



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

February 2020

# Newsletter

## Technology & Engineering Education Content Standards Revision

Don Fischer, Technology and Engineering Education

When originally published in 2000, Standards for Technological Literacy (STL) established content guidelines and benchmarks for learning across the K-12 spectrum for Technology & Engineering Education programs in the United States and beyond. The STL was quickly adapted and adopted as the Technology & Engineering Education content standards for North Dakota.

Now is the time to update these content standards to make them more relevant and beneficial to Technology & Engineering Education administrators, teachers, and students. The International Technology & Engineering Educator's Association (ITEEA) and its Council on Technology and Engineering Teacher Education (CTETE) are working together on this needed revision. The proposed Standards for Technological and Engineering Literacy (STEL) will provide an updated standards document, with a target publication date of early 2020. STEL contains eight Core Disciplinary Standards, eight Technology and Engineering Contexts, and eight Technology and Engineering Practices.

The leadership team for the standards revision project reviewed a first draft of the STEL. Revisions were made and a review survey was developed to review the second draft. Additionally, a third group of reviewers was identified so that more input could be gathered. When the document is completed, North Dakota teachers and CTE administrators will review the document. With their input, North Dakota will use the STEL to establish new content standards for Technology & Engineering Education for the state.



Students in the Technology and Engineering Education class, applying skills learned in the classroom.

Throughout the process, individuals from North Dakota have been involved to help bring this much needed project to completion. CTE is expecting to see the completed document in late March or early April. Stay tuned!

For more information contact Don Fischer, Supervisor of Technology and Engineering Education, NDCTE, at [dgfischer@nd.gov](mailto:dgfischer@nd.gov).

## Dates of Interest

### **February 9-10, 2020**

Collegiate DECA Conference  
Fargo

### **March 15-17, 2020**

DECA Conference  
Bismarck

### **March 23-24, 2020**

TSA Conference  
Mandan

### **March 29-31, 2020**

FBLA Conference  
Bismarck

### **April 5-7, 2020**

SkillsUSA Conference  
Bismarck

### **April 19-21, 2020**

FCCLA Conference  
Bismarck

### **June 1-4, 2020**

FFA Conference  
Fargo

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## Governor Burgum Proclaims February as CTE Month in North Dakota



Wayde Sick, CTE Director, Governor Doug Burgum, Lt. Governor Brent Sanford and Mark Wagner, Asst. CTE Director.

### STATE OF NORTH DAKOTA

#### PROCLAMATION CAREER AND TECHNICAL EDUCATION MONTH FEBRUARY 2020

WHEREAS, 24,972 high school students are enrolled in career and technical education across North Dakota gaining the academic, technical and employability skills necessary for career readiness; and

WHEREAS, students who concentrate in career and technical education programs participate in authentic, meaningful experiences that improve the quality of their education as indicated by a 95 percent graduation rate from high school compared to 88 percent among all students statewide; and

WHEREAS, career and technical education provides career exploration opportunities through a statewide online system called RUReady.ND.gov, which is used in 95 percent of all schools, enabling students to make informed and beneficial decisions about their academic coursework; and

WHEREAS, leaders from business and industry statewide report increasing challenges related to the skills gap and connecting qualified professionals with available careers in critical and growing CTE-related fields, including health care, energy, advanced manufacturing, value-added agriculture and information technology; and

WHEREAS, career and technical education prepares students for these and other fulfilling careers by offering integrated programs of study that link secondary and post-secondary education; and

WHEREAS, the access and delivery of CTE programming enables local school programs across the state to provide programs through distance delivery, ensuring more students have more opportunities to address their education, interest and career goals.

NOW, THEREFORE, as Governor of the State of North Dakota, I do hereby proclaim  
February 2020, CAREER AND TECHNICAL EDUCATION MONTH in the  
State of North Dakota.



*Doug Burgum*  
Doug Burgum  
GOVERNOR

ATTEST: *Alvin A. Joeger*  
Alvin A. Joeger  
SECRETARY OF STATE

## VCSU Hosts Over 350 Students for Emerging Leaders Competition

Valley City State University hosted over 350 high school students from 19 schools on Wednesday, January 29, in the annual ELC (Emerging Leadership Competition). More than 25 competitions were held for FBLA and DECA members, including testing and performance events.

VCSU Vice President, Wesley Wintch, welcomed the members at the opening session and served as the MC for the awards session. More than 30 business people from the community, Collegiate DECA members, and staff from VCSU served as

judges or volunteered to assist with the competition. Collegiate DECA members from the VCSU DECA Chapter assisted with the presentation of trophies and medals to students. Davies DECA Chapter took home the Championship Team Award.



Fargo Davies DECA members took home the Championship Team Award.



# Taking Flight with ND High School Aviation Programs

- Tracy Becker, Interim Supervisor, Trades and Industry

From flight simulation to taking full control of a flying plane, Aviation students from around the state are taking advantage of opportunities to further discover what it's like to take flight. North Dakota currently has 7 Aviation programs available to high school students. Five programs are offered in a traditional face-to-face setting (Bismarck Career Academy, Magic City Campus (Minot), Red River HS (Grand Forks), Cass County Area CTC (West Fargo), and Williston HS), and two are offered online (Central Region Area Career & Tech Center and ND CDE).

Aviation courses fall within the Transportation, Distribution & Logistics Career Cluster (Transportation Operations Pathway) under ND CTE Trade, Industry & Technical Coordinated Plans of Study. Currently, instructors are teaching courses that are recognized as Aviation I and Aviation II (ND Course Codes). Courses cover the fundamentals of flight, flight operations, aviation weather, performance, and navigation. Advanced Aviation courses prepare students to pass the Federal Aviation Administration private pilot verbal exam. Additional courses such as Transportation, Distribution & Logistics Career Cluster, Unmanned Aircraft Systems, and T&I Capstone are also available to programs with an endorsed instructor. As programs continue to grow, many schools are looking at opportunities to expand course offerings to include additional Unmanned Aircraft curriculum.

Commercial Pilots occupations are high skills, high wage careers with positive long-term demand outlooks which is good news for the 314 Aviation I

and 105 Aviation II students that are currently taking courses during their high school careers. With partnerships through organizations such as: Bismarck Aero Center, AV Flight Grand Forks, Fargo Jet Center, EAA Local Chapters, and the ND Aeronautics Commission, students dream of flight, are becoming a reality.



## Aviation Program Fun Facts:

- On Average, 3 students obtain their private pilot's license per year at Minot Public Schools.
- Instructor Leslie Martin is also an associate Professor for the UND School of Aviation.
- Seven students from the Bismarck Career Academy who have obtained pilots licenses have gone onto post-secondary training to become professional pilots.
- CRACTC provides aviation courses to 37 students in 17 high schools throughout North Dakota.
- In the first two years of existence, Williston High School has enrollment of 25 students and has started an aviation exploring club.
- Cass County Area CTC has shown growth over the past year with 40 students in 2019 to 61 this year with two students already flying solo and one more scheduled for this spring.



## State Director's Column

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

### Perkins V Comprehensive Local Needs Assessment Requirement

The most significant change to Perkins V is the **federal requirement** for eligible recipients of Perkins funds to complete a **Comprehensive Local Needs Assessment (CLNA)**. NDCTE has developed a CLNA Application Guide and worksheet to assist recipients fulfill this requirement and complete the process. The worksheet is embedded in the existing Budget & Reimbursement Process (BRP) system.



**There are four required elements (listed below) of the Comprehensive Local Needs Assessment.** Some of the required data will be provided by NDCTE and some will need to be collected by school districts. The analysis of the data will need to be completed by the eligible recipient, and the funding requests must align with priorities that arise in the CLNA.

- 1. Student Performance.** This evaluation includes special populations, and data will be provided by NDCTE for each eligible recipient.
- 2. Program Quality.** This asks whether the programs offered are of sufficient size, scope, and quality as defined in the proposed state plan. Program quality must also align with in-demand industry sectors and occupations; therefore, the eligible recipient must engage with local employers to identify workforce needs. Data will only be provided at the state and regional levels.
- 3. Implementation of CTE Programs and Programs of Study.** In other words, does the program incorporate standards, does it address academic, technical and employability skills, does it lead to a postsecondary program or a credential?
- 4. Progress in Recruiting, Retaining, and Training CTE Educators.**

Once the data has been collected and analyzed, it will be the responsibility of the eligible recipient to discuss the findings with stakeholders such as parents, students, teachers, and representatives from business and industry and determine spending priorities.

**The CLNA is then used to complete the local application for Perkins funding.** Perkins V Consortium fiscal agents are responsible for assembling consortium members to discuss the CLNA and complete the local application.

**The first CLNA and local application tentative deadline is May 31, 2020.** The deadline is tentative due to continuing development of the CLNA and local application in the BRP system. The CLNA and local application will determine uses of funding for the 2020-21 school year.

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Wayde Sick

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State Director

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North Dakota CTE

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### ***Virtual and Zoom Workshop Offerings***

***January 22, 2020  
9:00-10:00 am CST***

***January 30, 2020  
2:00-3:00 pm CST***

***February 5, 2020  
1:00-2:00 pm CST***

***February 11, 2020  
2:00-3:00 pm CST***

***February 21, 2020  
9:00-10:00 am CST***

***Additional sessions  
offered as needed.***

***Questions:***

***Contact:***

***Wayde Sick, CTE State  
Director at wasick@nd.gov***

***Or***

***Mark Wagner, Assistant  
CTE Director at  
mawagner@nd.gov***

Registration for Zoom Workshops

[www.cte.nd.gov/news/guidance-comprehensive-local-needs-assessment-clna](http://www.cte.nd.gov/news/guidance-comprehensive-local-needs-assessment-clna)

## 1,100 FFA Members Package 201,384 Meals in January

The goals of this event was to provide meal packages for people in North Dakota develop teamwork and communication skills, and to provide a service-learning experience for members of North Dakota FFA.

### Goals accomplished!

Over 1,100 middle school and high school students from across the state gathered in Bismarck in January. Many FFA members worked together for a cause, to fill the boxes with food for those who need it the most. A total of 201,384 meals were prepared and distributed to food pantries across North Dakota.

Craig Kleven, Executive Secretary for FFA, said, "This is a great way for students to learn the importance of leadership, and helping one another."

Hettinger FFA member Michelle Witt said, "It's amazing how a small package could provide a family with quite a bit of nutrients in such a small package." Organizers said that almost \$50,000 was raised to make this all possible.



## CTSO Leadership Perspective

"During high school, I have taken a wide variety of CTE courses. These essential classes have prepared me for college and for my life after high school. They have taught me a multitude of real-life skills that traditional curriculum would not have touched on. FBLA is what helped me discover that I could make a career out of my love for business and agriculture. I plan to work in the agribusiness field someday, and without CTE courses I would not be on this same career path."



*Sydnee Anderson, ND FBLA President is a senior at Mott/Regent where she is a member of FBLA and FFA.*



### 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.

**February 2020  
has been declared as  
CTE Month  
In North Dakota.**

## Core Messages for Attracting Secondary Students to Career and Technical Education

### CTE Delivers for Students...

- CTE Delivers Real Options for Students for College and Rewarding Careers
- CTE Delivers Real-World Skills for Students
- CTE Delivers a Real High School Experience with More Value for Students

These supportive statements translate the core messages into practical guidance for spokespersons. They provide support for the core message framework and can be used in whole or in part, depending on the audience, to advance your advocacy efforts. Again, these are not the totality of your messaging but should be at the center of it.

### 1. CTE Delivers Real Options for College and Rewarding Careers

- CTE programs allow students to explore a range of options for their future –inside and outside the classroom.
- Through CTE, students can start their path toward a career that they are passionate about, while earning valuable experience, college credits and more.
- CTE students are more likely to have a post-high school plan –including college –than other students.

### 2. CTE Delivers Real-World Skills

- CTE is a unique opportunity for hands-on learning –putting students at the center of the action.
- CTE provides the skills and confidence students need to pursue career options, discover their passions, and get on a path to success.
- Students in CTE programs and their parents are three times as likely to report they are “very satisfied” with their and their children’s ability to learn real-world skills as part of their current education compared to parents and students not involved in CTE.

### 3. CTE Delivers a Real High School Experience with More Value

- CTE programs are a part of high school –students can participate in CTE and the other activities they enjoy, such as sports, the arts, or whatever else their friends are doing.
- CTE takes students even further during their high school experience – providing opportunities for specialized classes, internships, and networking with members of their community.
- Students in CTE programs and their parents are twice as likely to report they are “very satisfied” with their high school education experience compared to prospective CTE students and their parents.