



Wayde Sick, Director
Mark Wagner, Assistant Director

January 2022

Newsletter



Business Education Updates

-Jessica DeVaal, Supervisor, Business Education

Standards:

The National Business Education Association released updated national standards in September 2020. The NBEA standards are available to all NBEA members through their membership login. Led by CTE's Standards & Curriculum Specialist, Michael Netzloff, and with the help of ND instructors, North Dakota CTE used the 2020-21 school year to review and adopt new state standards and revised the North Dakota Business Education framework documents. New standards and frameworks can be found at <https://www.cte.nd.gov/standards-frameworks-course-codes>.

FBLA-PBL:

North Dakota FBLA and PBL launched a new website in August. Information for all three student divisions can be found at <https://nd-fbla.org/>. As part of her role as the FBLA Mountain Plains Region Vice President, Ilanora Peterson (from May-Port CG FBLA), is leading the FBLA Mountain Plains Regional Council. Two additional North Dakota FBLA members are serving on the council – Social Media Coordinator: Lauren Skadberg, Carrington, and Middle Level Director: Kaidence Hase, Drake-Anamoose. The regional council can be found on Instagram @fblamountainplainsregion.

Jessica DeVaal has been appointed to a 3-year term on the National Competitive Events Committee (formerly known as the National Awards Program committee) and is representing PBL. She will be serving on a competitive events panel during the FBLA-PBL State Leadership Summit in January in Atlanta, GA – the location of the NLC 2023.

FBLA-PBL Week is scheduled for February 13-19, 2022. Planning materials, daily themes, and the planning guide are available at: <https://www.fbla-pbl.org/fbla-pbl-week/>

The North Dakota FBLA-PBL State Officers teams are working hard to plan the 2022 State Leadership Conferences. FBLA and Middle Level members will be participating on March 27-29 at the Bismarck Event Center. PBL members will be participating on April 8-9 at the Baymont Inn in Mandan.



Dates of Interest

January 1, 2022
New Year's Day

January 8-9, 2022
FFA Winter Leadership Conference, Bismarck

January 24, 2022
CTE Board Meeting
Bismarck

January 26, 2022
Emerging Leaders Conference
Valley City State University

February 24, 2022
CTE Local Directors Meeting
Location TBD

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CTE Around the State

The marketing students at the [Southeast Region Career and Technology Center in Oakes](#) completed marketing research on how to help other students. The purpose of this project is to purchase equipment that is geared towards children with visual impairments. Oakes school has two young students who are visually impaired and while researching ideas, they realized that the school does not have equipment to meet their needs. They prepared a fundraising campaign with a goal of \$1,000. The funds will be used towards the purchase of safe, bright playground equipment as well as improvements in the hall, such as sensory items for them to recognize where the lunch room is for instance. Currently they have raised over \$8,000.



Students from St. Mary's Central High School who take Health Sciences from the [Central Regional Area Career and Technology Center](#), met at the Career Academy in Bismarck for hands-on activities such as RealCare babies, participating in toddler activities such as tying a shoe one-handed, coloring and cutting with their non-dominant hand, and communicating without words, so that they know how difficult it is for children.

Students from [Hope-Page Agricultural Education program](#) were able to visit the Arthur Companies of Pillsbury for a tour of your facilities. They are from the Agronomy class. It provided a great opportunity for students to see first hand what happens to grain after harvest, and learn about the multiple career opportunities that are available in our local communities.



NDSU graduated five awesome individuals with a degree in [Family and Consumer Sciences Education](#). They sure are ready to make their mark in the world! Oh, and if you would like to employ any of them immediately, sorry but they all have teaching or Extension jobs for spring semester! Just one more example of the need for good teachers in North Dakota.

Work Based Learning Around the State

Work Based Learning continues to happen in CTE Programs across the state. These students in Grand Forks had first-hand experience by opening up “pop-up businesses”, investing, learning, earning, and providing profits to a peer.

ENTREPRENEURSHIP

Students in the Marketing I class at Grand Forks Central learned about marketing, entrepreneurship, and investing first hand. The students started thinking about what kind of “pop-up” business would be successful. After careful research, students in teams of 2-4 determined their product, their target market, and their price point. As they started planning their “pop-up” businesses, students needed to research the cost of products, along with shipping schedules due to the pandemic’s limited resources around the country. They figured their cost of goods, determined their pricing, and how much seed money they would need to start their “pop-up” businesses.



LOCAL INVESTERS AND COMMUNITY PARTNERS

Empowered Capital of Grand Forks became an angel investor designed to help new start-up businesses. Once they had a starting figure, each “pop-up” business needed to create a business proposal to request a business loan. Students then requested their microloans from Empowered Capital. When students received their loans, they were able to start getting the resources necessary to begin their “pop-up” business.

THE IDEA. THE CONCEPT. THE PRODUCT.

One group of students purchased blank t-shirts and heat press vinyl, then designed their own shirts using the classroom equipment. They cut out the design, weeded their design, and heat-pressed 110 shirts. Another pop-up business



chose the clothing route and designed baseball hats with the school’s logo. There were nine different pop-up businesses. Shirts for Caven, novelty socks (sock it to Cancer), baseball hats, cake pops, Taco in a Bag, sweet dough pretzels, Ozark suckers (Knights DLites), cookies, bracelets, and Christmas ornaments.

One group placed their order several weeks ahead of our Market Day, but due to shipping problems did not receive their products in time. They realized why some of the stores in Grand Forks were not able to stock their shelves due to shipping and transportation issues. They were a little frustrated, but with it being a real-world experience on the shortage of product happening around the country and shipping problems, they decided a last-minute change in their pop-up to try and salvage some of their business. This experience truly was a real-world hands-on experience.

OUTCOME

Market Day was open to the public, and staff and students at Grand Forks Central. Sales continued to soar. They had a total of \$2,431 that was presented to the family of Cavin Dahl, a student with cancer. ***“Most importantly, they learned the concepts of business, product development, marketing, research, pricing, investing, risk-taking, and sales,”*** said Laurie Salander, instructor.



NDACTE and ACTE Provide Leadership Opportunities

- Eric Ripley, Director of CTE and Technology for Grand Forks Public Schools and Administrative Division Vice President ACTE



I have had the privilege of spending my entire twenty-three year education career as a CTE professional in the Grand Forks Public Schools, first spending time as both a middle school business education instructor and high school information technology instructor. I became the district's CTE administrator in 2009 serving in this role since then. Since 2012, I have also served as the Director of the Grand Forks Area Career & Technology Center, a virtual area center serving schools across the region.

Wanting to become more actively involved within the professional organizations that support CTE, I became involved first at the state level, being elected to serve in the roles of Vice President, President-Elect, President, and Past-President of NDACTE. The state organization is focused on supporting and advocating for CTE within our state legislature, collaborating with the Department of CTE, and providing resources and recognition opportunities for North Dakota CTE

professionals. At the regional level, I first served as a member, then committee chair for the ACTE Region V Legislative & Resolutions Committee. That led to being selected to serve on the ACTE Region V Policy Committee for three years. During my tenure, I have always appreciated the work of the national office, both in hosting professional development conferences, and the critical advocacy work at the national level to obtain funding support for CTE. As a result, I had the desire to become involved on the national board as was elected to my current role as the Administration Division Vice President. Along with Holly Strand-Rysgaard (VP for the Health Sciences Education Division), North Dakota currently has 2 reps on the national ACTE board, which is outstanding!

Philosophically, I believe that in order to have a voice in the discussion, one has to have a seat at the table. I have been fortunate to be actively involved at the state, regional, and national level and encourage all of you to follow suit. Not only does that involvement serve as a valuable professional development and opportunity to expand one's personal learning network, it also helps further the conversation to have all viewpoints, perspectives, experiences, and backgrounds represented.

NDACTE and ACTE has many leadership positions and opportunities to get involved, whether as a committee member, policy committee, or in an elected position. Sometimes, it is just a simple encouragement or invite to do so, and I know we have the talent and expertise within North Dakota to represent the outstanding things happening within CTE across our great state.

NDACTE Awards

- 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 2022 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

Learn more about the nomination guidelines and how to submit a nomination for the awards above online here: <https://acte.secure-platform.com/a/organizations/ND/home>. 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.

State Director's Column

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

Perkins V: Comprehensive Local Needs Assessment

According to Perkins V, an eligible recipient of Perkins funds must complete a Comprehensive Local Needs Assessment (CLNA) every two years. School districts, community colleges, and tribal colleges completed this the first time in the spring of 2020. That means we will again need to complete the CLNA.

The CLNA is a review and analysis of various data, to guide recipients on how to best use the Perkins allocations. The data pieces are as follows:



Student performance and enrollment. This is data the agency, with assistance from the State Longitudinal Data System (SLDS) provides. This includes the Perkins V performance indicators, broken down by student demographic. It also includes enrollment by career cluster, again by student demographic. This data allows the recipient to look for gaps and strengths of each program.

Secondly, the CLNA includes an analysis of Labor Market Information. Perkins V was clear that funds are to be utilized by programs that align with local, regional, and state workforce needs. The Department includes in the CLNA the in-demand occupations list, as published by the ND Workforce Development Council, as well as a local in demand workforce tool.

Thirdly, the recipient is asked to analyze their existing programs, to ensure they meet size, scope, and quality requirements.

Finally, the recipient is asked to analyze its Career and Technical Education staff, to determine needs in recruitment, retention, and professional development.

Further directions and timelines will be release in mid-January 2022. This will give recipients guidance on when this work should be completed. In the meantime, I encourage you to review the guidance. A link can be found below for the CLNA and Local Application guidance.

https://www.cte.nd.gov/sites/www/files/documents/Perkins/CLNA_and_Guidance.pdf

On behalf of the staff at the Department of Career and Technical Education, we wish you each a Happy New Year and look forward to the many great things happening in CTE across the state in the new year.



Wayde Sick

State Director

North Dakota CTE

Did you know...

Top 10 Things facing business in 2021

- Uncertainty
- Globalization
- Innovation
- Government Policy and Regulation
- Technology
- Diversity
- Complexity
- Information Overload
- Supply Chains
- Strategic Thinking and Problem Solving

(from Lean Methods Group)

Assistant Director's Corner



*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 Data

- Mark Wagner, Assistant Director

As many of you are aware, after feedback from many entities, the state selected Work-Based Learning as the measurement of quality for our secondary programs.

To collect the necessary data, the Career Ready Practices rubric has been imbedded in PowerSchool. Training on how to use the rubric was provided during PDC and at the September regional trainings. If you did miss the training or need an update on the process, I want to share this communication from Robert Schafer, Power School Specialist with all of you about the CRP/CTE standards situation as questions have begun to come in on them.

Here is what happens now:

Admin duties:

- They need to run the course info report to see and highlight their CTE PowerSchool course #'s.
- They bring that list to a meeting, via Microsoft Teams with Jeremy Clausen, Roxanne Wolding or Robert Schafer.
- There we add the course #'s to their standards in PowerSchool and will help them do this via Data Export manager.
- Teachers can and should also attend; they will create assignments and practice with us using the CRP standards on assignments.
- We will do this via a Teams meeting to get you caught up and started.

How to sign up:

- Submit a ticket asking for Jeremy Clausen, Roxanne Wolding or Robert Schafer to "do the CTE/CRP admin and teacher items."
- Link: https://northdakota.service-now.com/serviceportal?sysparm_stack=no
- Email:
 - Robert.schafer@k12.nd.us
 - Jeremy.Clausen@k12.nd.us
 - Roxanne.wolding@k12.nd.us
- We will then setup an hour Teams session to help you do the Admin work; and teacher work.

Again, PS admin from your school will need to attend as well as a Lead Teacher or even better your group of CTE teachers to learn how to use CRP standards when teaching.

It is that simple from here on. Copy and paste into your tickets as needed. If harder questions come; send to me anytime.

Thanks all.

Transition Services for Students With Disabilities

-Michael Netzloff, Administrator, Educational Equity, Special Populations, and Private Career Schools

Both vocational rehabilitation agencies and schools are required by law to provide transition services and supports to improve post-school outcomes of students with disabilities. There are specific transition activities that schools are required to address for students with disabilities.

Transition planning is used to describe the very intentional, organized, and coordinated process of guiding young people with disabilities with education, experiences, supports, and services to help them have successful and meaningful lives beyond high school. It is planning that begins with the end in mind.

Although transition planning and services are mandated for both education agencies (through IDEA) and vocational rehabilitation (VR) agencies (through the WIOA, Amendments to the Rehabilitation Act of 1973), schools and VR have different requirements and services that are designed to be provided in a complimentary way.

While IDEA mandates specific documentation of transition planning and services in the Individualized Education Program (IEP) for students with disabilities ages 16 and older, the mandated age for transition planning and services is younger than 16 in many states and territories. The process is lifelong.

Explore resources and tools to guide the transition planning process on this site:

<https://transitionta.org/topics/secondary-education/transition-planning/>

Find resources related to critical areas of transition planning:

- Transition assessment
- Student engagement and self-determination
- Academic preparation
- Family engagement
- Career exploration and employment experience
- Preparing for postsecondary education and training
- Involvement of others including interagency collaboration
- High quality IEPs



CTSO Leadership Perspective



I know that it sounds very cliché, but it's the truth: FBLA has truly helped me to become a better person. From being a member to state leader, I have had to learn how to be a more personable person. This organization forced me out of my shell and helped me to develop soft skills and confidence in my abilities. I know that I would not be half the person I am today without the help of FBLA.

Mason Lemer is a member of FBLA, serving as the North Dakota Secretary/Treasurer. He has been involved in FBLA for 6 years. He is a senior and a member of the Drake-Anamoose High School FBLA Chapter.

