



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

May 2019

Newsletter

Empowering Students to Pursue their Career Goals

Career educators in North Dakota will have a unique opportunity on **Thursday, August 8, 2019** to participate in a one-day workshop on career advisement from a national trainer. This workshop has been presented at both the American School Counseling Association (ASCA) and the Association for Career and Technical Education (ACTE) national conferences.

This workshop is free of charge and will provide school counselors and career counseling professionals with information needed to connect students with opportunities aligned with their career passions. Participants will emerge with an enhanced knowledge of the full range of education and career options, with a focus on Career and Technical Education (CTE) and in-demand occupations.

After the training, participants will be able to:

- Identify and discuss the various components and benefits of a high-quality CTE program of study, including work-based learning, industry-recognized credentials and dual/concurrent credit;
- Discuss the range of options available in CTE along with current workforce trends and know how to access information on CTE programs and the labor market in their state;
- Explain the value of CTE to students and parents using tested key messages;
- Assist students with career exploration in K-12 and identify potential strategies to implement in their community;
- Develop an individual action plan with specific strategies to communicate the value of CTE to students, parents, administrators, and or other stakeholders.

Registration for this workshop is limited to 40 people. The CTE Professional Development Conference (PDC) being held in Bismarck, August 5-7, 2019. If you are attending PDC, you can register to attend the August 8 workshop along with your PDC registration (look for the Advance CTE Workshop in the "Career Development" section.) You do not need to attend the PDC Conference to attend this one-day workshop; however, you will need to contact Kelly Pierce (kpierce@nd.gov or 701-328-3103) for this option.

For questions or additional information, contact Marilyn Orgaard at maorgaard@nd.gov or 701-328-9734.

Dates of interest

June 3-6, 2019
FFA Conference
Fargo

June 10-12, 2019
CTSO Training
Bismarck

August 5-7, 2019
CTE Professional
Development
Conference
Bismarck

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66th Legislative Assembly

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

The 66th Legislative Session ended on April 27th, 2019. Our Senators and Representatives completed the overwhelming task of developing the 2019-21 biennium budget. A total of over 900 bills were heard during session. In total, the State's General Funds budget for 2019-21 is \$4.8 billion, a 12% increase over the current budget.

HB 1019, the Department of Career and Technical Education Appropriations bill, passed the House on April 23rd and the Senate on April 24th. This was after Conference Committee debated over differences between the House and Senate versions, which ended with a \$1 million reduction of the Senate Version and a \$2.355 million addition to the House Version.

Reductions to the Senate version are as follows:

- \$350,000 – Reduction to Secondary Grants, specifically new and expanding programs
- \$250,000 – Reduction to the Adult Farm Management Program
- \$400,000 – Reduction to the Center for Distance Education

The budget for the Department of Career and Technical Education for the 2019-21 biennium is as follows. This includes Federal, General and Special Funds:

	Appropriation
Salaries and Wages	\$4,812,765
Operating Expenses	\$2,357,796
Grants – Perkins	\$9,207,349
Grants – Secondary	\$24,587,780
Marketplace for Kids	\$300,000
Grants – Post Secondary	\$256,982
Adult Farm Management	\$1,894,249
Workforce Training - TrainND	\$2,000,000
Center for Distance Education	\$9,351,188
Total Budget	\$54,768,109
Less Federal and Special Funds	\$14,703,121
Total General Funds	\$40,064,988

About Legislative Assembly

The North Dakota Legislative Assembly is the formal designation of the state legislature. The Legislative Assembly consists of a Senate and House of Representatives. The Senate may consist of 40-54 members and the House may consist of 80-108 members, depending on the number of senatorial districts. Legislative members take office December 1 of even-numbered years. The Legislative Assembly convenes in regular session in January.

Overall, this is a \$11,758,705 increase over the Department's base budget in the current 2017-19 biennium. Increases are primarily due to:

- \$1,000,000 increase in Secondary Grants for Cost to Continue. This will help maintain reimbursement rates at their present level.
- \$1,150,000 increase in Secondary Grants for New and Expanding CTE Programs.
- \$9,351,188 increase due to the transfer of the Center for Distance Education from ITD to the Department of Career and Technical Education. This includes the transfer of 28.8 FTE.

If you have any questions concerning HB 1019 or any other legislation during the 66th Assembly, please feel free to contact Wayde Sick at 701-328-2259 or at wasick@nd.gov

State Director's Column

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

The Department continues to plug away at Perkins V State Plan Development. Since our last newsletter, the Public Comment Period has closed. The Department is now in the process of drafting responses to the comments received, incorporating those responses in the Transition Plan, and preparing to submit the Transition Plan to the US Department of Education, Office of Career, Technical, and Adult Education. The deadline for plan submission is May 24, 2019.



The Department continues to work on stakeholder engagement, with a focus on employer partners. We have engaged with several employer trade associations and have begun meeting with them. This will continue throughout the summer.

Also, we have developed a survey tool to gather feedback from parents and students. The survey will be sent out through the Department's listservs during early May and will contain email language to use to encourage parents and students to complete the survey. Please encourage all to complete the survey. This data will help us continue to improve the success of Career and Technical Education in North Dakota.

For any questions, feel free to contact Wayde Sick at wasick@nd.gov or Mark Wagner at mawagner@nd.gov.

Perkins V Resource Page: www.nd.gov/cte/about/PerkinsV.html

Learning More About Perkins V

For the full text of the Strengthening Career and Technical Education for the 21st Century Act, please check it out here:
https://cte.careertech.org/sites/default/files/PerkinsV_September2018.pdf

CTE Professional Development Conference

**The 2019 CTE Professional Development Conference (PDC)
will be August 5-7, 2019 in Bismarck.**

The conference general sessions on Monday and Tuesday will take place at the Bismarck Event Center. Program area sessions on Wednesday and Thursday will be held at various locations.

Registration, the call for presenters, lodging options, and other information can be found at www.nd.gov/cte/pdc. Applications for the Director's Award of Excellence are due May 15, 2019. The application can be found on the [CTE website](#).

More information about the 2019 PDC will be in the June issue of the CTE newsletter.



Wayde Sick

State Director

North Dakota CTE

***Did you
know.....***

***Perkins provides
funds for CTE
programs:***

*Basic State Grant
Programs (Title 1)
through which states
distribute money to
high schools, colleges
and universities that
offer programs that
integrate academic
and career and
technical education.*

Assistant Director Corner

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.

HIGH SCHOOL APPRENTICESHIPS:

How can communities better prepare high school students for success and ensure that businesses have the pipeline of skilled workers they need to thrive? Communities and states across the country are facing this dual challenge – and a growing number are looking to high school apprenticeships as a solution.

Communities across the country are launching programs allowing high school students to pursue career-oriented coursework coupled with work-based learning opportunities. These programs have different names, high school apprenticeship, school-to-apprenticeship, or youth apprenticeship, but all have the same goals – providing students with access to high-quality, industry-focused training that combines classroom and on-the-job learning, and affordable pathways to college and careers in high-demand industries.

High school apprenticeship programs also provide businesses with solutions to their workforce needs. By training and mentoring young apprentices, businesses can develop employees who are trained to their precise specifications and have learned the company's unique workplace culture. High school apprenticeship programs also provide a source of qualified workers, reducing recruitment costs and ensuring businesses have the workforce they need today and for the future. Additionally, high school apprenticeship programs are frequently linked to “adult” apprenticeships, referring to apprenticeships after high school in which businesses hire individuals (18 years of age and older) as full-time employees. Through effective partnerships, entry into adult apprenticeships can be facilitated through the high school programs.

High school apprenticeships are also valuable for school systems. Data shows that applied learning and hands-on experience enhance school retention and graduation rates. These programs also create stronger linkages between high school and two- and four-year colleges, which often provide leadership, technical instruction, and support to programs. Building on college credits earned in high school, participating students are motivated to continue their education after graduation.

High school apprenticeship programs can add value for any student, as engaging in an apprenticeship can help them clarify their career aspirations and gain real-world work experience. For all students, participation in high school apprenticeship offers career exploration, work experience, and a jump start toward post-secondary education and job opportunities.

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Congratulations Kevin Reisenauer, CTE Marketing Education Supervisor



North Dakota Marketing Education Supervisor and DECA Advisor, Kevin Reisenauer, was recognized at both the collegiate and high school DECA Conferences with the Honorary Life Membership Award. This is the highest award presented by DECA. His work at the state level and involvement and vision for DECA at the international level were recognized through this award. Only 130 people have been honored with this award since 1951. Reisenauer was the only individual recognized this year.

High School Apprenticeships, Continued

Each high school apprenticeship program is designed to reflect the specific features and components that will best serve businesses and students. There are, however, several elements that high-quality programs share:

- Classroom instruction that aligns coursework across high school and college requirements
- On-the-job learning with strong mentoring
- Linkages to adult apprenticeship programs in the area
- Compliance with applicable workers' compensation and child labor laws

Keeping in mind the four elements for successful programs, the steps outlined below can help a community to launch a secondary apprenticeship program.

- Identify the need.** Has a business in the region requested support in building a pipeline of future workers? Is the community focusing on training individuals for jobs in a particular industry sector? Identify the problem for which a high school apprenticeship can be the solution.
- Organize a steering committee of key partners.** Representatives from businesses, high schools, community and technical colleges, workforce organizations, and other community partners will all be needed to build a quality program.
- Identify a lead organization.** While many partners will be at the table, one entity needs to assume leadership to drive the effort forward and to ensure all program elements are aligned and meet the needs of businesses, schools and students.
- Recruit multiple businesses.** Multiple business partners promote economies of scale in developing on-the-job learning competencies and instructional materials, and in delivery of classroom instruction. A multi-employer approach can also encourage the participation of small businesses in the community.
- Identify target occupational areas.** This is typically determined by the employers participating in the program, but Chambers of Commerce and other economic development partners may help guide the selection of career clusters as well. Once the occupational areas are identified, the program curriculum and on-the-job learning elements are developed to meet the needs of participating businesses.
- Develop operational procedures.** The nuts and bolts of the program also need to be developed, such as communication structures, student supports, program outcomes to measure and track, and the review of results for continuous improvement, program sustainability and growth.
- Recruit and select students.** Develop multiple outreach strategies to get students interested in high school apprenticeships. Build selection processes that ensure students understand the level of program commitment required, while providing businesses with the information they need to make sound choices in selecting apprentices.

Additional resources on high school apprenticeship are available at:

www.dol.gov/apprenticeship



Updates on Family and Consumer Sciences

Family and Consumer Sciences (FCS) Education, formerly Home Economics, has been a part of North Dakota schools since 1918. Currently there are 112 Family and Consumer Sciences programs funded through North Dakota CTE. With a curriculum that spans a variety of topics, family and consumer sciences educators provide research-based knowledge and essential skills in the areas of personal and family finance, food science and nutrition, health management and wellness, human development and family relations, housing and interior design, culinary arts, and textiles and apparel.

FCS classes provide students with many opportunities to apply the concepts learned in math, science, and language arts through hands-on application, such as creating a budget based on a particular income, analyzing the nutrients in food, and preparing a resume.

With the essential skills education and career preparation provided in FCS classes and the support of parents and decision makers, our students attain the research-based knowledge and skills they need to lead better lives, be work and career ready, build strong families, and make meaningful contributions to our communities.

Recently two additional courses were added to the FACS program area. The first course is Teaching Profession, which introduces students to the principles underlying teaching and learning, the responsibilities and duties of teachers, the techniques of imparting knowledge and information. The second course, Education Methodology, prepares students to teach and guide others by providing opportunities for students to develop their own teaching objectives, to design lesson plans, and to experience teaching in a controlled environment. These introductory courses are designed to attract talented young people to the teaching profession through innovative instructional strategies.

ND Family, Career, and Community Leaders of America (FCCLA) recently hosted the 74th annual State Leadership Conference in Bismarck. Over 250 members participated in competitive events (STAR Events). Of those members 75 will be attending and competing at the National FCCLA Leadership Conference in Anaheim, CA. Since 1945, FCCLA members have been making a difference in their families, careers, and communities by addressing important personal, work and societal issues through Family and Consumer Sciences education.

From “READY FOR IT” to “HERE WE GO” ... Marketing Education & DECA

As the 2019 International DECA Conference comes to a close, and we move from READY FOR IT (theme) to HERE WE GO (2019-2020 theme), DECA members from North Dakota embrace their experiences during their time in marketing classes and DECA. Marketing programs continue to grow as industry, communities and parents, students, and counselors understand the need for an understanding of marketing concepts. The four career clusters affiliated with Marketing Education & DECA are Marketing, Finance, Hospitality & Tourism, and Business Management & Administration. The courses, curriculum, and standards are based on these four career clusters. DECA competitive events are affiliated with each of these career clusters as well.

Marketing Education and DECA are supported at the high school and college level in North Dakota. More than 1,200 students are members of DECA and over 600 of those students competed at the state conference in March.

New programs this past year include Bismarck Legacy, Bismarck High (reactivated), Solen, and Watford City. There are teaching positions open for the 2019-2020 school year due to retirements and career changes. For information on these positions or certification in Marketing Education contact Kevin Reisenauer at kreisena@nd.gov.

Marketing Education provides students with skills through a variety of course offerings including: principles of marketing, marketing, management, personal finance, business finance, sports and entertainment marketing, hospitality marketing, entrepreneurship, social media marketing, school-based enterprise, cooperative work experience. Co-curricular, DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality, and management.