raising funds for the Greenhouse that was setup and was to be considered in-kind donation to count toward 1-1 matching funds if need be.

Once fully completed and setup, we do plan to offer community education opportunities in as many of our program areas as possible. For example, we have been offering community education classes in welding for those looking to fill job opportunities within one of our local welding businesses including John Deer air seeding, Malach, Tri-WG, and Sheyenne Tooling. This 40 hour course aims to provide community members with the basic welding skills necessary to either gain employment or to be considered for promotion within one of these businesses. We would look to provide similar opportunities for community members in our other program areas as well, where appropriate and applicable.

### **Civil Rights Compliance**

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

Discrimination Act of 1975, 42 U.S.C. 6101 et seq., and the Department's implementing regulations at 31 C.F.R. part 23.

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

### **Uses of Funds**

Over the reporting period, Devils Lake Public Schools and the Lake Area Career & Technical Center advanced the implementation of the Agricultural Education Building and Program. Key activities included securing design work and blueprints from ICON Architectural Firm, engaging industry and higher education partners, and finalizing program course offerings aligned with North Dakota CTE standards. Milestones achieved included approval of the project by the DLPS School Board, development of program curriculum covering agribusiness systems, natural resources, food products and processing systems, and plant systems, and establishment of partnerships with Lake Region State College Precision Agriculture, TrainND, and multiple local employers. Outputs produced during this period included program needs assessments, stakeholder surveys, and letters of commitment from partner schools and businesses. Outcomes achieved include confirmation of strong student interest and widespread community and industry support to ensure long-term program sustainability.

For the next reporting period, acquisition of equipment to support emerging technologies (such as drones, GPS systems, and simulation tools), and development of internship, co-op, and work-based learning placements with local employers. Additional priorities include hiring qualified instructional staff, launching FFA and related student organizations, and implementing dual credit/articulation agreements with LRSC.

The project is designed to directly benefit students across Devils Lake and partner districts by providing hands-on, career-aligned agricultural education in a region where agriculture is the leading industry. Households will benefit indirectly through expanded career opportunities for their students, stronger workforce pipelines, and improved economic stability for the Lake Region. Success is measured through enrollment data, participation in work-based learning, student credential attainment, and post-secondary/workforce placement. Surveys, labor market data, and school reporting systems (such as RURReady.ND and Golden Path Solutions) are used to track outcomes.

Challenges during the reporting period included supply chain disruptions for equipment and building materials, as well as scheduling alignment across multiple partner schools. These were addressed through phased purchasing strategies, flexibility in course delivery (face-to-face, hybrid, and virtual models), and coordination through the Northeast Education Services Cooperative to synchronize calendars.

Ancillary costs have focused on community engagement and program sustainability. Efforts have included outreach to local employers for internships, communication with families and students about new opportunities, and preliminary planning for fundraising to support the FFA chapter. These activities help ensure that the capital investment is fully utilized, accessible to a broad range of students, and sustainable beyond the grant period.

### **Addressing Critical Needs**

#### **a. Objectives**

The CPF-funded Agriculture Building and Program were specifically designed to serve the Lake Region of North Dakota, which is both rural and economically dependent on agriculture. Communities in Ramsey, Benson, and Eddy Counties face persistent workforce shortages in agriculture-related fields,



combined with limited local access to advanced technical training at the secondary level. For this Program, “critical need” is defined as rural communities with limited educational infrastructure and high demand for skilled agricultural workers, particularly in high-poverty and low-population areas where career opportunities are otherwise limited. The capital asset directly addresses this need by creating access to modern agricultural education, pathways to postsecondary training, and work-based learning opportunities that were previously unavailable.

#### **b. Awareness**

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

#### **c. Outcomes**

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

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

#### **Labor**

Construction Engineers served as the Construction Manager for the project, overseeing day-to-day operations and coordinating with subcontractors to ensure the work was completed on time and within budget. Their responsibilities included managing schedules, monitoring quality, and addressing any issues that arose during construction. Construction Engineers also ensured full compliance with prevailing wage requirements, providing oversight to confirm that all contractors and subcontractors adhered to applicable labor standards. By acting as the central point of communication between the District, architects, and trade partners, they provided consistent leadership that helped the project progress smoothly from start to finish.

#### **Community Engagement**

During the reporting period, Devils Lake Public Schools and the Lake Area Career & Technical Center engaged in extensive community engagement to support the development of the Agricultural Education Building and Program. Outreach involved **five partner school districts** (Devils Lake, Minnewaukan, Munich, Starkweather, and the North Dakota School for the Deaf), with an additional district (New Rockford) expressing interest in participation. Surveys of students (grades 7–10, ~200 respondents) and community members (~150 respondents) were conducted to gather input; results showed **45% of students** were interested in enrolling in agricultural courses, while **97% of community respondents** affirmed the need for the program.

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

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

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

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

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

## **Civil Rights Compliance**

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

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

We remain committed to upholding these standards across all operations of the Agricultural Education Building and Program. Compliance is regularly reviewed through district policy, staff training, and program monitoring, ensuring equitable access to career and technical education opportunities for all students in Devils Lake and the surrounding rural communities.

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

## Uses of Funds

Goal A: Through the Project, investments will be made in capital assets designed to directly enable work, education, and health monitoring.

Objective 1: North Valley CTC proposed to build new facilities in Minto and Cavalier, and expand and renovate facilities at North Valley in 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.

Goal B: The Project was designed to address a critical need that resulted from or was made apparent or exacerbated by the COVID-19 public health emergency.

Objective 1: As schools and businesses were closed during the COVID-19 public health emergency, it became clear how important broadband connections and the Internet are to everyone. Having new Information Technology classrooms to support careers in broadband infrastructure and computer programming will inspire students to choose this in-demand career pathway.

Objective 2: The COVID-19 public health emergency has provided a strain on health care facilities and health care workers in our region. Expanding our Health Sciences program through a satellite center in Cavalier will provide the opportunity to prepare more students for careers in health care.

Goal C: The Project was designed to address critical needs of the community to be served by it.

Objective 1: As outlined in the application, this project addressed the critical needs of the community as outlined in the BR+E findings. As the shortage of skilled labor intensifies, the reliance on automation for industry will continue to grow. Adding a course in Automated Manufacturing will help meet the needs of industry in our region.

Objective 2: Through Precision Agriculture, students will learn skills that can easily be applied throughout industry. Knowledge gained by learning how to program the GPS equipment in a tractor can be transferred to programming GPS on equipment that industry, such as Mayo Construction, Inc. of Cavaliers uses when building roads.

The plans submitted in the application for new and renovated facilities at North Valley Grafton were met. New construction included additional lab areas for Building Trades, Agricultural Education and Welding, with renovations occurring in Building Trades, Agricultural Education, Welding and Auto Technology. During 2024-2025, our enrollments in these program areas were up from years past. North Valley added Cavalier and Fordville-Lankin as member districts which gives access to CTE through work, education, and health monitoring to students in more communities.

The plans submitted in the application for a new facility at Cavalier were met. New construction included classroom/lab areas for Agricultural Education, Health Sciences, Business Education/Information Technology as well as a counselor/community room. The Building Trades lab was renovated. New and expanded programs were approved by ND CTE for the following program areas: Ag Education, Building Trades, Health Sciences and Information Technologies. Cavalier School District became a member district of North Valley CTC. Four new instructors and a counselor were hired and there were students enrolled in the programs.

The Minto portion of the project was completed during 2023-2024. Ribbon cutting ceremonies and open houses were held on September 30, 2024, in both Cavalier and Grafton. Community members, stakeholders, and partners toured the updated spaces and celebrated the role of CPF funding in strengthening technical education.

North Valley CTC will be able to implement automated manufacturing equipment into coursework in 2025-2026.

No notable challenges were reported.

Community engagement has played a huge role in the success of our project.

### **Addressing Critical Needs**

North Valley CTC capital expansions directly addresses regional workforce gaps:

Summer internships provided hands-on training for students leading to high-demand careers, while lessening the employment gap in rural Walsh and Pembina counties. During Summer 2025, 81 students earned 73.5 credits by working 12,705 hours at 60 partner businesses in Health Care, Trade & Industry, Agriculture, Information Technology & Business.

Awareness: The Career Pathways Coordinator engaged students, families, principals, and businesses to connect students with the North Valley Summer Internship Program.

Outcomes: Nearly doubled the number of credits that summer interns earned through summer intern placements compared to 2023–2024; growth in licensure attainment for CNAs and CDLs; enhanced employer partnerships that improved workforce readiness.

### **Labor**

Polar Communications, the local internet provider, installed fiber infrastructure at North Valley CTC facilities, ensuring reliable broadband access for instruction.

Construction projects were completed using a mix of local contractors and supported by prevailing wage standards.

Community Engagement

Community partnerships were essential to project success:

- Financial Contributions: Local JDAs, EDCs, and donors provided matching funds for capital expansion and internship stipends.
- Higher Education Support: Colleges provided advanced training for instructors.
- Workforce Collaboration: North Valley CTC partners with Job Service ND and Motivation, Education & Training to provide tuition/fee support for qualifying students.
- Innovation Partnerships: A new partnership with CareerViewXR for 2025-2026 supports immersive technology and digital media skill-building for students, expanding local career exploration tools.

### **Health Monitoring:**

As multi-purpose community facilities, we provide health monitoring to our k-12 students and the community in the following ways:

Adults:

- North Valley CTC provides access to high-speed internet in our parking lot as well as use of a private room with high-speed internet access for telehealth calls.
- Health Sciences students at Grafton, Cavalier and Minto provide blood pressure checks and blood sugar checks during parent-teacher conferences and other events.

- Health Sciences programs at Grafton, Minto and Cavalier are responsible for keeping their AED machines in working order in respective schools.
- Health Sciences students participate in the Annual Community Health Fair in partnership with local health providers for the community where health screenings are available along with informative resources for physical and mental health.
- Unity Medical Center attends the annual Grafton Public School carnival where health care resources are promoted to parents.

#### Adolescents:

- Vape detectors were installed in restrooms at the North Valley campus to monitor vaping activity. Director Hanson has an app on his phone that notifies him whenever vaping activity occurs and takes appropriate action.

#### Youngsters:

- North Valley CTC partnered with the physical therapy department at Unity Medical Center to develop 10-minute workouts to be used by programs in the North Valley Extended School Project in order to build muscle and to develop exercise as a healthy habit. The North Valley Extended School Project serves approximately 1,000 students annually.

### Civil Rights & Equity Compliance

North Valley CTC serves schools in which approximately 40% of students qualify for free and reduced-price lunch, ensuring CPF investments directly benefit high-poverty, rural populations. All facilities and programs operate in compliance with Title VI, Title IX, Section 504, and other federal nondiscrimination requirements.

### Conclusion

Through CPF-supported capital projects, North Valley CTC significantly increased its ability to provide high-quality CTE programs, expanded workforce pathways, strengthened community partnerships and supported health monitoring. By braiding federal funding with state and local support, North Valley CTC has created sustainable opportunities that directly prepare students for in-demand careers while addressing regional economic and health related needs.

#### Enrollment by Program Area (2024–2025)

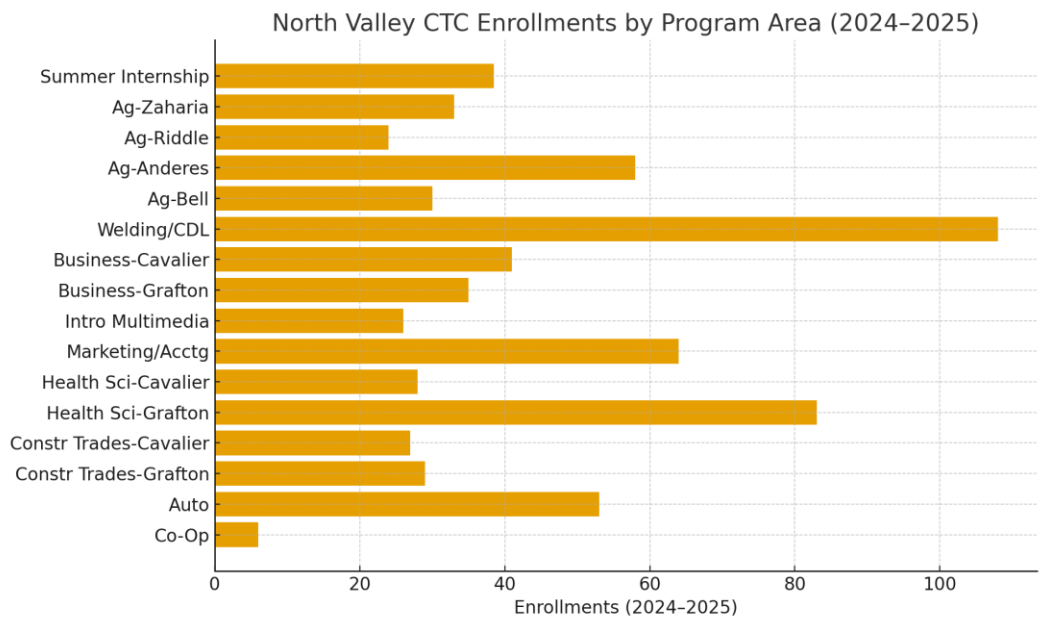
Program	2024–2025 Enrollments
Co-op	6
Auto	53
Construction Trades/Drafting - Grafton	29
Construction Trades - Cavalier	27
Health Sciences - Grafton	83
Health Sciences - Cavalier	28
Marketing/Model Store/Video Editing, Accounting	64
Intro to Multimedia	26
Business Education - Grafton	35
Business Education - Cavalier	41
Welding, Emerging Tech & CDL	108
Ag - Bell	30
Ag - Anderes	58
Ag - Riddle	24

Ag - Zaharia	33
Summer Internship	38.5
TOTAL	683.5

#### Funding Sources for Equipment and Expansion

Source	Purpose
ND Department of Career and Technical Education	Automated Manufacturing equipment
ND Department of Commerce	Automated Manufacturing equipment
Sand Grant	Health Sciences equipment
Local JDAs and EDCs	Facilities expansion and summer internships
Private Donors	Matching funds for expansion

Appendix A: Enrollment Chart



Grand Forks Career Impact Academy

Executive Summary

The Grand Forks Public Schools (GFPS) Career Impact Academy (CIA) is a regional project that is designed to develop a collaborative ecosystem of educators, businesses, industries, workforce professionals, 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.

#### Uses of Funds

During this reporting period, the Career Impact Academy reached substantial completion (May, 2025), and used the facility for student learning with some summer Robotics Camps for middle school students during the month of June. During the summer months, the district was very busy with the procurement process of the identified equipment for the Career Impact Academy, and moving of existing equipment from the Grand Forks high schools. Numerous community tours have been provided of the facility, totaling over 50 individual group tours provided.





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

Manufacturing, Engineering, Automotives, and Agriculture.

Planning conversations with the City of Grand Forks, and training partners TrainND, involving using the facility for adult education training are on-going and productive, with an Adult certified nursing assistant (CNA) course planned to be offered in November. The Career Impact Academy is also hosting the “Longest Table” community event on September 25, 2025, which will be attended by over 750 community members with a centric theme of workforce and education. Finally, we remain committed to the health monitoring component of the application, and recently held a flu vaccine clinic for community members.

The facility which designed by Principal Architect for the project which is JLG, who are based out of Grand Forks. In addition, JLG has partnered with BNDRY Studio, which is an engineering firm from Minneapolis who specializes solely in the design of CTE facilities across the country.

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 coming in at \$30.5 million. Up until substantial completion was met, PCL/Community Contractors has been holding weekly construction, architect, and owner (OAC) meetings, and continued with walkthroughs periodically to tie up any remaining punchlist items.

## Promoting Equitable Outcomes

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

## Special Populations & Underserved Student Populations

The Career Impact Academy provides the Grand Forks region with a unique opportunity to invest in all students, particularly those from special populations as defined in the Perkins Act and underserved populations. CTE is shown to have graduation rates higher than the average

graduation rate (Consolidated Annual Report on Perkins V, 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.

### **Labor**

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

## Community Engagement

### Partnership with Area Rural Schools

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

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 and remains very active with quarterly meetings. The table below lists Advisory Committee members who have agreed to the following:

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

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

Kevin Phelps	True North Equipment	Human Resources Manager
Dr. Anthony 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
Sheri Jerde	Community High School	CTE Teacher
Dustin Hillebrand	North Dakota Job Service	Workforce Center Manager
Shari Elgin	Construction Engineers	Human Resources Manager
Cara Davis	Grand Forks Public Schools	Career Educator
Eric Ripley	GF Public Schools/Career Impact Academy	Executive Director of CTE
Alexus Tatum	Altru Health System	Education Coordinator
Dani Rowekamp	Red River High School	Healthcare Clinical Coord.
Chelsea Mellenthin	University of North Dakota	Dir. Career Engagement

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

#### English Learners

During the 2024-2025 school year 8% of all high school students within the Grand Forks Public Schools were limited English proficient. Over the course of the past 2 years, 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 employs an Multilingual Learner (ML) District Coordinator and has identified schools at the elementary, middle and high school levels as ML Magnet Schools to offer specialized instruction and services. Career education, programming, and preparation for the opportunities at the Career Impact Academy were delivered to these students in small group settings to allow for 1:1 discussions and planning, with the support of their classroom teacher and paraprofessional/interpreter if needed.

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

# Cass County Career and Technical Education Center

## Executive Summary

The Career Innovation Center (CIC) is a public-private capital project that spans K–12 through post-secondary education. The capital project is supported by business and industry cluster partnerships, city and county entities, K-12 and higher education. The CIC's vision is to create a seamless K–14 pathway that expands career and technical education while fostering intentional career exploration, post-secondary connections, adult training, and workforce development.

Project oversight follows a collaborative model involving the Cass County Career and Technical Education Center (C3TEC) governance, the NDSCS Alumni Foundation (NDSCS-AF), and the North Dakota State College of Science (NDSCS). The C3TEC consortium includes Central Cass, Fargo, Northern Cass, and West Fargo Public Schools. Business and industry partnership input spans a wide range of sectors, from healthcare and agriculture to construction trades.

Over the past year, significant progress has been achieved. Comstock, the project manager, oversaw completion of the 87,000-square-foot building shell and 57,000 square feet of interior space. Planning for the 69th Legislative Assembly included extensive discussions with community and state leaders to strategize around funding support. Economic conditions limited allocations, resulting in phased completion of interior learning spaces. In response, some schools identified alternative sites for career and technical education programming to provide pathway offerings.

RLE Architects worked closely with NDSCS, NDSCS-AF, and C3TEC staff to develop furniture, fixtures, and equipment (FFE) plans, advertise bid packages, and manage installations. Although bids were favorable, strategic decisions were required to phase in certain programs while completing exterior work. Parking, landscaping, lighting, and exterior finishes were finalized, while technology hubs, security systems, and automated access controls were installed.

In May 2025, an Executive Director was appointed to oversee NDSCS-Fargo campuses, including the CIC. This role has served as a bridge between NDSCS, NDSCS-AF, and C3TEC leadership to align operations, logistics, and long-term goals. Each organization maintains a presence in the facility, ensuring continued collaboration and shared responsibility.

A grand opening celebration in summer 2025 brought together local, state, and federal representatives, donors, investors, former educational leaders, and community members. The ribbon-cutting event featured remarks from dignitaries and open house tours of the new facility. As a hub for career connections, the CIC has been designed to expand career awareness and workforce readiness.

On August 25, 2025, the CIC officially launched its first slate of courses for high school and adult learners. Learning spaces include agricultural education, allied health, construction trades, and general education. Facilities also include space for health monitoring and mental health services, advanced allied health training, and broadband-enabled access to wellness resources. Students have access to a food mart, study spaces, and meeting rooms which could allow students to spend their day at the CIC.

Community tours have been ongoing, with growing interest from potential donors and requests to expand into areas such as plumbing, HVAC, electrical, fire science, and heavy equipment operations. K–12 leaders and counselors have engaged in planning tours, and future opportunities such as Marketplace for Kids, summer construction academies, and meat processing camps are under discussion.

Looking ahead to 2026–27, planning is underway to strengthen community awareness, student recruitment, and registration processes, with the goal of expanding enrollment and building on the strong foundation established during the CIC’s inaugural year. Discussions and fundraising will continue to secure funding to complete planned spaces in advanced manufacturing. Programming may pivot from marketing and business sectors based on workforce demands for public service and specialized trades programming.

## **Use of Funds**

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

- A CM was hired along with three lead contractors who have bid and are working on the interior fit-up. They are an Electrical Contractor, Mechanical Contractor and Construction Contractor. Of the budgeted areas for the project, what remains to be completed are a couple classrooms on the 2nd Floor remaining to be done.
- The building opened for students on 8.25.2025 while work continues.
- The funding dollars requested from the grant, through 6.30.2025 totaled \$10,416,739.50. 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 to finish out those classrooms.
- A challenge 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.

## **Promoting Equitable Outcomes**

### **Objectives**

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

### **Awareness and Access**

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

Partnerships with NDSCS and K-12 schools have expanded dual credit offerings in both academic and CTE courses, as well as technical certifications in areas such as certified nursing assistant, pharmacy technician, CDL, unmanned aerial systems, and welding. Stakeholder input sessions and

program advisory committees have provided valuable feedback on program areas, curriculum offerings, and logistics.

Weekly planning meetings between NDSCS and C3TEC leaders, with input from guest participants as needed, ensure continued alignment and progress.

The following events have increased awareness over the past year:

- August 2024 Community stakeholder and donor presentation, grant applications
- September 2024 C3TEC Superintendent and NDCTE leader tour
- October 2024 RLE design meetings, high school principal scheduling
- November 2024 Legislative, funding discussions and advisory board input
- December 2024 Legislative, funding discussions, advisory board input, marketing plans
- January 2025 Legislative presentation, coordination of purchases, course promotion
- February 2025 Equipment purchases, committee launches, student registration
- March 2025 Advisory committee equipment input, exterior signage
- April 2025 Community presentations, operations planning, program planning
- May 2025 Grand opening committee planning, stakeholder tour
- June 2025 Finalize landscaping, parking lot finish work.
- July 2025 Certificate of occupancy, furniture installation, and lab setup

### **Outcomes:**

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

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

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

### **Labor**

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

### **Community Engagement**

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

community members and stakeholders.

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

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

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

Looking ahead to the 2025–26 school year, planning meetings will establish operational strategies to ensure oversight and support. Collaborative efforts will focus on strengthening existing programs and expanding opportunities aligned with workforce needs.

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

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

### **Executive Summary**

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

- Priority 1) The building of a new CTE Center branch in South Central North Dakota, 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 1-4. These will allow for expanded CTE training locally to fill workforce needs. By Fall 2022, we completed priority 4, Fall of 2023 priority 2 was completed, except for the NDCTE 2025 Coronavirus Capital Projects Fund Performance Report



greenhouse that was completed fall 2024 of the greenhouse structure. Priority 3 was done and has been implemented for the fall of 23. Our priority 1 was available to students and community members September 2024.

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

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

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

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

## **Uses of Funds**

The Capital Projects funding was used to:

- (Opened Fall 2022) Convert and expand an existing facility to create added instructional space for 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.
- (Opened 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.

## **Promoting Equitable Outcomes**

### **Objectives:**

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

### **Awareness:**

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

### **Outcomes:**

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

### **Labor**

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

## **Community Engagement**

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

communities. Our communities and 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 53 years providing classes and resources to our local schools, and if you ask residents in our communities what is the best thing about their education opportunities, they all will say Southeast Region CTC and its opportunities.

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

- Started a Diesel Program fall of 2022.
- Added CNA program and certification, for 2023-2024 school year
- Added several Dual Credit options for CTE students in the areas of Auto, Diesel, Welding, and Health Science.
- Added an Ag program in Hankinson ND, providing a diverse curriculum to fill local needs.
- We are working on adding Education training for high school students. Teacher shortage is not going away and we need to do our best to grow our own.
- Precision Ag training & Advance Manufacturing training for high school students during the 2023-2024 school year and beyond.
- Engagements within our CTE center facilities include:
  - Educational 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.

### **Civil Rights Compliance**

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

### **Key Actions and Assurances:**

- Equal Access: All students, regardless of race, color, national origin, sex, disability, or age, had equitable access to grant-funded programs and opportunities.

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

## **Conclusion:**

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

## **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.

## **Labor**

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

## **Community Engagement**

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

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

## **Civil Rights Compliance**

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