



NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

Credit Accrual and Recovery Guidance

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Foreword

The North Dakota Department of Public Instruction (NDDPI) is committed to providing guidance and support for high school faculty, staff, and administrators to ensure clear pathways to graduation. Many high school students face challenges in accrual and recovery of credit towards graduation. Class offerings, credit calculation, and course requirements for graduation can vary across districts within North Dakota. Students who continuously change schools or face personal health and family issues are among those greatly affected. Earning and recovering credits is critical to keeping students in school, advancing towards graduation, higher education and, ultimately, financial stability, civic engagement, and independence.

This Credit Accrual and Recovery Guidance will keep learning aspirations high for current high school students and will help protect students' future success in changing times. This guidance provides educators with ideas to enhance opportunities for students to meet graduation requirements and remain on track to graduate with their respective class or cohort group. This guidance is also intended to clarify available options that exist for districts as they work to ensure all students can complete a pathway toward graduation. Providing credit accrual and recovery options for high school students establishes a greater level of support for students to move through regular classes in a non-traditional manner. NDDPI wants to ensure that local districts are aware of policies and procedures that allow for more opportunities for students to demonstrate their learning.

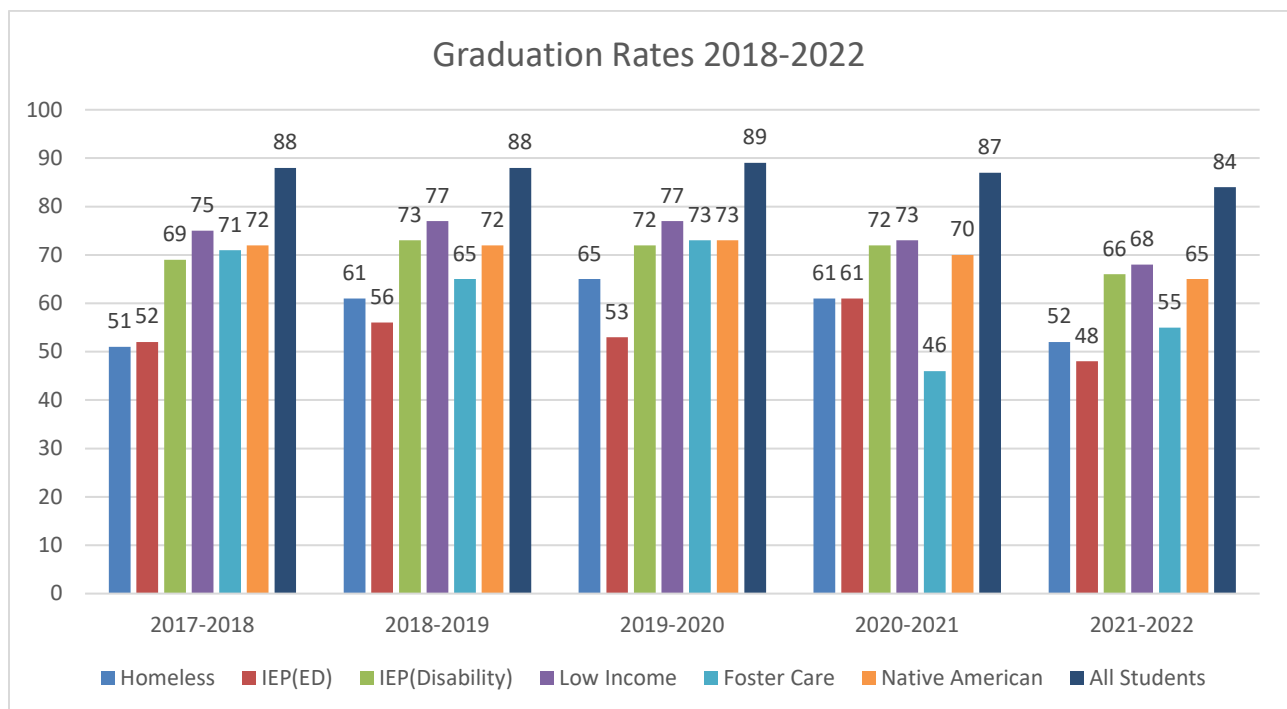
Whether or not a student is on the path to graduation should be determined based on a review of student data including formative and summative assessments, grades, and earned credits. The NDDPI recommends school leaders reexamine local policies and procedures to ensure districts are responsive to at-risk students and reduce barriers that put students at risk of graduating outside of their cohort.

A handwritten signature in black ink that reads "Kirsten Baesler". The signature is written in a cursive, flowing style.

General Purpose

- To assist at-risk youth with on-time credit accrual, including opportunities to remove real or perceived barriers
- To award partial credit to high-risk populations where many transitions occur
- To share acceptable uses of available course codes and the ability to issue credit for students
- To provide examples of how schools can increase flexibility with course options

As depicted below, opportunity gaps exist for students in at-risk subgroups such as students experiencing homelessness, students on an individualized education plan (IEP), students experiencing poverty, students in foster care, and students who are Native American. Additional school, district, and state data can be found on [ND Insights](#). As North Dakota students access the full continuum of options for students earning credits and/or recovering credits, graduation and dropout rates are anticipated to continue to improve across all subgroups.



PK-12 Education Strategic Vision Framework

Helping students earn and recover credit aligns to the [PK-12 Strategic Vision Framework](#) and its vision that “All students will graduate Choice Ready with the knowledge, skills and disposition to be successful.” This guidance will help to make progress on the last three long-term outcomes for students.



PK-12 Education Strategic Vision Framework

Our vision is that all students will graduate choice ready with the knowledge, skills, and disposition to be successful

We will make progress toward this vision by achieving these long-term outcomes for students

- Increase students who enter kindergarten prepared to learn, and increase the number of kindergarten classrooms that meet the needs of every learner
- Increase students who demonstrate reading proficiency in 3rd grade
- Increase students who meet expected learning gains each year
- Increase students who engage in learning
- Increase students who graduate Choice Ready
- Reduce the disparity in achievement for students with disabilities, students in poverty, and Native American students


We will drive improvement on these outcomes through focused effort within these strategic themes

- Quality early childhood experiences
- Support for safe and healthy behaviors
- Career awareness, exploration, and development
- Quality education personnel
- Quality student-centered instruction

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Choice Ready

[Choice Ready](#) is a component in the North Dakota Accountability system to measure whether high schools are producing students who are ready for success upon graduation. The metrics outlined within the Choice Ready initiative are intended to measure growth for North Dakota high schools, as indicated by student readiness upon high school graduation. This framework supports the department's mission: All students will graduate Choice Ready with the knowledge, skills, and disposition to be successful. This guidance will help all school leaders ensure that all students meet Choice Ready requirements:



NORTH DAKOTA CHOICE READY

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

ESSENTIAL SKILLS

Earn a **North Dakota high school diploma**

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

- 25 hours of Community Service
- 95% Attendance (not counting school-related absences)
- Career Exploration Experience
- Two or More Years in Organized Co-Curricular Activities
- Two or More Years in Organized Extra-Curricular Activities
- Successfully complete a Capstone Project
- Successfully Complete an On-line Learning Course
- Demonstrate Competency in 21st Century Skills

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

POST-SECONDARY READY

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

ACT / SAT minimum or subsection scores:

ACT English—18	SAT Reading/Writing—480
ACT Reading—22	SAT Math—530
ACT Math—21	
ACT Science—23	

or

Two or more additional indicators:

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

WORKFORCE READY

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

- Complete three CTE courses or more (A, B, or C) or (4, 3, or 2)
- Complete Career Ready Practices (3.0)
- Dual Credit Course (A, B, or C) or (4, 3, or 2)
- WorkKeys (Gold or Silver)
- Technical Assessment/Industry Credential
- Workplace Learning Experience (40 hrs.)
- Work-based Learning Experience (Perkins V) (40 hrs.)
- NDSA (Reading/Math) Level 3 or greater or (ACT for Accountability: English 19/Mathematics 22)
- Fine Arts Course (A, B, or C) or (4, 3, or 2)

MILITARY READY

Complete a **Four-Year Rolling Career Plan**, **ASVAB score of 31 or greater** (as determined by branch), or acceptance into the military.

Quality Citizenship (No Expulsions/Suspensions), **Physically Fit** (Students who have successfully completed required PE courses (A, B, or C) or (4, 3, or 2) and

Complete **two or more** additional indicators from the **Post-Secondary** or **Workforce** options.

or

Complete two credits of JROTC or Civil Air Patrol.

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Successful completion of high school and preparation for post-secondary living for students with disabilities is driven by the student's individualized transition IEP, which assists the student in being deemed Choice Ready. Students with the most significant cognitive disabilities who take the North Dakota Alternative Assessment (NDAA), based on alternate academic achievement standards, WILL NOT be exempt from the Choice Ready measure; instead, these students will have [Alternate Choice Ready Criteria](#) for each pathway.

Statutory Requirements and Connections

Title I: The purpose of Title I, Part A is to provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps (ESEA section 1001). Title I, Part A is used for those who are failing, or most at risk of failing, to meet the state’s academic achievement standards (ESEA section 1111(b)(1)(A)).

IDEA: The Individuals with Disabilities Education Act (IDEA) requires each state to develop a state performance plan/annual performance report (SPP/APR) that evaluates the state’s efforts to ensure students with disabilities are receiving a free and appropriate public education. Part of the SPP/APR requires each state to plan and implement efforts and report annually on 17 indicators. These 17 indicators include improving graduation rates for students with disabilities (Indicator 1) and improving dropout rates for students with disabilities (Indicator 2) (20 U.S.C. §1416(a)(3)(A)).

Personalized Competency-Based Education: Competency-based delivery through personalized learning, innovative educational approaches, and new advanced policies provides an opportunity for students to graduate choice ready with the knowledge, skills, and dispositions to be successful (NDCC 15.1-06-08.2; NDAC CHAPTER 67-19-03).

McKinney-Vento Act: States must have procedures to “identify and remove barriers that prevent [students experiencing homelessness] from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies” (42 U.S.C. §11432(g)(1)(F)(i)). Homeless Liaisons must implement those procedures (42 U.S.C. §11432(g)(6)(A)(x)(II)).

Foster Care: States are required to promote greater stability for children in foster care so that they can continue their education without disruption, maintain important relationships with peers and adults, and have the opportunity to achieve college- and career-readiness (ESEA section 1111(g)(1)(E)); Title VI of the Civil Rights Act of 1964; Title VI; Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1973 (Section 504).

Neglected and Delinquent: The Prevention and Intervention Programs from Children and Youth Who Are Neglected, Delinquent, or At-Risk, authorized by the Title I, Part D of the Elementary and Secondary Education Act of 1965 (ESEA), include two programs, one for state programs and another for local programs. The purposes of these programs are to assist in the transition of students from residential facilities to community-based programs and ensure students have the same opportunities to achieve as those in traditional schools.

Definitions

At Risk Child or Youth means a school-aged individual who is:

- At risk of academic failure
- Has a substance abuse addiction
- Is pregnant or is a parent
- Has previously come into contact with the juvenile justice system
- Is a migrant or an immigrant
- Is at least one year behind the expected grade level for the age of the individual
- Has limited English proficiency
- Is a gang member
- Has previously dropped out of school
- Has a high absenteeism rate at school

Credit Accrual satisfactory academic progress towards graduation. A student must accrue (earn) a minimum number of credits with a minimum cumulative grade point average to be making satisfactory academic progress.

Credit Recovery is a term used to describe a wide variety of educational strategies and programs that give high school students who have lost credit in a class the opportunity to redo coursework or retake a course through alternate means—and thereby avoid failure and earn academic credit.

Chronic Absenteeism students who attended school for more than 10 days and who also missed 10 percent or more of their enrolled days within a school year.

North Dakota Content Standards serve as expectations for what students should know and be able to do for each grade span. The [standards](#) serve as goals for teaching and learning. In ND, the content standards serve as a model. Each school district may set more rigorous standards; however, no district shall use any state content standards less rigorous than those set forth in the [North Dakota Century Code 15.1-21](#). Local school districts determine the curriculum they will adopt to meet the standards.

North Dakota Learning Continuum work has been ongoing over the past two years as North Dakota districts have been participating in the [ND Personalized, Competency-Based Learning](#) cohort. An essential element developed as part of this project is a state-level [learning continuum](#) made up of academic and 21st century skill competencies in math, science, ELA, and social studies. The learning continuum will provide a systemic progression of the knowledge, skills, and dispositions that all learners need while remaining adaptable for local districts to use within their local learning contexts. In addition, the NDCC was updated in [15.1-21-02\(3\)](#) and in [15.1-21-03\(5\)](#) to reference the learning continuum work and offer additional opportunities to school districts to utilize this work to attain high school graduation. This work aligns with current priorities, such as Choice Ready, priority standards, and [portrait of a graduate work](#).

Removing Barriers for At Risk Students

It is important to remove barriers for all students to succeed. Various levels of systemic barriers exist in education, and it is important schools and districts take a holistic approach to meet all students where they are to succeed at the mission of graduating all students Choice Ready. The National Dropout Prevention Center has identified 15 Effective Strategies that, when implemented with fidelity, reduce school dropout (see the graphic below). These strategies are based on over 30 years of research. Although these strategies can be implemented as stand-alone strategies, the greatest impact is achieved when school districts intentionally work to encompass all, or most, of these strategies in their continuous improvement efforts. When implemented as a whole, the below strategies become interconnected.

Foundational Strategies

- Systemic Approach
- School-Community Collaboration
- Safe Learning Environments

Early Interventions

- Family Engagement
- Early Childhood Education
- Early Literacy Development

Basic Core Strategies

- Mentoring/Tutoring
- Service Learning
- Alternative Schooling
- After School/Out-of-School-Time Opportunities

Managing and Improving Instruction

- Professional Development
- Active Learning
- Educational Technology
- Individualized Instruction
- Career and Technical Education

Credit Accrual

The purpose of credit accrual is to give students an opportunity to earn credit by modifying the traditional class credit that aligns with their specific need and interest (look outside the box). By doing this, students can stay engaged and on track for graduation through an alternate means. Locally controlled policy decisions can be updated and reconsidered, as long as the following guidelines are maintained.

Traditionally, one class period, based on the number of hours of instruction, for an entire school year equals a credit. Science and CTE courses require 150 hours of instruction for one credit and all other courses require 120 hours of instruction for one credit. Some schools may use a block schedule where class periods are longer whereas students may earn a full credit in just a semester or schools may have A days and B days where students alternate each day and get 1 credit for each class for the school year. Some courses (including a lot of CTE classes) are taught over 2 class periods for a whole year and are worth 2 credits. Up to 15 of the 150 hours of instruction per calendar year in all CTE and science courses can be spent by the student completing assignments outside of the classroom including an internship or at a work site.

North Dakota Graduation Requirements:

22 Credits, but schools may require more than 22 credits

Specific courses:

4 credits English

3 credits Math

3 credits Science (including Biology and Physical Science)

3 credits Social Studies (US History, Problems of Democracy, or Gov/Econ)

1 credit PE (or ½ credit PE and ½ credit Health)

3 credits of any combination of Career and Technical Ed./Foreign Lang/Fine Arts

5 additional credits

Credit Information and Definitions

State Course Codes: Each course taught in a school in North Dakota must be tied to a [state course code](#). Schools may call the course a different name if they want. Schools use their judgement to make the decision of what course code best matches up with the content being taught. It is the course code that matters. Each course code needs the following:

- Course title
- 5-digit course code number
- Course description
- Description of who can teach the course (license areas)
- Maximum number of credits that can be earned in the course

Partial Credit: Issued for courses that are less than the required 120 or 150 hours:

- ½ credit: 60 hours of instruction (*75 hours for Science and CTE*)
- ¼ credit: 30 hours of instruction (*37.5 hours for Science and CTE*)
- .375 credit for 45 hours
- .167 credit for 20 hours
- .125 credit for 15 hours

Transfer Credit: When new students transfer into a school during the middle of a term, effort should be made to offer similar courses to their previous school. However, this is not always possible (may not have licensed staff in that subject, school may be smaller, etc.). If a student transfers from one North Dakota public school to another, previously earned credits will automatically transfer in eTranscript. If a student transfers into a North Dakota school from out of state, schools may need to make best judgements about what state course code to align to and give credit.

Course and Subject Alignment: NDDPI has a [Diploma and Scholarship Alignment Chart](#) that shows the following:

- What courses can count for each subject area
- Which courses can substitute for courses required for graduation
- Maximum number of credits that can be earned for each course

Instructional Day Duration: The 2019 State Legislature voted to change this requirement from a days per year formula to an hours per year calculation. This new calculation consists of 962.5 hours of instruction time at the elementary school (K-6) level and 1,050 hours of instruction time at the middle and high school levels (7-12). Per [NDCC 15.1-06-04](#), a full day of instruction consists of:

- At least 5½ hours for kindergarten and elementary students, during which time the students are required to be in attendance for the purpose of receiving curricular instruction; and
- At least 6 hours for high school students, during which time the students are required to be in attendance for the purpose of receiving curricular instruction.

Districts now have the flexibility in scheduling partial days of instruction and partial days of professional development on the same day. This flexibility helps districts schedule ongoing and job-embedded professional development within their school buildings to further quality instructional practices.

Schools must abide by the minimum number of hours per day in both the elementary school and high school as much as possible to ensure quality instruction. If part of the school day is shortened because of weather, a district should do its due diligence to make up any hours missed. It is highly recommended districts use the historical 175 days a year of instruction as a reference in planning school calendars. Please see [School Calendar Guidance](#) for additional support in this area.

GED Assessment for Credit: In 2021, the legislature approved an additional flexibility allowing GED assessments to count for credit, which is located in [NDCC 15.1-21-02.2](#). If approved by the board of a school district or nonpublic school, a school district or nonpublic school may develop eligibility criteria or programmatic requirements to allow a passing score on the relevant portions of the GED assessment to receive credit for the corresponding [high school graduation requirements](#) or [optional curriculum requirements](#).

ND Optional High School Curriculum: Per [NDCC 15.1-21-02.3](#), if after completing at least two years of high school a student has failed to pass at least one-half unit from three subdivisions in subsection 1 of section [15.1-21-02.2](#) or has a grade point average at or below the twenty-fifth percentile of other students in the district who are enrolled in the same grade, the student may request the student's career advisor, guidance counselor, or principal meet with the student and the student's parent to determine whether the student should be permitted to pursue an optional high school curriculum, in place of the requirements set forth in section 15.1-21-02.2. If a student's parent consents in writing to the student pursuing the optional high school curriculum, the student is eligible to receive a high school diploma upon completing the following requirements.

Educational Opportunities Outside the Classroom: In 2021, the legislature approved an additional flexibility allowing the board of a school district to adopt a policy to allow students enrolled in grades six through twelve to earn course credits through educational opportunities with a sponsoring entity outside of the classroom. Refer to [NDCC 15.1-07-35](#) for more details on the steps a school district and a sponsoring entity have to go through to allow students to truly “learn everywhere”.

Process to Request a New Course Code: Course descriptions provide brief narratives, which outline a broad scope of course context. The broad contextual nature allows schools the flexibility to design courses that fall within or go beyond these descriptions as they strive to prepare their students to be Choice Ready. Times may arise where a school may find it necessary to request that a new course code be created. [Course requests](#) can be requested by filling out this form: [SFN 60065](#).

Credit Recovery

The NDDPI recommends that schools intervene early and often, before students actually lose credit in any given course. However, if a student does lose credit, the following examples are innovative methods to earn credit back.

- Expanding course options by utilizing the course code manual to consider additional options available
- Adopting board policy under new NDCC flexibilities described in previous sections
- Awarding partial credit, if applicable
- Offering credit accrual through ITV, CDE, or other virtual options
- Offering independent study options
- Utilizing standards-based education, grading, and/or personalized learning and competency-based learning
- Increasing after school/out-of-school-time opportunities to recover credit

As long as the above methods follow the [North Dakota State Content Standards](#), there are many ways to consider credit recovery.

Some examples of course options that may allow flexibility to at-risk students:

Individual and Family Health: To help students develop a holistic approach to “good health” and learn ways to maintain optimum levels of wellness. Course content may include: characteristics of a healthy person; maintenance of health (including nutrition, physical fitness, personal hygiene, accident prevention, protection against disease, effects of alcohol, tobacco, and other drugs, coping skills, “preventive maintenance”, home safety and sanitation, athletics); preparing for emergency situations; home care of the sick; pregnancy, community health services and programs; selecting and using health care products and services; current issues related to personal, family, and world health; related careers; leadership development.

Note: This course can be taught for CTE credit only. For Physical Education credit, Health can be found under Physical Education and Health. For Science credit, Health can be found under science. This course may also satisfy the health requirement.

Housing and Living Environment: To explore the impacts housing has on families and the variety of ways in which individuals and families meet their needs for shelter. Content may include: the meaning of home; determining personal housing needs; selecting housing to meet needs; legal and financial aspects of housing; housing for individuals with special needs; the home as work site; personal expression through home decoration; household equipment selection, care, and use; maintaining safe environment; home repairs and improvements; energy and resource consumption and conservation; technology for home and family life; societal and environmental impacts of decisions; sources of support and assistance for individuals and families; current issues related to family housing; related careers; leadership development.

Independent Living: To prepare students for responsibilities involved in becoming self-sufficient young adults preparing for life away from the parental home during or immediately following high school. Course content may include living independently; supporting oneself; making financial decisions**; making choices about housing, nutrition and food, clothing, transportation, health, and wellness; using time to achieve personal goals; finding balance in life; current issues that affect personal decisions; societal and environmental impacts of personal decisions; sources of support and assistance in the community; leadership development.

**It is recommended that enrollment of students below grade 10 be limited to students with special needs who must develop basic living skills, and that the instructional topics be adjusted accordingly.*

***This course may include concepts of personal finance such as checkbook mechanics, saving for larger purchases, credit, earning power, taxation and paycheck withholdings, college costs, making and living within a budget, mortgages, retirement savings, and investments.*

Physical Education Equivalent: This course awards physical education credit for other at-school activities, such as marching band or cheerleading.

Substance Abuse Prevention (Phys Ed): This course will focus specifically on the health risks of drugs, alcohol, and tobacco. This course will provide information on the negative consequences of these products and teach students coping strategies to resist the influences (such as peers and media images) that may entice them to use these substances. Students may also explore the community resources available to them.

Note: This course is taught for Physical Education credit only. For Health credit, use Substance Abuse Prevention (Health) found under Health.

Best Practices for Supporting Students

The NDDPI encourages school personnel to reach out and collaborate with other school and district leaders to work through individual student scenarios.

Work as a collaborative school team, communicate with families, and utilize the following guiding questions when creating action plans for students:

- What is the step-by-step process needed to create a personalized action plan?
- What will the school need to do?
- Who will need to be involved?
- What is the timeline?
- How will this plan be communicated?
 - To parent/family...
 - To teachers...
 - To partners...

Aligning Funding Supports

Funding Ideas

School districts in North Dakota have numerous funding streams available to support education. Outlined below are potential resources available to schools to help support activities designed to graduate students Choice Ready. Choice Ready is a component within the North Dakota accountability system to measure whether high schools produce students who are ready for success upon graduation. Metrics outlined within the Choice Ready initiative are intended to measure growth for North Dakota high schools, as indicated by student readiness upon high school graduation in multiple areas: Possessing Essential Skills, Post-Secondary Ready, Workforce Ready, and Military Ready.

Since the goals of Choice Ready are absolutely aligned to earning and recovering credit, the ideas listed below, separated by various funding streams, can also support projects discussed throughout this guidance.

Title I: Title I grants provide funding for eligible schools to support supplemental educational opportunities so students may reach proficiency on the state's standards and assessments, provide professional learning for school staff, and to implement strategies for raising student academic achievement. Allowable costs will depend on whether a building is Title I eligible and implementing a targeted assistance or schoolwide program. All interventions, activities, and strategies should be aligned to the Title I school's plan and included in the Title I budget. Schoolwide programs offer flexibility in supporting and meeting the needs of all students. In a targeted assistance program only Title I eligible students may benefit from the services. The following are examples of Title I activities to support Choice Ready components:

- Supplemental, evidence-based interventions, practices, strategies, and/or programs to support student achievement in all areas.
- Instructional staff dedicated to supporting activities by providing access to an enriched curriculum and educational experience including tutors, liaisons, job coach, and coordinators.
- Instructional strategies to raise student academic achievement including accelerated learning programs, dual or concurrent enrollment courses, early college high school courses, advanced placement, CDE courses, and international baccalaureate.
- Technology needs or manipulatives to improve student achievement or assist students in completing projects successfully.
- Instructional materials, technology, devices, software, and coursework materials to support student learning and digital access; especially, to student populations including students with disabilities, living in poverty, experiencing homelessness, foster care, English learners, neglected or delinquent, Native American, and migrant.

- Teacher stipends for professional development, tutoring, and/or programming including those to support dropout prevention, accelerated learning, and work-based learning experiences.
- Expand co-curricular offerings in areas such as music, art, civics, foreign language, engineering, technology, career and tech ed, health, geography, and culture, with the purpose of providing all students access to an enriched curriculum.
- Support extending learning time or expand educational experiences in programs such as 21st CCLC, STEM, literacy, before/after and summer school programs.
- Course fees, exam fees, attendance incentives, and training to support Choice Ready based on student needs and aligned to program goals/objectives.

Title II: Title II grant funding provides supplemental funding to support activities that strengthen the effectiveness of teachers and school leaders. The following are examples of Title II activities that support Choice Ready components:

- Educator professional development on advanced coursework
- Professional learning on capstone structures
- Educator professional development for effective online courses and teaching strategies

Title III: Title III provides supplemental funding to support the language development and academic instruction of English learners. Districts could use Title III funds to support Choice Ready activities for English learners.

Title III - Immigrant: Title III provides supplemental funding to support the language development and academic instruction of immigrant children and youth. Districts could use Title III funds to support Choice Ready activities for immigrant students.

Title IV: Title IV provides supplemental funding to improve students' academic achievement by increasing access to well-rounded education, improve school conditions for student learning, and advance the use of technology. The following are examples of Title IV activities that support Choice Ready components:

- Support community service by promoting volunteerism, community involvement, service-learning partnerships that create community service opportunities for students, and programs for tracking community service hours for students.
- Expanding co-curricular offerings in the areas such as music and art.
- Increase attendance by implementing dropout prevention programs, creating student engagement opportunities such as clubs; Lego Robotics, STEAM/STEM, and improving school climate activities/programs
- Providing extra-curricular supports such as eSports.
- Support career exploration through extra college and career counseling, college and career ready curriculums, college and career fairs/nights, virtual career experiences, training counselors to effectively use labor market information in assisting students with postsecondary education and career planning, and financial literacy and federal financial aid awareness activities.

- Accelerated learning programs that provide courses or instruction accepted for credit at institutions of higher education i.e.: dual or concurrent enrollment courses, early college high school courses, advanced placement, and international baccalaureate.
- Programs to develop 21st Century Skills.
- Activities to promote the development, implementation and strengthening of programs to teach traditional American history, civics, economics, geography, or government education; foreign language instruction; and environmental education.

Transferability: School districts have the flexibility to transfer federal funds to other federal priorities to best meet local needs. In addition to the above activities listed for Titles I, II, III and IV, the following are examples of how a district might use Title V flexibility for Choice Ready components:

- Purchase supplies and materials for hands-on learning experiences – such as career exploration labs, workforce readiness, or industry credentials/certifications
- Hire personnel to provide student supports and increase access to opportunities such as a job coach, community liaison, internship coordinator, etc.
- Secure consultant for designing a local portrait of a graduate

SRSA: Under ESSA, the Small, Rural School Achievement (SRSA) Program is aimed at providing supplemental grants to small rural school districts. The SRSA flows directly from the U.S. Education Department (USED) to districts; however, the USED provides NDDPI with eligibility and allocation information. These funds are extremely flexible and could be used to fund many different activities.

RLIS: Funds from the Rural Low-Income Schools (RLIS) grant may be used for a wide range of activities. In fact, it can be used for any of the activities authorized under Title programs I through IV, and parental involvement activities. This aligns with many of the Choice Ready indicators, such as CREAM, on-line learning courses, and more. Some examples of activities which would support the Choice Ready framework could include programs which support school/agency collaborations to combat absenteeism through a school/community approach, extended school day programs which provide additional learning time, and mental health supports such as additional counselors.

IDEA: IDEA, Part B funds are to be used for the purpose of providing for the education and services of students with a disability, to strengthen education, drive reforms and improve results for students ages 3 through 21. The following may be examples of supporting Choice Ready initiatives with IDEA, Part B funds:

- Hire a job coach for students who need training to access community employment experiences.
- Purchase workplace readiness curriculum(s) to teach skills to students with significant needs.
- Hire personnel to assess community resources and provide students opportunities for workplace readiness training or volunteer experiences.

- Evaluate transportation needs for students with disabilities, consider purchasing taxi vouchers, bus tickets, etc. for student to increase attendance or access community.
- Conduct assistive technology evaluation and purchase assistive technology devices to increase student independence. Teach students how to utilize devices.
- Purchase transition assessments to assess the following areas: jobs and job training, home/independent living, community participation, and post-secondary training and learning opportunities.
- Visit colleges student is interested in attending after graduation and visit the disability service office at each college.

CTE State: Currently, State General Fund CTE funds are reimbursed to schools to offer CTE programs. The reimbursement includes instructor and counselor salaries. This supports Choice Ready as this is funding that assists schools in offering career and technical education courses.

CTE Federal: The intent of Perkins V is to guide data-driven decisions on how to use Perkins funds through the completion of a comprehensive local needs assessment (CLNA). The CLNA includes student performance data, CTE enrollment data, labor market information alignment and stakeholder engagement. Since ESSA and Perkins V accountability measures align, using Perkins funds could assist in meeting a number of workforce ready measures, such as dual credit, industry certifications, work-based learning, and NDSA.

School Improvement: School Improvement funds are granted to help schools make progress in areas that led to being identified as either Targeted Support and Improvement (TSI) or Comprehensive Support and Improvement (CSI). If schools are identified for either TSI or CSI at the high school level, the following areas are examples of activities that support Choice Ready components:

- Supplemental, evidence-based interventions, practices, strategies, and/or programs to support student achievement in all areas
- Supporting programs to develop essential skills
 - Technology and/or hands-on manipulatives that lead to student achievement and/or assist students in successfully completing a capstone project or an online course
 - Teacher stipends for professional development, tutoring, and/or programming outside contract hours for the following:
 - Implementing dropout prevention programs
 - Supporting accelerated learning programs
 - Creating opportunities for work-based learning experiences

BIE: Some schools receive additional federal BIE Funds. These funds can be used to support students in meeting Choice Ready, to increase student academic achievement, and meet the needs of Native American students.

ESSER: All districts have access to ESSER funding (ESSER I, II, III) due to the pandemic. Congress appropriated this additional funding to assist districts with their needs due to COVID-19. These funds are extremely flexible and can be used for expenditures outlined in [Appendix B](#) to address COVID needs and help address potential learning loss. Since all ESEA, Perkins, and IDEA activities are allowable, these funds could pay for any activity designed to get more students Choice Ready.

State Funds for CREAM: The state will fund the codes needed for the CREAM program for each student. Funding is also provided for the CREAM facilitator if the CREAM responsibilities exceed the individual's contracted hours.

State Funds for AP: The state reimburses the full cost of the student's first AP exam in math, English, science, or computer science. 50% of the next three AP exams are covered as well. If students are impoverished, the state will reimburse the entire costs of four AP exams in math, English, science, or taken in the student's high school career. The state also provides reimbursement for AP Summer Institute training for AP teachers up to \$2500 for registration and travel.

Dual Credit Assistance: The Bank of North Dakota provides assistance for needy students who meet requirements. This assistance funds two dual credit courses. The 67th Legislative Assembly passed HB 1375 which provides a reimbursement scholarship for students who meet the criteria which would cover the cost of dual credit courses up to \$750.

Homeless funding: Competitive grant funds are provided to districts for the purpose of identifying homeless children and youth, providing homeless children and youth with wrap-around services, and providing assistance needed to enable homeless children and youth to attend school and participate fully in school activities. These funds may be used to address urgent needs of children and youth experiencing homelessness, including academic, social, emotional, and mental health needs. Funds may also be used to increase capacity by hiring staff, dedicating resources, and planning partnerships with community-based organizations, among other strategies.

Pool Resources: In North Dakota, it is becoming quite common for districts to cooperate and share services. Federal regulations allow school districts to pool resources to share services among several schools. One district would simply agree to be the fiscal agent and funds would flow through that district to pay for the activity. Another viable option would be to share resources through local Regional Education Associations (REAs).

Resources

The NDDPI is dedicated to gathering local, regional, and national resources for anyone in the education field. The [Resource Center](#), originally set up during the height of the COVID-19 pandemic, is designed to be a one-stop-shop to provide access to educational supports and resources. The linked resources on this page were carefully chosen for their alignment to North Dakota K-12 Education Content Standards. Particular attention has been given to identifying best practices and guidance in supporting ALL students and providing suggestions for educator professional learning. Local school districts decide which curriculum, materials, and resources are used within their district; therefore, these resources may or may not be aligned to a student's specific coursework. Please be sure to cross-check students' and school's specific materials to ensure appropriate use.

In addition, it is important for school leaders to access community-based resources to address issues like chronic absenteeism, youth homelessness, poverty, and mental health supports. Some additional websites to check out are below:

- North Dakota Department of Human Services: <http://www.nd.gov/dhs/locations/>
- North Dakota Department of Career and Technical Education: <https://www.cte.nd.gov/>
- North Dakota Indian Affairs: <https://www.indianaffairs.nd.gov/>
- Parents Lead: <http://www.parentslead.org/>
- Youthworks: <https://youthworksnd.org/>