



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

January 2021

Newsletter



Learn to Lead—A Collaboration Leadership Event

- Jessica DeVaal, Supervisor, Business Education and ND Advisor for FBLA/PBL



This fall, North Dakota FBLA knew that we wouldn't be able to hold our traditional Fall Leadership Conference due to COVID-19. We also knew that we needed to design an event intended to

be a virtual experience to be the best opportunity for our members; thus, we reached out to our network and discovered an opportunity to team up with another state to create a new event.

Learn to Lead was a collaborative leadership experience presented by North Dakota FBLA-PBL and Virginia FBLA-PBL, with our production partner, factor 110. *Learn to Lead* allowed students to develop their leadership abilities through practical experience, personal reflection, and collaboration. The high-energy, interactive virtual event allowed members to unleash their leadership skills, engage with FBLA-PBL members, and “learn to lead” through small group trainings and workshops with business professionals.

The opening session featured [SongDivision](#) who united members through an interactive, leadership-focused songwriting session led by world-class musicians. Next, members participated in three rounds of leadership sessions including briefings with North Dakota and Virginia state officers, workshops with business professionals, and adviser town halls. State officers led regional rallies and gave members state updates for 2020-21. The closing session featured [Tigirlily](#) (former ND FBLA members) who shared their insights on how they combine their talents with savvy business skills to advance their songwriting and music career.

The North Dakota and Virginia FBLA State Advisers were recently asked to be panelists on a National FBLA-PBL webinar about virtual conferences in reference to teaming up as state chapters.



ND FBLA State Webmaster Kaisa Mortensen, Stanley High School – getting ready to present a live workshop during Learn to Lead.

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

February, 2021

CTE Month

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Work Based Learning: More Examples of Students in North Dakota

(More examples continued from December newsletter)

The term, “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.

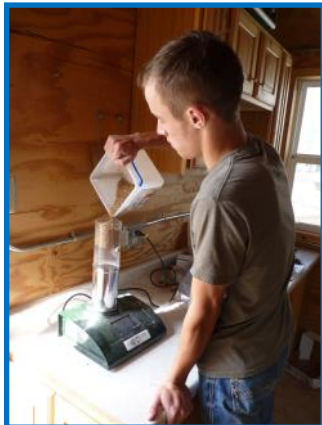
Option 2:

Simulated environments in an educational setting.

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

Student: Benjamin Scheresky
School: Max High School
Supervised Agriculture Experience

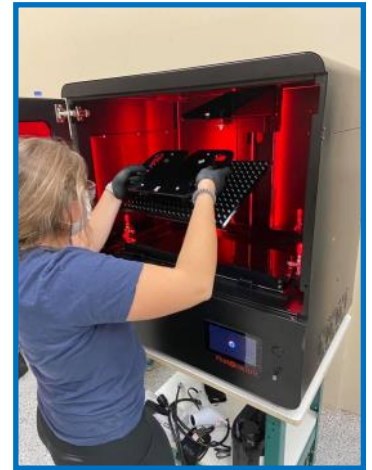
Ben is enrolled in the Max Ag. Coop Program and has numerous Supervised Agricultural Experiences (SAEs). There are many tasks on the farm that Ben has learned through his work-based experience such as large equipment operation, grain sampling, operation planning, etc. Along with putting in many hours on the farm, Ben also operates around 35 head of cattle, farms some of his own acreage, and also bales hay for his own use and for sale to many customers in the area.



Student: Lydia Steccius
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. "My senior internship has allowed me to experience the production and design side along with being an entrepreneur in a custom sign and product business. I

know that this is what I would like to do with my own business in the future. I have now received a job offer for the company that I have interned at, POEM."



Student: Anjali Nayar
School: Jamestown High School
Senior Internship

Anjali Nayar plans to pursue a career as a surgeon; therefore, her goal was to have an internship with a surgeon at Jamestown Regional Medical Center. While JRMC has been great to work with in the past and has hosted several interns, they were unable to accept any interns this fall due to COVID-19 restrictions.



Jamestown High School Principal Adam Gehlhar suggested that Anjali intern at a veterinary clinic as an alternative. Once Anjali started her internship at Dr. Dawn's Pet Stop in Jamestown, it became clear that she would be able to get a much more hands-on experience working with animals than she would likely have had working with humans. "My senior internship has been a wonderful experience. Working with Dr. Dawn and the entire staff at Dr. Dawn's Pet Stop has greatly helped me improve my basic scientific knowledge. I not only get to be part of many different appointments that can range from trimming the pet's nails to testing blood and urine but I also get to see so many surgeries which really fascinate me."



WORK-BASED LEARNING

State Director's Column

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

Career and Technical Education Month

The new year is upon us and it is time for a fresh start. In 2021, the fresh start begins with the North Dakota 67th Legislative Session. Our session begins on January 5th, with the North Dakota Department of Career and Technical Education starting the appropriations process early, as the Department's budget is heard by Senate Appropriations on January 7th.



Below are a series of questions that are often asked about the Legislative Process. Feel free to contact me if you have further questions.

How does the Legislative budget process for CTE work?

As previously mentioned, ND CTE will provide testimony on the budget on January 7th to the Senate Appropriations Committee. The budget will be assigned to a subcommittee that will work with the agency and provide a recommendation to the full committee. The CTE budget must be decided by the Senate by Crossover, which is February 26th. It is then moved to House Appropriations, Education and Environment Division, for their review. The House has until April 7th to pass their version of the budget. If there are discrepancies between the two budgets, the two subcommittees work out differences in a Conference Committee. Both Chambers must agree on the budget for it to be sent to the Governor for signature.

How does the budget that is approved affect a local school or program?

The Department Budget impacts local schools and programs as the bulk of the budget is set aside for grants to schools and area career and technology centers to reimburse a portion of the programs' expenses. Insufficient funding would require a reduction in reimbursement rates.

What are the budget specifics?

To learn more about what was requested by the Department, please review the November 2020 Newsletter [November 2020 CTE Newsletter](#). The Department will be requesting for those asks to be funded during the Legislative Session. Although the Governor's Executive Budget did not include all these asks, it did contain \$1 million in CTE programs cost to continue funds and \$45 million for new and expanding career and technology centers.

What can I do to get involved?

The best way to get involved is contact your local legislators. Visit with them about the positive impact your local CTE programs have on students.

Wayde Sick

State Director

North Dakota CTE

CTSOs Scheduled for winter and spring 2021

**Some conferences and meetings will be held virtual, please check the website or with the CTSO Advisor*

January 2021

FFA Winter Leadership

February 2021

Collegiate DECA Conference

March 2021

*FFA Winter CDEs
DECA State Conference
FBLA State Conference
TSA State Conference*

April 2021

*FCCLA State Conference
SkillsUSA State Conference
Collegiate DECA National Conference
DECA National Conference*

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

Post Secondary CTSOs Benefit Students in North Dakota

Postsecondary Career and Technical Education Student Organizations are beneficial to those entering the workforce. We asked two leaders of their respective CTSO to share with us the benefits.



Name of Member? Hannah Heisler
What state officer position do you hold? ND PBL Vice President of Communications
Any other chapter offices you have held? PBL President and Secretary
of years as a member? Three

What school are you attending? Minot State University
What is your Major/Degree? Bachelor's in Social Work with a concentration in Individuals with Intellectual Disabilities
How do you feel your experience as a leader will help you in your future career? Never back down and strive to be the best version of yourself. Being strong headed and willing to fight for what you believe in will help me immensely once I get into my social work internship and future job.
What do you like best about being in a CTSO and why? Connecting with members across the state and networking with them is truly the best thing PBL has brought me. I know in the future I can call them in a heartbeat, and they will always have my back!



Name of Member? Abigayle Kohls
What state officer position do you hold? President
Any other chapter offices you have held? President, Vice President of Public Relations
of years as a member? Three
What school are you attending? Mayville State University

What is your Major/Degree? Business Administration
How do you feel your experience as a leader will help you in your future career? I feel as though my experience as a leader will help me be comfortable being a leader in my future career as well as help me work with different kinds of people.
What do you like best about being in a CTSO and why? What I like best about being in a CTSO is the opportunity to be involved in not only your school, but also the community. It gives you the opportunity to help others and meet new people.

CTE Teacher Induction Program (TIP) Helps New CTE Teachers

- Submitted by Dr. Mari Borr, Professor, NDSU

The main goal of the ND CTE Teacher Induction Program is to help new CTE teachers in years 1-3 ease their transition into the profession. This is accomplished through four collaborative sessions each year of the teacher's involvement (face-to-face is preferred when possible). These sessions are tailored to the experience level of the teachers and to their content areas and have included guest speakers, field trips, and much sharing of experiences and resources. The networking, strategies, and skills teachers develop through this program enhance the tools they already have and help to ensure their success as a teacher and leader of CTE programs.

Members of ND CTE TIP not only engage in advancing themselves, they help to ensure the success of their peers. In the summer, CTE teachers who are beginning their first year are identified with the help of CTE state supervisors and are invited to the first session. Each year, those who participated in TIP in their first and second years of teaching CTE are also invited to participate at the next level. This program is available to all early-career CTE teachers whether they are traditionally or alternatively licensed. Sixty-four Agriculture Educators and Family and Consumer Sciences Educators participated in ND CTE TIP during its first three years (2018-2020) through funding provided by a 3-year USDA-NIFA grant. In the fall of 2020, we expanded this to all areas of ND CTE thanks to ND CTE taking over responsibility for funding the program this year.

For more information or to inquire about the program, contact Dr. Mari Borr at mari.borr@ndsu.edu.

Educational Equity or Nontraditional?

- Michael Netzloff, Administrator Special Populations and Educational Equity

Perhaps you have sometimes questioned the use of the words “Educational Equity.” You may have heard it before but aren’t sure what it really means or entails. Educational Equity is generally used to describe providing fair and equal access of CTE programs to female and male students. Another associated term, and one used by the Department, is “nontraditional.”

Again, the long and short of it is whether both females and males are encouraged and enrolled in any and every CTE program offered, without hindrance or stereotype. This is the main thrust of Title IX laws in education, and Perkins V speaks to the matter as well, as have previous Perkins iterations. It is our job as educators to make sure that all CTE programs are attracting and maintaining an equitable mix of female and male students, as is possible; however, it is true that at the end of the day, student choice will always dictate how many of either gender enroll or are interested. We also must realize that we fight stereotypes from outside the educational realm, but we can try to do everything within our power to reverse their negative effect.

To that end, there is a new “2020 Nontraditional Crosswalk” available on the Perkins Collaborative Resource Network webpage that describes which jobs are considered to be nontraditional and require us to be



diligent in our effort to recruit the corresponding, under-represented sex to that area. The document is available at <https://cte.ed.gov/accountability/linking-data> as an excel document and any column marked “Y” in either female or male is considered a nontraditional field for that gender. Provided with more knowledge and data given in this document, we can hopefully make wiser decisions and influence future generations so that both males and females are equally represented in all professions.

CTSO Leadership Perspective



FBLA has been the highlight of my four years in high school. This got me [to] understand who I am and helped me develop skills outside of my comfort zone. FBLA has given me the opportunity to increase my knowledge of business and skills necessary for the rest of my life. I believe that every high school student should get involved in FBLA or another CTSO that offers the same opportunities as the ones FBLA has offered to me.

Carter Swanson, senior at Grand Forks Central High School serves as the Region 1 Vice President for North Dakota FBLA. He has been an active member of DECA for two years.

North Dakota ACTE Award Nominations Sought

- Carla Hixon, NDACTE Executive Director

North Dakota ACTE is conducting a statewide search for excellence in CTE to highlight outstanding educators as part of our annual awards program during the ND CTE PDC. We are seeking nominations from all divisions, positions and content areas this spring 2021 for the following awards:

- North Dakota ACTE Teacher of the Year
- North Dakota ACTE Postsecondary Teacher of the Year
- North Dakota ACTE New Teacher of the Year
- North Dakota ACTE Teacher Educator of the Year
- North Dakota ACTE Administrator of the Year
- North Dakota ACTE Counseling and Career Development Professional Award
- North Dakota ACTE Carl Perkins Community Service Award
- North Dakota ACTE Lifetime Achievement Award
- Agriculture Education New Teacher of the Year
- Business Education New Teacher of the Year
- Career Development New Teacher of the Year
- Family and Consumer Science New Teacher of the Year
- Health Sciences New Teacher of the Year
- Marketing New Teacher of the Year
- Special Populations New Teacher of the Year

- Technology and Engineering Education Teacher of the Year
- Trade and Industry New Teacher of the Year

Impact Awards

- Business Education Partnership
- Champion of the Year
- Innovative Program Award

Deserving candidates for these awards have demonstrated their commitment to CTE through their innovation, accomplishments, and contributions to the CTE community. We are accepting nominations until **April 30, 2021**. Award recipients will then be judged and North Dakota ACTE award winners will have their nominations forwarded on to be considered for the ACTE Region V Awards. Learn more about the nomination guidelines and how to submit a nomination online here: <https://acte.secure-platform.com/a/organizations/ND/home>

If you have any questions, please contact North Dakota's Awards Committee Chairs: Danielle Luebke Danielle.Luebke@k12.nd.us or Carla Hixon

K-12 Smart Restart Practices for CTE: School Year 2020-21

[Smart Restart Practices for CTE](#) Updated 8-18-2020

This document is a collection of ideas and resources to assist local CTE programs in K-12 Smart Restart.

[Guidelines for Career and Technical Student Organization Activities](#)

[High-Quality CTE: Planning for a COVID-19 Impacted School Year](#)

- ACTE Planning Guide and Webinars

For more information check out our website at: www.cte.nd.gov

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.

[Perkins Consolidated Annual Report \(CAR\)](#)

This performance report is for the program year 2019 (July 1, 2019 – June 30, 2020), and outlines the accomplishments and benefits to individuals in North Dakota as a result of federal funding received from the Carl D. Perkins Career and Education Act. A copy of the report is located on the CTE Departments website: <https://www.cte.nd.gov/publications>

The annual accountability report is submitted in compliance with the Perkins Act and is intended to provide information about the North Dakota Department of Career and Technical Education's success in meeting program goals, and to provide direction for future programs and activities in the state. It follows a prescribed format as required by the US Department of Education and is submitted as part of the State of North Dakota's annual Performance, Enrollment, Accountability, and Financial Status Report. With the Perkins V process, this year's report looks a little different. It is a transition year from Perkins IV to Perkins V and is primarily reporting the secondary and postsecondary enrollment numbers for the past year of 2019 -2020.

Performance indicators will be included in next year's report. Those indicators are listed on the CTE Department's web page under the Perkins V area: <https://www.cte.nd.gov/sites/www/files/documents/Perkins/IndicatorDefinitions.pdf>

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) reauthorized the Carl D. Perkins Career and Technical Education Act. Perkins is a federal education program that invests in secondary and postsecondary Career Technical Education (CTE) programs in all 50 state and territories.

Perkins is dedicated to increasing learner access to high-quality CTE programs of study. With a focus on systems alignment and program improvement, this law has been critical to ensuring programs meet the ever changing needs of learners and employers.

CTE Curriculum Library—Items Available for Free to Use in Classroom

The CTE Curriculum Library is funded by the State Board for Career and Technical Education. It provides a centralized location of curriculum guides and instructional materials, including DVDs and many other educational items for middle school, high school and postsecondary teachers throughout the state. These are free to order and use. Check out the hundreds of items available for almost every topic for all program areas. www.cte.nd.gov/educators. Contact Annie Dukart at andukart@nd.gov for more information.