Career exploration and experiences for all students to discover their passion!

STRATEGIC PLAN
2024 - 2029

APPROVED 4-17-24

C3TEC STRATEGIC PLANNING
SCHATZ & ASSOCIATES, LLC.

Table of Contents

Acknowledgements 2

Strategic Overview 3

Principles of Quality CTE and a Vision Without Limits 3

Our Why and Board Governance 4

Cass County Career & Technical Education Center – Vision, Mission, Beliefs, Values 4

Strategic Anchors and Goals 5

Strategic Initiative #1

- Goal 1.1 – Career Programming - Integrated Curriculum 6
- Goal 1.2 – Career Programming - Program Supports 6
- Goal 1.3 – Career Programming - Career Preparation Supports 7

Strategic Initiative #2

- Goal 2.1 - Engaging Instruction – Educator Supports 7
- Goal 2.2 - Engaging Instruction – Student Supports 8
- Goal. 2.3 - Engaging Instruction – Leadership & Learner Voice 8

Strategic Initiative #3

- Goal. 3.1 – Community Partnership – Community Awareness 8
- Goal. 3.2 – Community Partnership – Stakeholder Engagement 9
- Goal. 3.3 – Community Partnership – Work-based Learning 9

Organization Operations - Governance 10

Indicators of Success – Leading & Lagging Indicators 11

C3TEC Network and Leadership 12

C3TEC and CIC Network 13

Potential Cass County CTE Center Network Support Structure 14

References 15

Acknowledgements

The following individuals provided leadership and input into the development of the C3TEC Strategic Plan. Thank you for your time, feedback, and participation in the process to create a strategic approach focused on allowing every student to explore, discover their passion, and contribute to an ever-changing world.

Facilitator

Dr. Jeffrey Schatz, Schatz & Associates, LLC

School Board Members

- Patti Stedman, West Fargo Public Schools, Board President
- Robin Nelson, Fargo Public Schools, Board Vice Chair
- Todd Sears, Central Cass Public Schools
- Katie Christensen, Fargo Public Schools
- Penny Johnson, Northern Cass Public Schools

Advisory Members

- Morgen Forness, Superintendent, Central Public Schools
- Dr. Robert Grosz, Associate Superintendent, Fargo Public Schools
- Jackie Gapp, Business Manager, Fargo Public Schools
- Vincent Williams, Assistant Superintendent, West Fargo Public Schools
- Jean Luke Arel, Director of Accounting, West Fargo Public Schools
- Dr. Dale Miller, Assistant Principal, West Fargo Public Schools
- Dr. Pam Cronin, Principal, Horace High School
- Jessica Steiner, Counselor, Sheyenne High School
- Ryan Pierce, CTE Curriculum Coordinator
- Lana Feeley, Business Partner Liaison
- Heather Sinker, Fargo Career Technical Resource Educator
- Andrew Dahlen, Choice Ready Program Manager
- Mackenzie Tadych, College, Career & Life, Northern Cass
- Lisa Metzger, Career Advisor, Fargo North
- Hannah Gress, Central Cass, Agriculture Education
- Mary Foss, Administrative Assistant, C3TEC

Cass County Career & Technical Education Center (C3TEC) learning opportunities:

CTE students have access to CTE programming at all high schools, along with extended experiences through the C3TEC network and partnership with the North Dakota State College of Science.

Member districts:

- Central Cass
- Fargo Public
- Northern Cass
- West Fargo Public Schools

Strategic Overview

The Cass County Career and Technical Education Center (C3TEC) is embarking on an exciting journey to transform career and technical education (CTE) for the benefit of students and our community. This strategic plan outlines the mission for a dynamic and innovative CTE network, serving multiple high schools. Our vision will prepare our students with the knowledge and skills to be competitive for career, college, public service, and life.

In an era marked by technological advancements, shifting workforce demands, and global connectedness, high-quality responsive CTE can close the gap in educational outcomes for learners to explore and graduate. CTE is not only a pathway to careers; it is a gateway to individual and community success. Our commitment is to provide students with robust CTE opportunities that will equip them for lifelong learning and future careers.

The strategic plan will serve as a road map to communicate the organizations' mission, vision, beliefs, strategic priorities, goals, objectives, and measures of success. The plan will strengthen operations as member school districts work toward common goals, focused strategies, and desired results. Strategic priorities will be monitored annually, with realignment every three to five years.

Principles of Quality CTE and a Vision Without Limits

Our strategic vision is built on the principles of *CTE Without Limits: A Shared Vision for the Future of Career Technical Education* and ACTE Quality CTE Program of Study Framework, and aligned to C3TEC school district strategic plans:

Comprehensive Program Development: We will diversify CTE offerings, ensuring that students have access to a wide range of programs to align with interests and future careers. This will involve strengthening existing programs and partnering with industry to ensure curricula are relevant and cutting-edge.

Engaging Instruction: The CTE network will maintain a commitment to excellence in teaching. We will recruit talent, provide on-going professional development for educators, facilitate, and coach best teaching practices, and create a culture of innovation within our classrooms.

Access and Inclusion: We are committed to creating an inclusive CTE environment that ensures equitable learner access to programs, resources, and opportunities, regardless of background or circumstances.

Community Partnerships: Collaboration with local businesses, industry leaders, colleges, community organizations are essential. We will foster meaningful partnerships to enhance our students' learning experiences through real-world projects, work-based learning, mentorships, and college connections.

Student Leadership and Success: We aim to nurture well-rounded, competent, and motivated individuals who are prepared with professional skills to lead, empowered to make informed decisions about their future, and contribute as productive citizens.

Facility and Resources: Our physical infrastructure, curriculum, and technological resources will meet the demands of modern CTE. This includes state-of-the-art laboratories, classrooms, equipment, and materials.

Data-Driven Decision-Making: Our strategic plan will focus on progress and results. We will assess the effectiveness of our programs and identify key indicators to improve outcomes for our students.

Sustainability and Adaptability: We will maintain a long-term perspective and visionary lens, guaranteeing our CTE network remains agile and adaptable to emerging industries and technologies.

We invite you to delve deeper into our strategic plan, where you will find detailed strategic anchors, strategies, objectives, and indicators. Thank you for your support and commitment to the future of CTE through the Cass County Career and Technical Education Center network.

Our Why

Planning is an essential strategic process for an organization as it sets the course for the journey and embraces the mindset of inevitable change. The collective process creates a proactive approach to ensure the organization is relevant and visionary to meet its intended results for success today and into the future.

The tenets of the C3TEC network organization are board governance, strategic planning, operational planning, and annual work plan. The following definitions clarify the roles each play in a strategically aligned system.

Board Governance

The Center is governed by a 9-member Governance Board, appointed as representatives of their local school district. The Board is tasked with CTE Director guidance, overseeing policy, finances, and monitoring results. North Dakota area center boards may differ in governance, yet are bound by N.D.C.C. 15-20.2.

The Governance Board annually approves policy and the Center budget, aligned with local district input. Finances will be monitored quarterly, along with strategic plan updates. The administration executes the annual work plan to carry out the strategic initiatives and operation plan.

Strategic Planning

A strategic plan is used to communicate the organization's priorities needed to achieve goals and evidence used to assess progress. This plan outlines Anchors, Strategic Goals, and Objectives/Strategies. A focused strategic plan strengthens operations and ensures that educators, board members, and stakeholders are all working toward common goals. Metrics will be determined to monitor results. Strategies will be reviewed annually with strategic updates every three to five years, depending on shifts in the career and technical education ecosystem.

Operational Planning

An operational plan focuses on the work during one school year and is the mechanism used to execute the strategic plan. It is directly aligned and includes evidence to assess the progress of the strategic plan. The operational plan outlines objectives, strategies, and leader assignments. The operational plan emphasizes both academic and operational aspects. The balance between planning and acting will ensure forward movement to desired results. Goals align with CTE Without Limits principles, actions, and local school district goals.

Annual Work Plan

The annual work plan includes annual meetings with member school districts, board orientation, quarterly governance and principal meetings, strategic plan review, results review, CTE Director feedback, and governance policy monitoring. The annual work plan will ensure the Center creates a systemic process to guide its work. Objectives and indicators of success will be monitored using Quality CTE Framework indicators.

Our Strategic Plan

The Cass County Career and Technical Education Center strategic plan was developed with input from a C3TEC Strategic Planning Committee, facilitated by Schatz & Associates, LLC. The committee conducted an environmental scan by reviewing qualitative and quantitative data and engaged in multiple discussions to review the ‘why’, mission, vision, values, beliefs, and goals. Committee feedback led to strategic anchors aligned to the organizations mission and member district goals. Plan strategic and operations details were refined by administration for Board approval.

Cass County Career & Technical Education Center (C3TEC)

Strategic Plan 2024-2029

Our Vision

C3TEC will empower each student through career and technical education by harnessing resources across member schools to create a flexible network for learning. Community partnerships will enrich career exploration and foster college preparation, giving students a competitive advantage for future success.

Our Mission

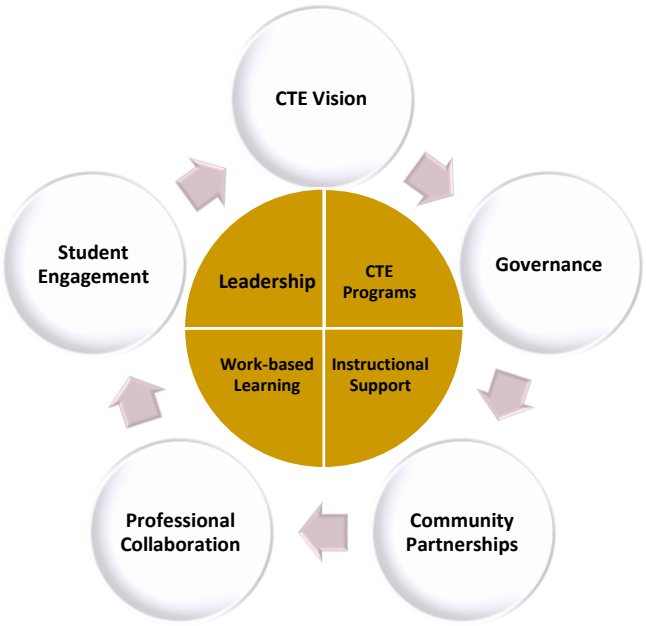
Career exploration and experiences for all students to discover their passion!

We Believe

We believe each learner should have access and means to succeed in their career pathway goals.

We Value

Opportunities, Learning for All, Empowerment



	STRATEGIC INITATIVES		
Anchors	**High Quality Career Programming**	**Engaging Instruction for Learner Success**	**Community Partnerships**
Anchors	**Commit to a cohesive, high-quality career and technical education ecosystem to engage each learner in a career preparation.**	**Recruit and nurture professionally skilled and well-rounded educators to support academic, career, and social emotional student success.**	**Cultivate community partnerships to expand awareness, enrich programming, and value learning beyond the classroom.**
Strategic Goals	**1.1 Integrated Curriculum** Ensure all CTE program pathways are flexible, and responsive through an intentional coordinated plan of study.	**2.1 Educator Supports** Provide professional learning and coaching to enhance educator practices to student needs. (PL 2.1)	**3.1 Community Awareness** Expand public relations and elevate brand to increase CTE awareness and advocacy. (PL 3.2)
Strategic Goals	**1.2 Program Supports** Design equitable program funding models to direct resources, materials, and professional support where needed. (PL 1.4)	**2.2 Student Supports** Design educator supports to provide Tier I instructional strategies or interventions to meet the needs of learners in the classroom. (PL 2.3)	**3.2 Stakeholder Engagement** Collaborate with stakeholders to strengthen advisory committee and inform programming. (3.3)
Strategic Goals	**1.3 Career Preparation Supports** Coordinate a career preparation ecosystem that enables each learner to navigate their career journey for decision-making. (PL 3.1)	**2.3 Leadership & Learner Voice** Supporting career and technical education student organizations and mechanisms to elevate the learner voice. (PL 2.4)	**3.3 Work-based Learning** Capture and value all learning that occurs, wherever and whenever it occurs. (PL 4.1)
Organizational Operations: Aligned programs and infrastructures for effectiveness, efficiency, and sustainability.			

Initiative 1 - High Quality Career Programming

Principle 1, 3

Anchor #1

C3TEC is committed to a cohesive, high-quality career and technical education ecosystem to engage each learner in career preparation.

Desired Results:

Increased student participation by strengthening existing programs, expanding access, creating relevant experiences, and exploring emerging needs.

Strategic Goal 1.1: Integrated Curriculum

Ensure all CTE program pathways are flexible and responsive through an intentionally coordinated plan of study. (Principal Action 1.2.)

Objectives/Strategies:

1. Define a shared C3TEC Program of Studies for member schools aligned to state curriculum standards.
2. Allocate time for secondary and postsecondary vertical alignment.
3. Provide training to design flexible curriculum delivery options.
4. Fund a CTE Curriculum Coordinator to facilitate the integrated curriculum.

Indicators of Success: High-quality CTE Framework Elements 1, 2, & 3

- ☐ Annual review of Program of Studies to ensure relevance and sustainability.
- ☐ Monitor options for earning dual credit, a recognized industry credential, or work experience.
- ☐ Monitor work with postsecondary institutions (P1.3)
- ☐ Monitor the percentage of students completing flexible online, hybrid, or video conferencing courses.

Strategic Goal 1.2: Program Supports

Design equitable program funding and support to assist with resources, materials, and professional learning where needed. (Principal Action 1.4)

Objectives/Strategies:

1. Support formal review of curriculum resources to ensure alignment of resources.
2. Support budget management and funding requests to ensure adequate materials are available.
3. Define roles for and procedures to increase efficiency, accountability, and accuracy with purchases.

Indicators of Success: Elements 1, 2, & 3

- ☐ Annual review of budgets and financial reports for efficiencies.
- ☐ Monitor annual student enrollment data and staffing needs for appropriate materials purchases.
- ☐ Provide professional learning to ensure staff are equipped to deliver curriculum.
- ☐ Establish site observations to monitor curriculum implementation.

Strategic Goal 1.3: Career Development Preparation Supports
Coordinate a comprehensive career development ecosystem that enables each learner to navigate their career journey for decision-making within the community of services. (Principle 3.1)

Objectives/Strategies:

1. Dedicate resources for career development counselors and WBL coordinator network.
2. Provide professional learning collaboration to analyze K-12 career education implementation.
3. Ensure annual Program of Work review of Career Education plans.
4. Support annual advisory committee feedback on curriculum and activities.

Indicators of Success: Elements 1, 9

- ☐ Evaluate Career Development Program of Work alignment CTE experiences with member schools.
- ☐ Analyze Career Cluster inventories survey results for grades 8 and 10 to monitor student interest.
- ☐ Monitor subgroups and special populations enrolling in CTE programs of study and career pathways.

INITATIVE #2 - Engaging Instruction for Learner Success

Principle 2

Strategic Anchor #2 - Recruit and nurture professionally skilled and well-rounded educators to support academic, career, and social emotional student success.

Desired Results:
Inclusive CTE student-centered learning environments where each learner feels welcome, supported, and empowered to succeed.

Strategic Goal 2.1: Educator Supports
Provide professional learning and coaching to enhance educator awareness and skills to meet individual student needs. (Principle Action 2.1)

Objectives/Strategies:

1. Recruit and contract professionals in accordance with NDCTE licensing requirements and renewal guidelines for CTE program delivery.
2. Establish professional learning collaboration to strengthen understanding of CTE special populations.
3. Fund participation in the ND Professional Development Conference.
4. Align professional learning with local district activities for consistency and to maximize educator learning experiences.
5. Provide educator support for CTSO organization implementation.

Indicators of Success: Elements 5, 6, 10

- ☐ Monitor contracted services with schools to ensure CTE credentialed educators fulfill program offerings.
- ☐ Monitor community college or business partnerships for contracted services.
- ☐ Allocate funds for professional experiences that allow educators to maintain skills.

Strategic Goal 2.2: Student Supports
Ensure educator supports to provide instructional strategies or interventions to meet the needs of students in the classroom. (Principle Action 2.2)

Objectives/Strategies:

1. Analyze institutional barriers for student participation in C3TEC courses. (PL 1.3)
2. Analyze areas and gaps for student success.
3. Partner with schools and educators to meet the needs of learners who participate in C3TEC courses.
4. Fund administrative staff to increase curriculum support for student engagement in CTE courses.

Indicators of Success: Elements 5, 6

- ☐ Monitor the percentage of students successfully completing C3TEC courses.
- ☐ Monitor students who fail or withdraw from C3TEC courses.

Strategic Goal 2.3: Leadership & Learner Voice
Provide meaningful and ongoing mechanisms for supporting career and technical education student organizations and elevate the learner voice. (Principle Action 2.4)

Objectives/Strategies:

1. Create opportunities for students to participate in board or advisory committees.
2. Encourage learner voice in curriculum creation and feedback.
3. Eliminate barriers or extend support for learner participation in work-based learning, CTSO, dual credit, special services, etc.

Indicators of Success: Elements 4, 6, 10

- ☐ Student participation in advisory committee meetings
- ☐ Student survey feedback from C3TEC courses.

STRATEGIC INITATIVE #3 – Community Partnerships

Strategic Anchor #3 - Cultivate community partnerships to expand awareness, increase support, and extend learning beyond the classroom.

Desired Results
Increased awareness of career and technical education and perceptions of relevance in the classroom to create connections in college, work, and public service.

Strategic Goal 3.1: Community Awareness
Expand public relations and elevate brand to increase CTE awareness, perceptions, and advocacy. (Principle Action 3.2)

Objectives/Strategies:

1. Educate the community on C3TEC through an intentional public relations plan. Career & Tech Ed Public Relations 2020-2021.docx
2. Improve C3TEC branding aligned to CTE comprehensive programs.

3. Create C3TEC videos, up-to-date the website, and increase social media presence.
4. Work collaboratively with local school district communication teams to maximize resources and elevate the impact on CTE promotions.
5. Work with technology teams to design data collective strategies.
6. Actively engage in community events with schools, colleges, and business partners.

Indicators of Success: Elements 8 & 11

- ☐ Monitor C3TEC promotional materials, videos, and website for C3TEC and CTE program promotion.
- ☐ Organize annual updates with school boards and local legislators.
- ☐ Increase partnerships and sponsors opportunities.

Goal 3.2: Stakeholder Engagement: Principle Action 3.3

Collaborate with stakeholders to strengthen board and advisory committee input to inform programming.

Objectives/Strategies:

1. Increase board involvement in Governance Board meetings for policy and decision-making.
2. Increase communication to local boards through regular updates or annual presentations.
3. Partner with the NDSCS-Foundation and NDSCS to design and execute the CIC vision.
4. Engage in state-wide legislative activities with CTE leaders.
5. Engage with state-wide leaders, local legislators, government agencies to secure CTE funding.

Indicators of Success: Elements 8 & 11

- ☐ Board members will meet roles and responsibilities as outlined in by-laws.
- ☐ Monitor board participation and local advocacy for CTE.

Goal 3.3: Work-based Learning - Principle Action 4.1

Work-based learning (WBL) is a school-coordinated, coherent sequence of workplace experiences that are related to students' career goals and/or interests.

Objectives/Strategies:

1. Support a C3TEC WBL network to align practices for consistency and to increase business partners.
2. Provide a consistent message for WBL - Career & Technical Education / Work-based Learning for Educators (k12.nd.us)
3. Partner with the HBA, the Chamber, EDC, and United Way, etc. to maximize WBL interactions with all business members. (PL 2.2)

Indicators of Success (DCTE – WBL required): Elements 8 & 11

- ☐ Baseline for the number of students enrolled in sustained work experiences (WBL).
- ☐ The baseline number of business partners committed to providing sustained Work Experience (WBL minimum of 40 hours in conjunction with WBL Course work).
- ☐ The number of active student profiles and Employer Opportunities in Compass (WBL Module).
- ☐ The number of active student profiles and Employer Opportunities in Compass (WBL Module) by the end of the year.
- ☐ The number of students who successfully completed sustained work experiences by the end of 1st semester.
- ☐ The number of students who completed sustained work experiences by the end of 2nd semester.
- ☐ Number of job openings filled within your community by WBL students.

Organizational Operations

Desired Results

Collaborate to align and strengthen organizational infrastructures to ensure sustainability, efficiencies, and effectiveness.

Goal 4.1: Governance - Principle Action 1.4

The Governance Board operates effectively to guide the organization and advance the vision.

Objectives/Strategies:

1. Annual confirmation of nine-member Board: three for Fargo PSD, three for West Fargo PSD, one for Northern Cass PSD, and two members for Central Cass PSD.
2. Approve Strategic Plan for 2024 – 2029 Strategic Plan.
3. Annual approval of operational plan.
4. Support Board Handbook and plan for Board Orientation to increase efficiency and effectiveness.
5. Work collaboratively with SEEC Business Services and local districts to create budgets and financial reports.
6. Update annual district agreements to contract staffing.
7. Update annual survey based on strategic anchors and goals.
8. Establish policies and memorandum between Career Innovation Center partners for oversight operations, and financial supports.

Indicators of Success: Elements 7 & 12

- ☐ CTE programs with CTE certified educators for all programs.
- ☐ Maximize DCTE reimbursement rates through effective program management.
- ☐ Research other grant opportunities to off-set materials, equipment, and program costs.
- ☐ End of year financials for organization and individual school district.
- ☐ Review of strategic plan and operation plan to evaluate goal progress.

Indicators of Success

Leading Indicators - Career and Technical Education (CTE) refers to educational programs that focus on the acquisition of specific skills and knowledge necessary for a particular career or profession. Leading indicators in the context of CTE typically refer to early signs or measures that can predict the success and effectiveness of CTE programs.

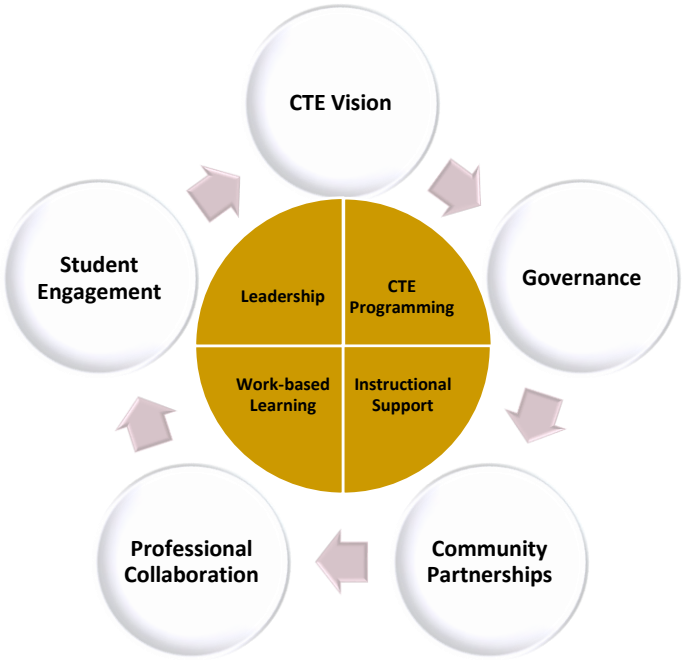
- Enrollment and participation rates
- Subgroup Diversity metrics
- Student Achievement
- Industry Certifications
- Work-based Learning Opportunities
- Graduation rates
- Dual credit enrollment
- Business Partnerships
- Teacher Professional Development

Lagging Indicators - measure the occurrence and frequency of events that occurred in the past.

- Employment
- Certifications
- Post-secondary enrollment
- Work placements
- Alumni Success Stories
- CTE enrollment retention
- Business partnerships
- Public perception
- Choice Ready - Work-Ready

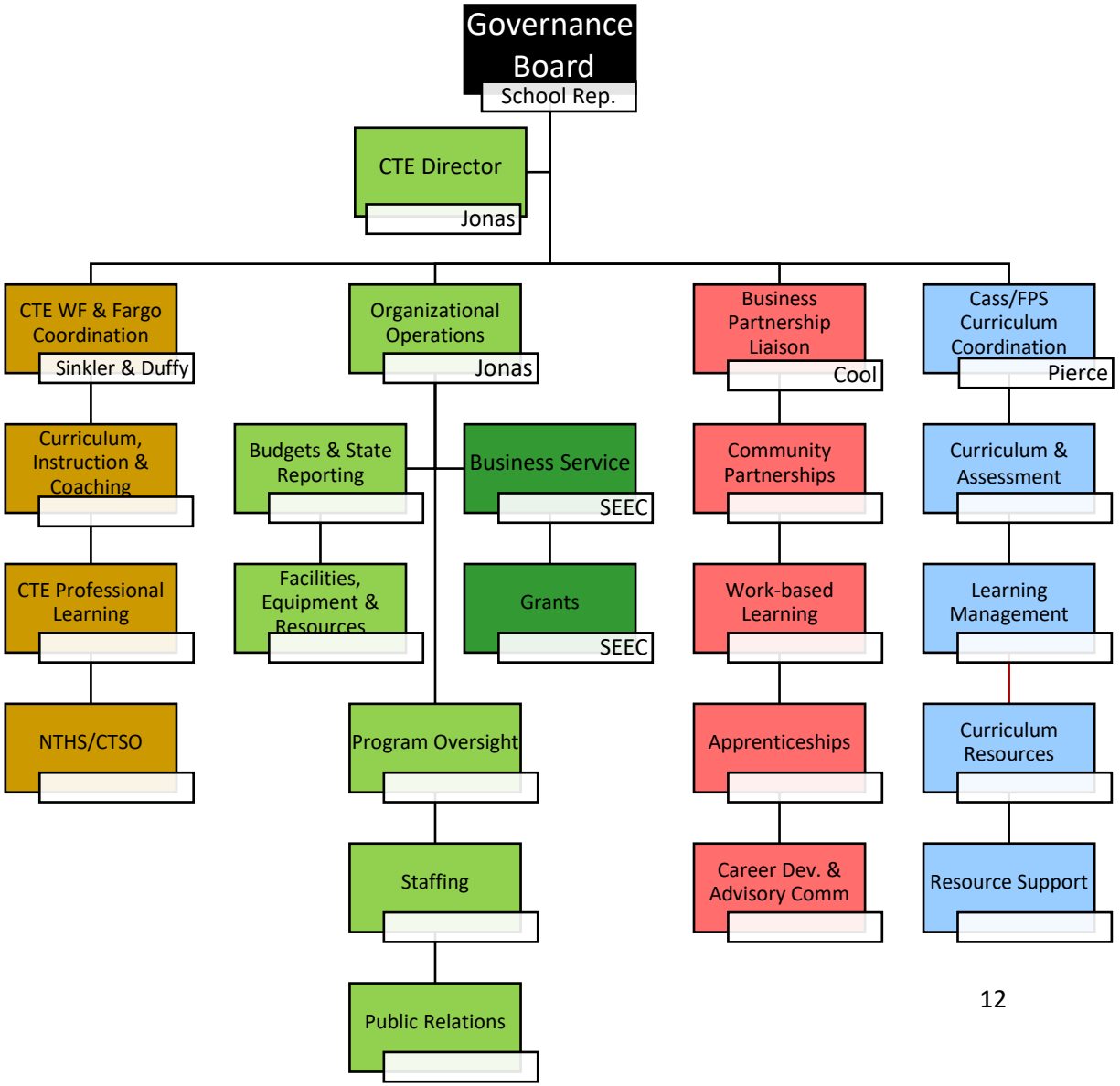
Perkins V Indicators

- 1S1 Graduation Rate
- 2S1 Reading and Language
- 2S2 Math
- 2S3 Science
- 3S1 Placement
- 4S1 Non-traditional
- 5S3 Work-based learning

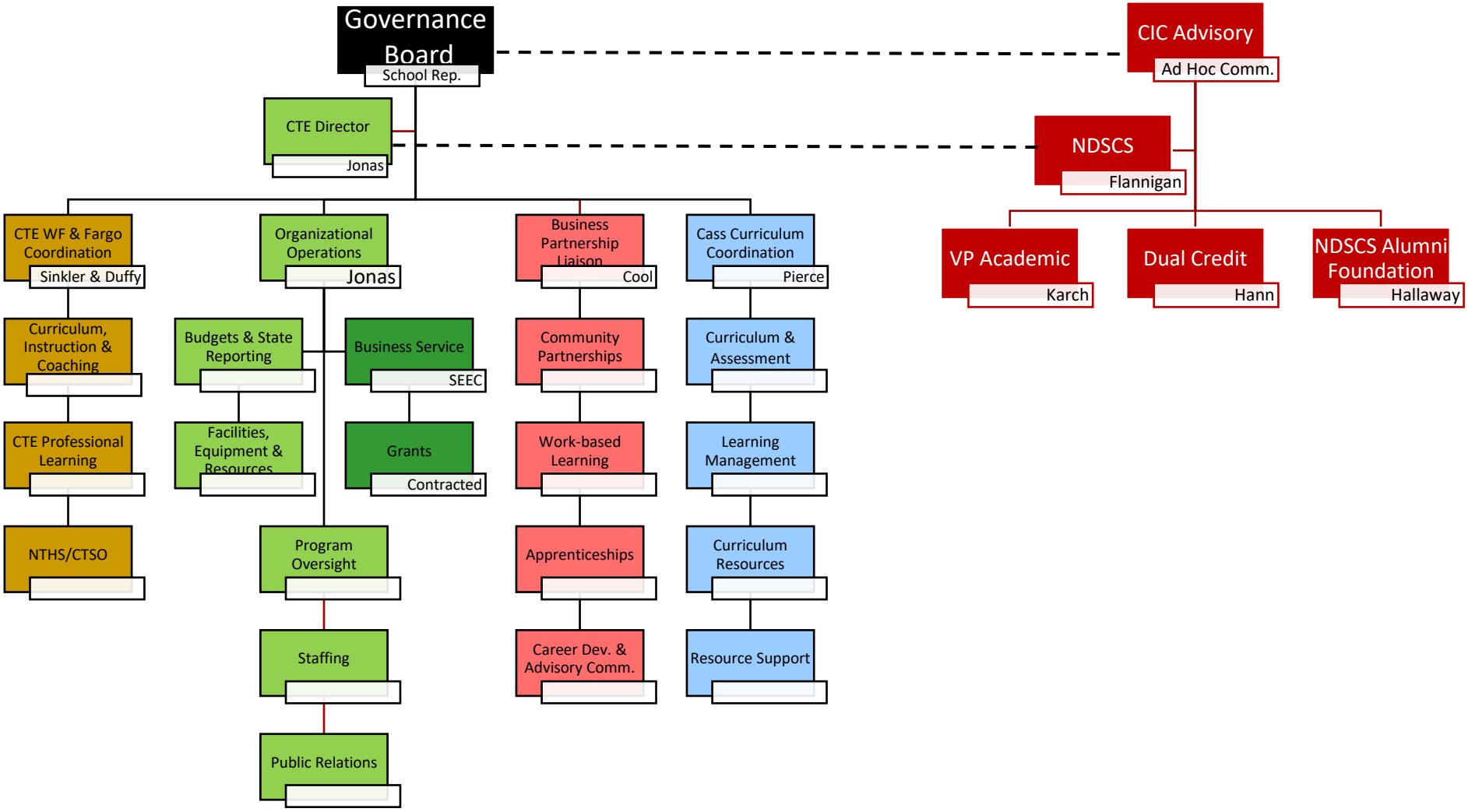


C3TEC Strategic Operations

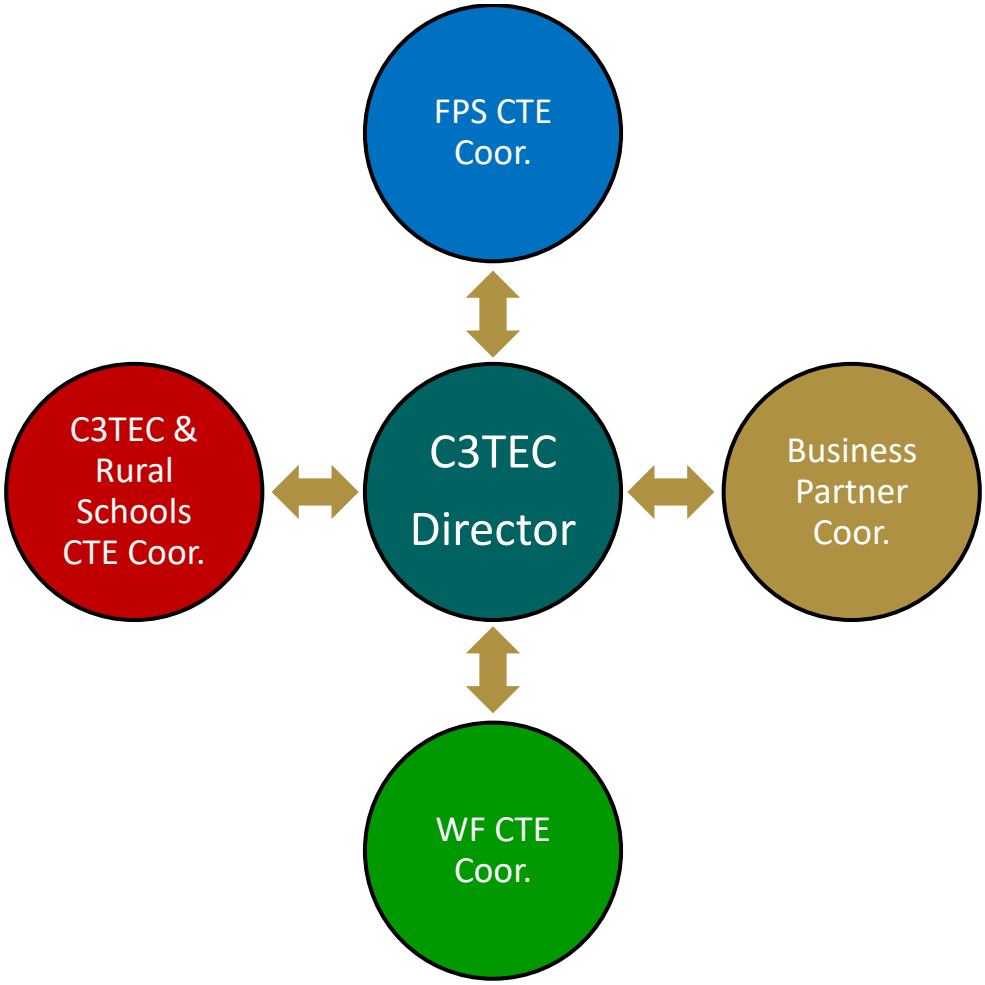
Strategic Support



Career Innovation Center – Program Partnership



Concept - Cass County CTE Center Support Network



References

1. BGCRRV Strategic Plan Summary 2023 (cdn-website.com)
2. Central Cass Public Schools - Full Strategic Plan - Strategic Plan - Central Cass (k12.nd.us)
3. CTEWithoutLimits_Roadmap_Principle1.pdf (careertech.org)
4. CTEWithoutLimits_Roadmap_Principle2.pdf (careertech.org)
5. CTEWithoutLimits_Roadmap_Principle3.pdf (careertech.org)
6. CTEWithoutLimits_Roadmap_Principle4.pdf (careertech.org)
7. CTEWithoutLimits_Roadmap_Principle5.pdf (careertech.org)
8. Fargo Public Schools - Strategic Plan / Homepage (k12.nd.us)
9. High-quality CTE Tools - ACTE (acteonline.org)
10. NC Operational Plan 2023-24 (core-docs.s3.amazonaws.com)
11. NDSEEC-Public Documents - SEEC Governing Board Handbook 2022-2023.pdf - All Documents (sharepoint.com)
12. Northern Cass Strategic Plan 2023-24 (core-docs.s3.amazonaws.com)
13. West Fargo Strategic Plan - District Overview / Strategic Plan (k12.nd.us)