



North Dakota Career & Technical Education
Wayde Sick, Director
Mark Wagner, Assistant Director

December 2020

Newsletter

Ketterling Named American Farmer

INDIANAPOLIS (Wednesday, Oct. 28, 2020/National FFA Organization) – At first



glance, Cole Ketterling seems like a typical American farmer. He raises beef cows for his supervised agricultural experience (SAE) with Wishek FFA in North Dakota. He grows corn, soybeans, spring wheat, and sunflowers on a rotation, but his time with FFA has taught him a unique, valuable skill: welding.

“I learned how to weld in the classroom and did a few competitions that involved that,” Ketterling said. “I actually weld a lot on the farm now because of it.” Ketterling said he mostly puts his welding skills to repair broken equipment, but he also uses it for building fences and other useful structures. “It’s stuff you don’t think you would use every day — and you don’t use it every day — but once in a while, it comes in handy,” he said.

Ketterling’s beef cattle SAE got its start when he was just a kid backgrounding his father’s cows to make them ready for placement in a packed feedlot. From there he bought his own cows and began renting land for raising cattle and crops. Ketterling said he started with 39 acres and currently farms on “about 1,000 acres” in 2020.

FFA taught Ketterling about more than just welding and farming though. He said he also learned a lot about business management in his agriculture classes. He credited his father, Kermit Ketterling, and his FFA advisor, Rocky Brown, for inspiring him to try new things. “It was a good foundation to get me going in the right direction,” Ketterling said.

Ketterling recently graduated from North Dakota State University with a degree in ag economics, and he has started working as an ag loan officer in his hometown. He is still farming though, and he said he has two paths to choose from for his future. “For now this is where I’m starting,” Ketterling said. “I’m getting a little off-the-farm income to help start farming [more] because, economically, it’s not the best time to be farming full time right out of college.”

For FFA members working on their SAEs, Ketterling said his best advice is to try new things and accept failure as it comes along. “Don’t be afraid to fail,” Ketterling said. “Try something. If it doesn’t work, you’re young; you can walk away and try something different.”



Dates of Interest

January 1, 2021
New Years Day

January 5, 2021
First Day of North Dakota
Legislative Session

January 18, 2021
Martin Luther King Jr. Day
State Holiday

January 18, 2021
Last day for Representatives
to introduce a bill

January 25, 2021
Last day for Senators to
introduce a bill

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Work Based Learning is Alive and Well in North Dakota despite Covid19

The term WBL or “work-based learning” means (for the purposes of Perkins V funding): sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, OR, simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

For practical application and data collection, this means that hours can be accumulated by the student throughout his/her enrollment in a program of study in one of the two options:

Option 1:

Sustained interactions (as in Co-operative Experiences, etc.) should strive for a minimum of 40 hours of one supervised experience on the worksite. Although the student may spend more than 40 hours on the worksite, 40 hours should be the minimum goal.

Option 2:

Simulated environments in an educational setting (which means any CTE funded course) should strive for a minimum of 40 hours throughout a series of in-class projects/lab work, with each project/lab taking no less than 1 week or 5 successive hours of class time to complete. The entire series of projects should have a goal of equaling 40 hours or more total during enrollment in the program.

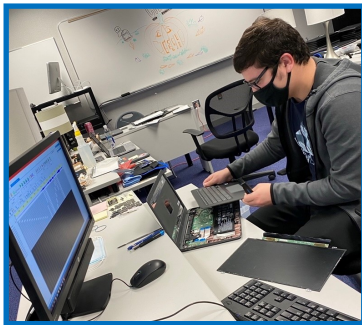
Here are some examples of WBL happening this fall in North Dakota.

Student: Reno Ogden

School: Bismarck Century

Internship for Information Technology

Students can get WBL experience through the Information Technology Program in Bismarck. “This experience enhances what I already know, and has taught me how to troubleshoot better, due to the unpredictability of technology issues. Experience and troubleshooting are important and universal in the workforce, and work-based learning has definitely helped me to develop these skills.”



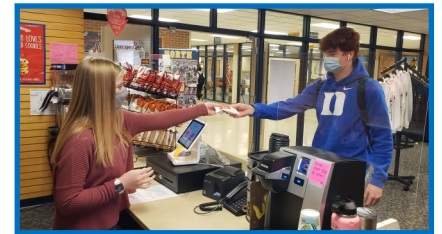
WORK-BASED LEARNING

Student: Elly Weist

School: Fargo North

School Based

Enterprise (store)



Students can get first-hand experience in business operations

while working in the school store or school bank and qualify for WBL in North Dakota. Elly said, “Working in the store has taught me many things and has helped me apply things I have learned from DECA and marketing classes. For example it has taught me to work cooperatively with coworkers and customers.”

Student: Noah Cunningham

School: Minot High School

Senior Internship Program



The seniors in the Senior Internship Program have the opportunity to experience a variety of career areas in a professional environment.

Noah is completing his internship at Wold Engineering in Minot. He said, “My senior internship experience gave me the chance to see if surveying was the right career choice for me. I am going to pursue a career in Land Surveying.”



Work Based Learning Examples, Continued

Student: Shayla Rolla
School: Watford City
 Veterinary Center Experience

“When going to my CWE work station for the day, I never know what my day is going to entail. There may be an emergency, routine procedures, or even going to a ranch site to work. I have been able to work on different animals; such as trimming a dog's nails, deflating trach (trachea) tubes, collecting urine samples, and tending to animals. My favorite part of my job is being able to help animals recover and to help them feel at home. I would like to thank Dr. Pedersen and the staff at Watford City Veterinary Center.” Shayla's work base learning allows her to experience this type of on the job training.



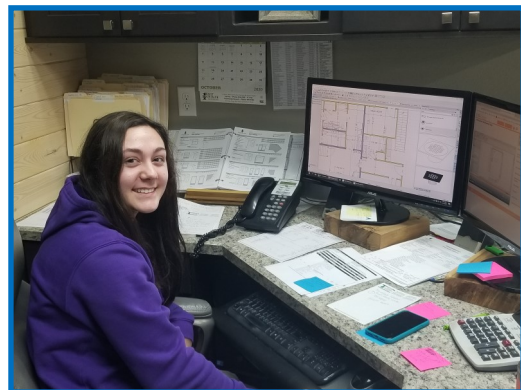
Student: Caleb Hauck
School: SRCTC
 Supervised Agricultural Experience (SAE)

Caleb attended SRCTC and had a great experience in the been production operation. “My supervised agricultural experience has been a great benefit. Through this experience, I have learned numerous soft skills, such as responsibility, self-motivation, and problem solving, as well as been exposed to new areas of agriculture and the technical skills that are associated with them. As a result of my SAE, I feel I have been better prepared to enter the workforce as a productive citizen.”



Student: Shayla Seibel
School: Harvey High School
 Mid-Dakota Lumber (interior design and floor plan design)

Shayla is working to prepare for college and has a coop experience that is helping her. She says, “Working at Mid-Dakota Lumber is providing me with experience that will prepare me for college majoring in Interior Design at Alexandria Technical Community College. Mid-Dakota Lumber is allowing me to use their design program--2020 Design and Chief--to complete floor plans of homes. I have also been able to work with cabinetry and different types of flooring. Everything that I have learned through this work experience will help me in my future career of Interior Design.”



Student: Matthew Moe
School: Red River High School
 Virtual Business Challenge On-Line Simulation

There are many simulations for all program areas which meet the requirement for WBL as well as enhance the lessons and standards in a class. “When doing The Virtual Business Simulation it will help me in my future career. The lessons help to cover a lot of the topics that help me understand and be successful with the simulation. With so many applied concepts through the use of this simulation, I understand a lot more about the operation and management of what a real business is like.”



State Director's Column

-Wayde Sick, Director, North Dakota Career and Technical Education

Wishing you a Healthy New Year

Hello, North Dakota Career and Technical Education Community. I hope the December 2020 CTE Newsletter finds you and your family healthy and safe.

Every month, I try to be thoughtful when selecting my topic for the Department's Newsletter. My topics have included Perkins V, Legislative Session priorities, and Work-Based Learning. As you can see, these are primarily business-related topics.

I'm backing away from my normal assortment of topics this month to simply be thankful. We are in the holiday season, which is the time of year we should be thankful for what we have. Now some may argue we don't have much to be thankful for in 2020, but I would disagree. Here are just a few things I am thankful for:

I am thankful for the staff at the North Dakota Department of Career and Technical Education for all the work they have done.

I am thankful for all the educators across the state, who have worked tirelessly, every day to overcome the challenge we know as COVID-19.

Again, thank you for everything you do for our students. Enjoy the holiday season and be safe.

Wayde Sick
State Director



Check out our website at www.cte.nd.gov

SkillsUSA Members attend Virtual Conference

SkillsUSA members earn certifications and Awards during Virtual Conference Fall 2020 is like no other, but that has not stopped SkillsUSA North Dakota Members from continuing to excel and EMPOWER themselves to become better members and student leaders. Members from around North Dakota recently participated in the SkillsUSA Virtual Leadership Conference. This conference focused on developing members skills around the Essential Elements and SkillsUSA Framework. As a result, 70 members were able to take part in specific Essential Element workshops based on a self-evaluation and demonstrate growth in those respective areas, take part in a virtual treasure hunt and finally celebrate and be recognized for their accomplishments.



Wayde Sick

State Director

North Dakota CTE

Did you know...

43,924

Number of High School Students taking CTE courses, by course enrollment.

19,583

Number of High School Concentrators taking CTE courses, by course enrollment.

27,251

Number of Middle School Students taking CTE courses.

24,972

Number of High School Students taking CTE courses, by career cluster.

11,581

Number of students in Career and Technical Student Organizations in North Dakota.

Data is from 2019

Changing Our Mindset

- Kelly Pierce, Career Development and Career Advisor Supervisor

Career discussion begins early in life with a question like, “What do you want to be when you grow up?” Children respond with answers related to what they are familiar with: firefighter, teacher, doctor. This is followed by a reaction that reinforces or discourages that response. And so, the shepherding down an acceptable path has begun. But what is an acceptable path in today’s workforce and career preparation? The answer to that is as diverse as the students traveling it: straight into the workforce, on-the-job training, apprenticeship, two-year college, four-year college, military, etc. With so many options, students need to know themselves well, develop skills, and research all possibilities. Armed with knowledge and a skill set will make finding the right fit for future success more likely.

Over time the question changes to, “What college are you going to?” Historically the push in the United States and in North Dakota has been to get a four-year degree. Adults want children to be successful, and in many minds successful means making more money. If one looks at labor market information, it does not take long to notice there are many high-paying **AND** high-demand jobs that do not

require a four-year degree. A good place to start researching is the [North Dakota Labor Demand Survey Report](#) (page 14).

Finding success and meeting workforce needs are two advantages to enrolling at a two-year college, but there are others. Lower tuition rates, smaller class sizes and diversity in instructor backgrounds, to name a few. In North Dakota, the eleven state post-secondary institutions work together to make transitions from one campus to the next as smooth as possible, and if students determine that a change of course is necessary, it does not have to delay their progress.

It is true that preparation for some occupations does require a four-year degree, or more; however, with the world changing as quickly as it is, leaving two-year colleges out of the mix does not meet the needs of all students or the workforce. Perhaps it is time to rethink the questions being asked of our children. Maybe the new questions need to be: “What self-knowledge and skills do you have?” – “What self-knowledge and skills do you need?” – “Where is the best place to acquire your needed skills?”

NORTH DAKOTA TOP CAREERS BY EDUCATION

| Typical Entry Level Education & Career | | Total Openings | Average 2019 Wage | Examples of Tasks Performed |
|--|---|----------------|-------------------|---|
| Postsecondary Non-Degree Award* | | | | |
| 1 | Heavy and Tractor-Trailer Truck Drivers | 18,199 | \$53,990 | Transport goods from one location to another. Most tractor-trailer drivers are long-haul drivers. |
| 2 | Nursing Assistants | 9,169 | \$34,320 | Provide basic care for patients in hospitals and residents of long-term care facilities, such as nursing homes. |
| 3 | Welders, Cutters, Solderers, and Brazers | 2,942 | \$54,480 | Weld and solder components, dismantle metal assemblies, and analyze blueprints. |
| 4 | Hairdressers, Hairstylists, and Cosmetologists | 2,597 | \$31,260 | Determine and recommend beauty treatment, hair styles, and cut hair. |
| 5 | Automotive Service Technicians and Mechanics | 2,486 | \$47,530 | Examine vehicles, compile estimates of repair costs, and secure approval to perform repairs. |
| 6 | Licensed Practical Nurses | 2,255 | \$46,760 | Observe patients, chart and report changes in patients’ conditions. |
| 7 | Bus and Truck Mechanics and Diesel Engine Specialists | 2,252 | \$56,040 | Perform routine maintenance such as lubricating equipment and machinery. |
| 8 | Mobile Heavy Equipment Mechanics, Except Engines | 1,361 | \$62,530 | Diagnose, repair, or overhaul mechanical equipment such as bulldozers, graders, and conveyors used in construction. |
| 9 | Industrial Machinery Mechanics | 1,354 | \$66,310 | Repair, install or maintain industrial production and processing machinery. |
| 10 | Farm Equipment Mechanics and Service Technicians | 1,212 | \$49,200 | Diagnose, adjust, repair, or overhaul farm machinery and vehicles, such as tractors and harvesters. |
| 11 | Heating, Air Conditioning, and Refrigeration Mechanics and Installers | 1,131 | \$53,270 | Reassemble and test equipment following repairs. |
| 12 | Medical Assistants | 1,020 | \$37,170 | Administrative duties include scheduling appointments, maintaining records, billing, and coding information. |
| 13 | Dental Assistants | 924 | \$47,140 | Assist dentist, set up equipment, prepare patient for treatment, and keep records. |
| 14 | Emergency Medical Technicians and Paramedics | 862 | \$35,150 | Administer first-aid treatment and life-support care to persons in a pre-hospital setting. |
| 15 | Phlebotomists | 837 | \$34,150 | Draw blood for tests, transfusions, donations, or research. May explain the procedure to patients. |

Authentic Learning Yields a Community and School Partnership



The Oakes Chamber of Commerce partnered with the SRCTC in Oakes to develop a new logo for a cling for businesses in the community. The marketing students at SRCTC each designed a cling idea and they were submitted to the chamber who selected one to be used. They will be placed in windows of all chamber members. Congratulations to senior Dalton Schmit who took first place and received Oakes Bucks.

North Dakota ACTE Recognized with Award!

- Carla Hixon, ACTE Executive Director

The ND Association for Career and Technical Education (ACTE) will be recognized with the Quality Association Standards (QAS) Award at the ACTE State Leadership Gathering on Friday, December 4, 2020 at 11 am ET. The purpose of the QAS is to provide benchmarks for state associations to determine levels of performance and satisfactory service to their members and prospective members. QAS recognized states for implementing policies, procedures and structure that demonstrate a high

level of service and attention to member value. Holly Strand-Rysgaard, NDACTE President, said "NDACTE strives to meet and exceed nonprofit organizational best practices, and we are excited to have those efforts recognized by ACTE."



CTSO Leadership Perspective

"SkillsUSA prepares the next generation of skilled workers for the workforce, as well as leaders and members of our society. I have been part of SkillsUSA for three years, serving as a chapter and state officer. Throughout my time as a SkillsUSA member, I have volunteered and helped in our community as well including "Wreaths across America" and assisting with STEM days when the younger students come in for a preview of what they could do by taking CTE classes. I have become a better leader and better member of society."

Elsie Marchuk is the president of North Dakota SkillsUSA and a student at the Bismarck Career Academy.



FACS Teachers in Fargo Shares their Teaching Skills with the Public

The Family and Consumer Sciences teachers in Fargo have teamed up to help the public become more aware of Family and Consumer Sciences skills and classes taught in the classroom. The North Dakota TODAY show is aired daily to help viewers learn more about the community. In an ongoing series, the FACS teachers will be sharing skills necessary for students, taught in the FACS classes. In November, the teachers shared “The Art of Pie Making” which is one of many skills taught in the classroom. Teachers from Davies, Fargo North, and Fargo South have been working together to share information with the public.



SkillsUSA members in North Dakota Receive Awards & Credentials

Congratulations to the SkillsUSA members who were recognized with the Statesman Award and the SkillsUSA Framework Certification.

Statesman Award



The Statesman Award was given to those members who were able to successfully pass the Statesman Assessment, a SkillsUSA Knowledge Test.

Red River High School (Grand Forks) - Angelica Knudsen

Southeast Region CTC – Katie Willprecht, Hailey Arth, Elizabeth Sherbrooke & Lexi Meyer

Lake Area CTC – Jadynn Dewall, Abbey Dahl, Janessa DeWall, Rebekah Widmer, Miranda Bartlett, Jailyn Martinson, Bailee Banet, Gabbey Crough, Mykenzie Orrock, Ellie Volk, Malayna Barendt & Emily Crosby

SkillsUSA Framework Certification



The SkillsUSA Framework Certification is an e-learning module where members learned about SkillsUSA and how it ensures the development of world-class workers, leaders, and responsible American Citizens through the SkillsUSA Framework.

Red River High School (Grand Forks) - Angelica Knudsen & Sudiksha Singhal

Southeast Region CTC – Hailey Arth & Elizabeth Sherbrooke

Lake Area CTC – Jadynn Dewall, Abbey Dahl, Janessa DeWall, Rebekah Widmer & Miranda Bartlett

Sheyenne Valley Area CTC – Ty Fountain

North Dakota Career & Technical Education



Mark Wagner, Assistant Director,
North Dakota Career and Technical
Education

Mission of CTE

The mission of the State Board for Career and Technical Education is to work with others to provide all North Dakota citizens with the technical skills, knowledge, and attitudes necessary for successful performance in a globally competitive workplace.

Work Based Learning

You may notice that much of the December 2020 edition of the Department of Career and Technical Education newsletter is full of information on work-based learning opportunities. That was intentional as the Department is currently developing a toolkit on how to expand work-based learning opportunities across the state.

Work-based learning connects classroom education with on-the-job experience that states can deploy to help businesses and workers better meet their current needs while enhancing states' ability to prepare their future workforce for success. As the nature of work and careers changes, work-based learning can prepare students to engage in active learning both at work and in the classroom and develop new skills throughout their careers.

As you are aware, the state selected work-based learning as its program quality indicator for CTE programs. This now replaces the Perkins IV indicator of Technical Assessment. Perkins V provides definitions and options for work-based learning. We can utilize both face-to-face sustained interaction and simulated work-based learning experiences for the intent of Perkins V. The definitions of both are below:

Option 1:

Sustained interaction (e.g. Cooperative Work Experiences) should strive for a minimum of 40 hours of one supervised experience on the worksite. Although the student may spend more than 40 hours on the worksite, 40 hours should be the minimum.

Option 2:

Simulated environments in an educational setting (which means any CTE-funded course) should strive for a minimum of 40 hours throughout a series of in-class projects/lab work, with each project/lab taking no less than 1 week or 5 successive hours of class time to complete. The entire series of projects/labs should have a goal of equaling 40 hours or more total during enrollment in the program.

The future toolkit will provide information, resources, and best practices on how to develop work-based learning experiences as well as what qualifies as a work-based learning experience, whether that is a sustained interaction or simulated experience. Look for that guidance and training resources this winter. The intent is to provide training and resources prior to next school year, to allow local programs to begin working on opportunities for our students to engage with employers and enhance their technical and career ready skills.



We will continue to showcase student Work Based Learning Experiences in the CTE monthly newsletter (page 2-3). Please submit questions to Kevin Reisenauer at kreisena@nd.gov.