

CCCTEC Governing Board & Advisory Council

August 15, 2018

West Fargo District Office

Members Present: John Rodenbiker, Dr. Allen Burgad, Patti Stedman, Morgan Forness, Dr. Robert Grosz, Susie Carlson, Dr. Cory Steiner, Dr. Denise Jonas

1. Introductions of current and new members. John Rodenbiker chaired the meeting.
2. Reviewed meeting minutes from previous meetings. No changes were made.
3. Reviewed financials from 2017-2018 and the current projections for 2018-2019 for those by location and by program.
 - a. This will be the last year for 60% reimbursement and 40% local match. Next year, once the 5 years have been met, it will flip to 40% reimbursement and 60% local match.
 - b. The welding program has increased in participation by 50%. This requires us to expand to another section and another teacher being involved, therefore increasing the cost of the contract with NDSCS. The students can take welding for dual credit this year as well, if they meet the GPA requirement.
4. Denise will adjust the budget to get the expenses down to assist in the Career Workforce Academy cost. Dr. Burgad will reach out to SEEC for a donation of \$10,000 as well.
5. Program Updates:
 - a. Agriculture – Gabes will be full-time this year at Northern Cass. Central Cass has hired an Ag teacher as well for this coming year.
 - b. Enrollments – Numbers are looking good for the students interested in the CCCTEC programs. World Ag and Botany II has been eliminated this year. Aviation and Diesel numbers are staying stagnant, where the others seem to be growing. This will need to be watched going forward in the coming years.
6. The draft of the Strategic Plan for the Career Workforce Academy was approved in May. They identified 9 areas of focus needed to be included in the Academy. NDSCS facilitated and paid for this expense.
7. Susie Carlson motioned, Patti Stedman seconded for moving forward with Phase II of the Career Workforce Academy to be brought to the West Fargo School Board to be the pass through of the costs of the planning.
8. Patti Stedman motioned, Susie Carlson seconded Denise to move forward with signing the MOU with NDSCS for the welding program to be taught by NDSCS instructors. She will have NDSCS remove Fargo Public Schools be removed from the MOU as this will be funded through the Center.
9. Adjourned.



Answering the Why

CTE CALL TO ACTION – SHARE WITH YOUR DISTRICT LEADERS!



“We have an oversaturation of people with degrees, but who also have no tangible skills.”

*The ratio is fundamental to all industries.
It was the same in 1950, 1990
& will be in 2030.*

*College for ALL is not the answer to the
skills gap.*

College exploration is too expensive.

1:2:7

- 1:** for every occupation that requires a masters degree there are,
- 2:** professional jobs that require a university degree, and there are
- 7:** jobs requiring a one-year certificate or two-year degree.

Career & Technical

2018-2019

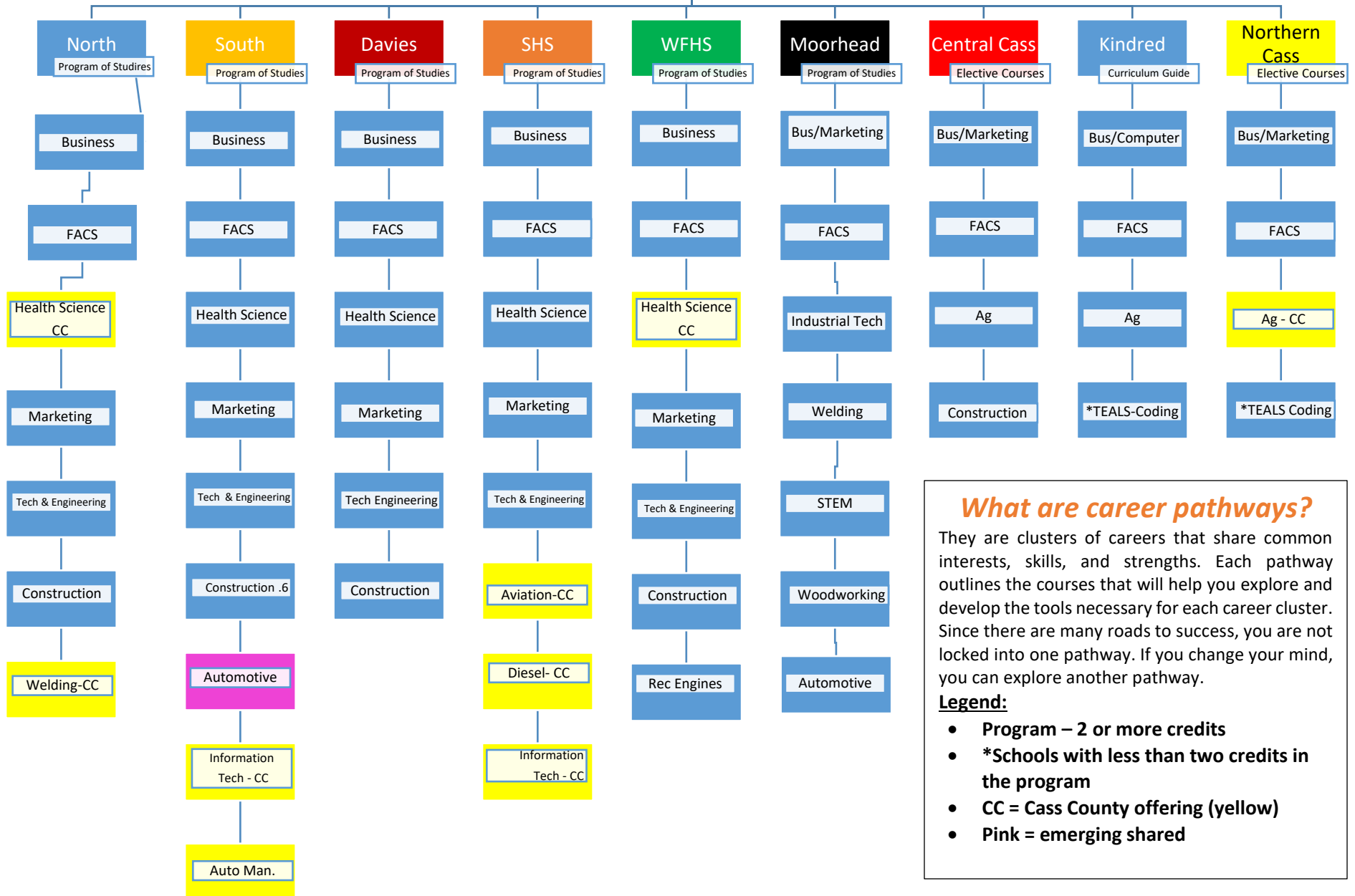
Current Program

FPS/WFPS

Local Area

Grades 9-12

Grades 9-12



What are career pathways?

They are clusters of careers that share common interests, skills, and strengths. Each pathway outlines the courses that will help you explore and develop the tools necessary for each career cluster. Since there are many roads to success, you are not locked into one pathway. If you change your mind, you can explore another pathway.

Legend:

- Program – 2 or more credits
- *Schools with less than two credits in the program
- CC = Cass County offering (yellow)
- Pink = emerging shared

CAREER WORKFORCE ACADEMY TALKING POINTS

Secondary • Early Entry • Post-Secondary • Incumbent Worker



**Collaboration • Innovation • Career Preparation
Workforce Entry • Technical and Academic Education**

The Right Student, in the Right Program, for the Right Reasons

CAREER WORKFORCE ACADEMY

Career Workforce Academy Vision Statement

The Career Workforce Academy will build the awareness of multiple career clusters and the skills necessary to be career ready through experiential education, classroom training, student connection to business and industry, and career path counseling. It will present real-time opportunities and real-life experiences by responding and adapting quickly to industry demands and student interest. Success will depend on engaged student interest and on the collaboration of all stakeholders.

“ The job shadow experience has really given me a better perspective on what I want to achieve in life. [With] the academy you take that extra step to see if it's really something you might want to do. ”

- “Career Academies: A Proven Strategy to Prepare High School Students for College and Careers.”
Career Academy Support Network,
2010, University of California,
Berkeley Graduate School of
Education

What is an Academy?

A career academy is a type of school that can provide K-14 students, incumbent workers and new Americans a curriculum to prepare them for a successful career.

Strong partnerships that work together to enhance curriculum with relevant learning for successful outcomes.

The Career Workforce Academy is a collaborative effort by the school districts of Fargo, West Fargo, Northern Cass, Central Cass, Kindred and Moorhead, and the two-year colleges of North Dakota State College of Science (NDSCS) and M State. It is designed to deliver workforce training and education that is responsive to changing employer and student needs. This plan will expand and enhance our ability to attract, retain and grow businesses and develop opportunities for student success in the workforce.

Strong Partnerships



Career Workforce Academy Value Statements

The Career Workforce Academy concept is:

- ◆ A proven model in responding to the needs of students and industries.
- ◆ Effective in improving outcomes for students during and after high school.

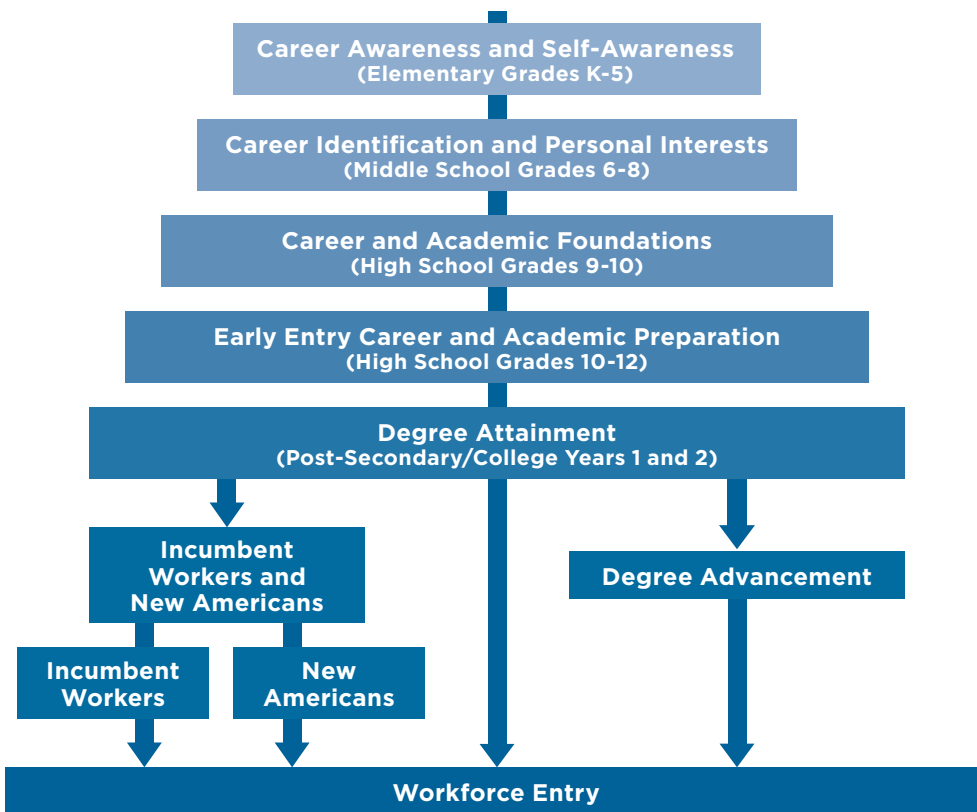
The Career Workforce Academy will:

- ◆ Provide exposure to multiple career paths for all levels of K-14 students.
- ◆ Present more opportunities for students to sample and experiment within a variety of careers.
- ◆ Create opportunity for those interested in a technical degree.
- ◆ Create a path for incumbent workers and new Americans for a new career.
- ◆ Provide appropriate facilities and equipment for hands-on career training.
- ◆ Focus on the region's workforce and employer needs.

The Career Workforce Academy Will Help Gain Respect for Multiple Career Pathways

- ◆ Parents will be informed about diverse careers and be encouraged to start having earlier conversations with their children about career path options.
- ◆ Students will want to learn about and develop skills in technical and trade careers and will gain respect for having a career in these high-demand, high-wage fields.
- ◆ Counselors and teachers, as well as parents, will be provided career awareness opportunities to learn and better understand the viable careers that exist today and the education pathway to those careers.

Career Workforce Academy Concept



A Proven and Successful Model

The number of career academies has been expanding rapidly, in part because academies have been found to be effective, and in part because they embody ideas promoted by several major high school reform movements...[R] rigorous evaluations have found that individual career academies within larger high schools help improve students' academic performance, prepare them for post-secondary education, and boost earnings after high school.

Summary

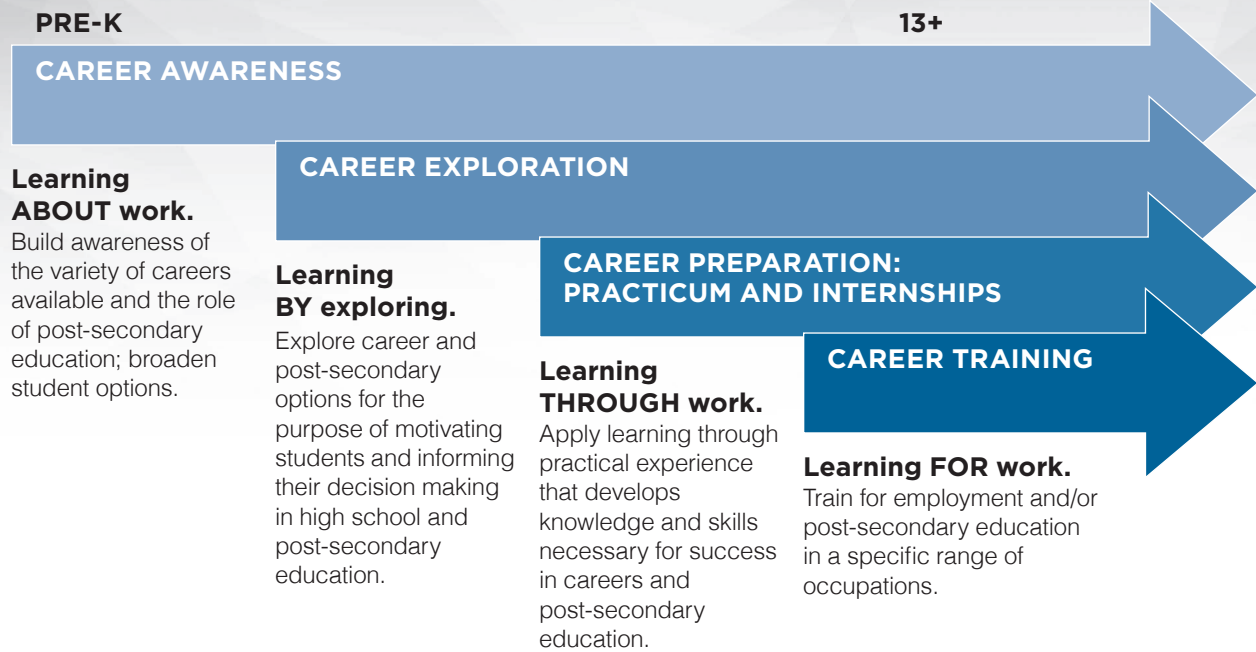
The academy concept has a proven track record of effectiveness for introducing students to multiple career paths – matching their skill sets and interests to job opportunities. It has become the best-tested strategy and accepted principles to prepare students for life after high school. Additionally, by including incumbent workers and new Americans, the Career Workforce Academy will benefit the business and industry community by having these groups access the same career preparation and training opportunities as Career Workforce Academy high school students.

Top 5 Reasons for an Academy

- 1** Expanding learning opportunities for students.
- 2** A collaborative approach enhancing everyone's effectiveness and efficiencies.
- 3** A workforce development solution.
- 4** Career exploration and skill development.
- 5** A proven model that makes a difference.



Career Workforce Academy Learning Continuum



Projected Annual Career Workforce Academy Attendance

Within the first few years, the Career Workforce Academy (CWA) project estimates approximately 3,900 students and individuals will receive education and training experiences annually. K-12 student enrollment is expected to reach more than 3,000 students, based on 10% student enrollment data from K-12 student populations at Career Academy operations in Sioux Falls, S.D. and Bismarck, N.D. Additionally, approximately 400 NDSCS students will be enrolled in college courses at the CWA, along with 500 employees that will receive training through TrainND and SkillsND program offerings.

Source: The Fargo School District website stated Fargo/Moorhead metro enrollment in 2017 was 32,211.

Committee Structure

Executive Committee

Mr. Rupak Gandhi
Fargo Public Schools Superintendent

Mrs. Beth Slette
West Fargo Public Schools Superintendent

Dr. John Richman
NDSCS President, Executive Committee Chair

Dr. Carrie Brimhall
M State President

Dr. Denise Jonas
Cass County CTE Director

Mr. Brandon Lunak
Moorhead Public Schools Superintendent

Mr. Morgan Forness
Central Cass Schools Superintendent

Dr. Cory Steiner
Northern Cass Schools Superintendent

Mr. Steve Hall
Kindred High School Superintendent

Mr. Tony Grindberg
NDSCS Vice President for Workforce Affairs

Program Committee

Dr. Denise Jonas
Cass County CTE Director, Program Committee Chair

Mr. Harvey Link
NDSCS Vice President for Academic Affairs

Dr. Cory Steiner
Northern Cass Schools Superintendent

Dr. Allen Burgad
West Fargo Public Schools Secondary Assistant Superintendent

Dr. Bob Grosz
Fargo Public Schools Associate Superintendent

Ms. Tamara Uselman
Moorhead Public Schools Assistant Superintendent

Mr. Morgan Forness
Central Cass Schools Superintendent

Mr. Steve Hall
Kindred High School Superintendent

Dr. Ken Kompelien
NDSCS Dean of Arts, Science and Business Division

Dr. Marion Askegaard
NDSCS Early Entry Program Coordinator

Ms. Mary Johnson
M State Interim Vice President of Academic Affairs/CAO

Ms. Carrie Ward
M State Dean of Academic Affairs for Technical Programs

NDSCS Workforce Industry Partners

K-12 Principal Representatives

Department Chair Representatives

A Proposal for an Educational Partnership between the North Dakota Board of Cosmetology and Career and Technical Education

DRAFT – November 12, 2018

Project Goal:

The goal of the project is to establish a partnership between the North Dakota Board of Cosmetology and the North Dakota Department of Career and Technical Education to launch a Cosmetology Career Pathway for high school students.

Statement of Need:

There is interest in Cass County and in the southeast region to offer high school cosmetology courses that engage learners in their passion area, expose students to career options to make informed decisions, and provide dual credit or alignment to current cosmetology programs. With the growing need in cosmetology services, aligning high school programming with post-secondary training and give students a jumpstart and fill workforce needs.

Career and Technical Education:

Career and Technology Education courses are designed to provide students with the skills needed to enter today's workforce. We provide students with rigorous and relevant instruction to help them succeed in our high-demand, high-skilled working environment of the 21st century. Students apply academic skills along with their technical skills in the CTE classroom. Career and Technology Education can provide students with a chance to explore various career options and provide them with enhanced earning potential while continuing their education.

Governance and Policy:

North Dakota Century Code exists to oversee policy, services, regulations for licensed salons and cosmetology schools. NDCC - <https://www.legis.nd.gov/cencode/t43c11.pdf>

The North Dakota Board of Cosmetology's mission is to ensure the health and safety of North Dakota consumers by promoting ethical standards and by enforcing the laws of the beauty industry.

The Board Regulates and Licenses all cosmetologists, manicurists, estheticians, instructors, students, schools, and salons. It is the duty of the board to protect the public health, welfare, and safety through the prevention of the creating and spreading of infectious and contagious diseases. <https://www.ndcosmetology.com/about-us.aspx>

Others???

Sample Program:
Hays Consolidated Independent High School, Texas
<https://www.hayscisd.net/Page/535>

Cosmetology		Credits	
Pathway	Course 1	Principles of Cosmetology Design & Color Theory	1
	Course 2	Introduction to Cosmetology	1
	Course 3	Cosmetology I	2
	Course 4	Cosmetology II	2

https://www.txcte.org/resource-index/?f%5B0%5D=im_field_resource_cpc%3A33868

<https://www.texastribune.org/2018/09/11/texas-tea-considering-cutting-high-school-cosmetology-courses/>

Principles of Cosmetology Design and Color Theory

<https://www.txcte.org/course-binder/principles-cosmetology-design-and-color-theory>

Course Number: CJ07.1Y

Grade Placement: 9-12

Prerequisite: None

Credit: 1

Location: HHS, LHS

PEIMS#: 13025050

Students may begin to earn Texas Department of Licensing and Regulation (TDLR) hours toward a Cosmetology Operator License in this course. In Principles of Cosmetology Design and Color Theory, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Students will attain academic skills and knowledge as well as technical knowledge and skills related to cosmetology design and color theory. Students will develop knowledge and skills regarding various cosmetology design elements such as form, lines, texture, structure and illusion or depth as they relate to the art of cosmetology. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the TDLR requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included. A student course fee of \$25 and a passport photo is due by May 15, 2018 to cover the cost of the required state permit.

Introduction to Cosmetology

<https://www.txcte.org/course-binder/introduction-cosmetology>

Course Number: CJ08.1Y

Grade Placement: 10-12

Prerequisite: Principles of Cosmetology Design and Color Theory

Credit: 1

Location: HHS, LHS

PEIMS#: 13025100

In Introduction to Cosmetology, students explore careers in the cosmetology industry. To prepare for success, students must have academic and technical knowledge and skills relative to the industry. Students may begin to earn hours toward state licensing requirements. Students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Analysis of career opportunities, requirements, expectations, and development of workplace skills are included. A student course fee of \$50 is due by May 15, 2018 to cover the cost of the student uniform.

Students will be required to accumulate 1,000 clock hours of class and lab instruction in order to complete their TDLR certification during high school.

Cosmetology I

<https://www.txcte.org/course-binder/cosmetology-i>

Course Number: CJ09.2Y

Grade Placement: 11-12

Recommended Prerequisite: Introduction to Cosmetology

Credit: 2

Location: HHS, LHS

PEIMS#: 13025200

In Cosmetology I, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (TDLR) requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included. A student course fee of \$400 is due by May 15, 2018 to cover student kits. Students will be required to accumulate 1,000 clock hours of class and lab instruction in order to complete their TDLR certification during high school. Students must commit to take board exam after graduation. Students must be a high school graduate to register and take the exam. Students are required to attend tutorials before and after school to help accumulate hours. *Students must pass a background check to be in program.*

Cosmetology II

<https://www.txcte.org/course-binder/cosmetology-ii>

Course Number: CJ10.2Y

Grade Placement: 11-12

Prerequisite: Cosmetology I and students have passed all of their classes in order to graduate on time to earn the 500 hours of TDLR credit for core classes

Credit: 2

Location: HHS, LHS

PEIMS#: 13025300

In Cosmetology II, students will demonstrate proficiency in academic, technical, and practical knowledge and skills. The content is designed to provide the occupational skills required for licensure. Instruction includes advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies and materials; and practical skills. Seniors will take the written portion of the state exam after completing 900 hours and then will be expected to take the practical portion of the state licensure exam after accumulating 1,000 clock hours, turning 17 and graduating from high school.

Project Timeline:

2018-2019	Research and board input
2019-2020	Develop plans for dual credit, high school course curriculum, course codes, etc.
2020-2021	Present to legislators obtain approval Revise ND Board of Cosmetology Guidelines
2021-2022	Pilot for courses