Career Resource Network & RUReady

The Career Resource Network is part of the North Dakota Department of Career and Technical Education. Our mission is to develop and provide resources in support of career professionals and educators.

RUReady.ND.gov is a web-based career information delivery system that is available free of charge for all K-12 students in North Dakota. Career Planning, High School and College Planning, and Financial Aid resources are part of the RUReady system. Additionally, students can develop an electronic portfolio of career exploration and planning activities within the system. Students, parents, and educators all have access to the system.

RUReady went through a visual transformation during the summer of 2019. Most of the functionality remains the same, and new content has been added.

Career Planning Resources: A New Perspective is the next workshop series scheduled by the Career Resource Network. These workshops will be held across the state beginning October 9th. Registration is still open at https://www.cte.nd.gov/career-resource-network-workshops.

The Career Outlook is published annually and provides information on the sixteen Career Clusters, Labor Market information, and career assessments such as the Interest Profiler and Career Cluster survey. The magazine also features people from North Dakota who have developed leadership skills, and achieved success through their involvement with Career and Technical Student Organizations (CTSOs). The Career Outlook User’s Guide (COUG) is a companion lesson plan guide to the Career Outlook magazine. The lesson plans are correlated to the American School Counseling Standards and the National Career Development Guidelines.

For more information about the Career Resource Network, contact Marilyn Orgaard (maorgaard@nd.gov, 701-328-9734) or Laura Glasser (leglasser@nd.gov, 701-328-9733).
New IT Internship Programs Create Solutions to Address WPL

A traditional cooperative work experience program is not a new concept for many of the Information Technology Programs across the state, but with current programs, there are limitations. Program age restrictions and lack of local businesses in rural communities can make it difficult for IT instructors to place students out in the workplace.

Recently a new course was developed specifically for the IT Internship program. The new course is designed to allow students at any secondary grade level (9-12) to participate in the program. The course does have a pre-requisite of an IT or Computer Science course.

Not only have IT Programs looking to fulfill workplace learning experiences begun to benefit from the IT Internship Program, but schools also have increased their technology needs by going 1-to-1 with laptops, tablets, and Chromebooks. Larger school districts that have adopted the 1-to-1 program recognized the increased demand of their technology staff. The IT Internship Program allows for students who are enrolled in IT courses the opportunity to add this hands-on, workplace experience to their schedules.

If there is a lack of local businesses or technology needs that outweigh a technology staff, an in-school IT Internship Program can help resolve many obstacles. Current students enrolled in IT Internship programs are tasked with troubleshooting computers, fixing minor damages to machines, ticketing/customer service calls, and completing other tasks that may be assigned by an Intern Supervisor.

About ACTE’s VISION

Registration is still open. For questions about registration or the conference contact ACTE staff at 800-826-9972 or at registration@acteonline.org.

Future Dates of VISION

VISION 2020
December 2-5, Nashville, TN

VISION 2021
December 1-4, New Orleans, LA

There is something for everyone at ACTE’s CareerTeach Vision, a must-attend event for educators, industry representatives, and business leaders. You’ll find four packed days of high-quality professional development possibilities, prime networking opportunities, and direct access to thousands of individuals representing all facets of CTE.

- Renowned keynote speakers exploring new directions of CTE.
- 300+ concurrent sessions covering a complete spectrum of CTE.
- CareerTech Expo and interactive exhibitor workshops.
- Career Pavilion providing resources on several CTE career pathways.
- Workshops and tours offering insights into focused topics.
- Awards banquet to recognize CTE professionals and supporters.
- Opportunities to connect, collaborate, and build friendships with CTE professionals from around the globe.
State Director’s Column
-Wayne Sick, Director, North Dakota Career and Technical Education

TIMELINE FOR PERKINS

Even though no major decisions were made concerning Perkins V during the month of September, in order to keep the Director’s Corner topics consistent, I still want to provide you all with an update. Most of the work in September has revolved around compiling data, answering some tough questions, and organizing our thoughts into a state plan.

The update I want to provide you this month is the anticipated timeline for the Perkins V State Plan roll-out and implementation. Details will be included as we approach these deadlines.

October 2019  The State will submit a draft plan to a group of national peer reviewers for input.
October 2019  Proposed performance indicators and yearly targets will be released for public comment.
November 2019  Roll-out of the draft Perkins Consortium restructure plan for comment. The anticipated deadline for full implementation of any restructured consortiums would be prior to the 2021-22 school year.
December 2019  The state plan will be published for public comment. This will be done via email and virtual public hearing meetings. If needed, in-person public hearings will be conducted as well.
February 2020  Public Comment periods will close. All public comments will be reviewed and addressed. All comments and the respective comments must be addressed in the State Plan.
February 2020  Provide the state plan to the Governor’s office for review.
March 2020  Provide a final state plan to the State Board for Career and Technical Education for approval.
April 2020  Submit the state plan to the Department of Education, Office of Career, Technical, and Adult Education.

As you can see, many details concerning how the state will utilize its Perkins will become clearer very soon. Please stay tuned to updates as they are released.

I would like to thank everyone who has assisted during the process and provided feedback. We at the Department feel we have developed a strong Perkins V plan that will only improve the quality and access of Career and Technical Education.

Questions for Additional Resources Related to Perkins V

If you have questions, do not hesitate to contact either Mark Wagner (mawagner@nd.gov) or Wayne Sick (wasick@nd.gov).

For resources related to Perkins V, please visit the Department of Career and Technical Education’s website at https://www.cte.nd.gov/
Transition To Teaching (Secondary)

Transition to Teaching is a one-year alternative teacher preparation program for new secondary non-traditional teachers who have non-teaching baccalaureate degrees in teaching-shortage areas or who are entering teaching from industry or military with specific technical skills. The program is designed to "jump-start" the individual’s transition into the secondary classroom.

Persons enrolled in Transition to Teaching will be mentored for a full year and will participate in face-to-face seminars and on-line courses. At the end of the year, successful participants will earn credit for student teaching and the course Introduction to Teaching.

To be eligible for the Transition to Teaching program an individual must:

- Hold an interim/emergency license issued by the Education Standards and Practices Board (ESPB) or a provisional credential from the Department of Career and Technical Education, and,
- Be contracted to teach in a North Dakota secondary school.

Both academic and career and technical education instructors are eligible to participate.

Transition to Teaching is administered by Valley City State University and endorsed by the Department of Career and Technical Education, Department of Public Instruction, and the Education Standards and Practices Board.

2019-2020 Meeting Dates

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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>Aug. 8</td>
<td>Getting the Classroom Started</td>
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<td>or Sept 6</td>
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<td>Sept 27</td>
<td>Instructional Practices</td>
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<td>Nov. 22</td>
<td>Designing, Delivering, and Evaluating An Effective Lesson</td>
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<td>Jan. 24</td>
<td>Effective Teaching: Strategies that Work &amp; Students with Special Needs</td>
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<td>March 6</td>
<td>Indian Studies &amp; Mental Health Competency</td>
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Transition to Teaching Participants on September 27, in Bismarck.
Perkins V and Tribal Populations

Recently a team from our office attended the Perkins V planning meeting in Phoenix with other CTE leaders from across the nation. Advance CTE Senior Policy Associate Austin Estes, State Director Wayde Sick, and I had the pleasure of presenting on establishing lasting partnerships with tribal communities.

Perkins V gives states a once-in-a-decade opportunity to reexamine their CTE systems, reengage the communities they serve, and secure a more equitable and prosperous future for learners in their states. Tribal communities should be a core part of the Perkins V planning process, especially in western states with large Tribal populations.

What does Perkins V say regarding Tribal populations?

• Adds Indian Tribes, tribal organizations, tribal education agencies, and tribally controlled colleges and universities to list of eligible recipients.
• Requires engagement of Tribes and tribal organizations in the development of the state plan and administration of the comprehensive local needs assessment.
• Makes tribal organizations, education agencies, and institutions eligible for competitive national activities funding.
• Continues funding for Native American programs.

We are currently evaluating CTE Programs in a variety of secondary schools along with two post-secondary institutions, of which one is a tribal college this year. That college is Cankdeska Cikana Community College, which translates into English as Little Hoop.

Native American students make up 18.3% of students enrolled in a North Dakota CTE post-secondary programs. This compares with 1.2% across the nation of the post-secondary CTE program students that identify as American Indian/Alaskan Native.

Assistant Director Corner

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.

Did you know…..

North Dakota Post-Secondary Career and Technical Education Programs at the five Tribal Colleges include:

• Cankdeska Cikana Community College: 13 approved CTE programs
• Nueta Hidatsa Sahnish College: 8 approved CTE programs
• Sitting Bull College: 8 approved CTE programs
• Turtle Mountain Community College: 20 approved CTE programs
• United Tribes Technical College: 15 approved CTE programs