



**Roughrider Area Career & Technical Center
Directors Report
December 2017**

Meetings

January 4 at 5:00 p.m.

RACTC Board Meeting

High Technology Equipment

I will be rotating equipment this week and the rest of the equipment after the first of the year.

Hettinger – BN 20 Vinyl Printer/Cutter
Mott/Regent – Embroidery Machines
New England – CNC Router
Scranton – Bio Chem
Killdeer – Laser Engravers
New Salem – 3D Printer

We are planning a 3D printer workshop after the first of the year. This will be the last training until summer/next fall.

The new BN20 Vinyl Printer/Cutter unit will be ready to go after the first of the year.

CTE Directors Collaboration Meeting

Lyle Kruger, Director of the MRACTC in Bismarck, Kim Murphy, Director of the GNWCTC Williston, Kevin Nelson, Director of the RACTC, Bill Strasser, Director of the Great Western Network Washburn, Mark Wagner, Assistant Director of CTE Bismarck, and Wayne Kutzer, State Director of CTE Bismarck met prior to the Great Western Network Board meeting last week Wednesday.

The purpose of the meeting was to better coordinate the delivery of ITV and online classes in the Western part of North Dakota. The three virtual CTE centers in Western North Dakota currently list their classes on the Great Western Networks website, a practice that has been ongoing for several years. The Great Western Network and Bill Strasser have been very helpful in the delivery of CTE classes.

Discussion items at the meeting. I will discuss this more at our board meeting in January and answer any questions.

1. Currently the three virtual centers have their class schedules listed separate on the Great Western Network Website. Maybe we can have one master schedule of CTE classes being offered in Western North Dakota and which center offers the class. We still can have class info on our own websites as well. We also want to avoid duplication of classes that have low student numbers, a cost savings for area centers as well as NDCTE.
2. PowerSchool is the state system that schools use for grading. The three centers and the Great Western Network uses PowerSchool for grading. Currently building administrators log into their own Powerschool to see student grades and if they have students taking classes from the three centers plus the Great Western Network they log into four more websites to obtain grades. We talked about one login for all ITV/online classes rather than the four that Principals currently use.
3. Recording of lessons was another topic discussed. Currently the RACTC contracts with DSU for the use of Tegrity and Moodle. The other centers and the Great Western Network have been using North Dakota's Information Technology Department's software for recording lessons (which is being updated). I value our partnership with DSU but if we can use a free service provided by the state I am thinking we need to check into it. Using one system for students to obtain recorded lessons would be a benefit for all involved in online learning.
4. We also discussed how schools are being invoiced for ITV/Online classes. We discussed one invoice that includes billings from the Great Western Network and the three CTC Centers. This helps area administrators in the budgeting process as well as the question "How many more bills am I going to get from ITV/online classes."
5. We also discussed how classes are being delivered. We have ITV classes through the 4 consortiums in Western North Dakota. We have online classes being offered. These are classes offered through the MRACTC in Bismarck and follow the state standards for each course offering and are teacher driven. We also have hybrid classes, these are the recorded lessons that the RACTC uses. If all classes were recorded all students could take or review the class on any of their devices. This is where we want to go!
6. The Center for Distance Learning in Fargo and their connection to CTE was also discussed.

Great Western Network Board Meeting

I stayed for the Great Western Networks board meeting, which was held on the same day as our CTE collaboration meeting. All three virtual CTE Centers shared information about their centers as well as presentations from the two CTE State Directors from Bismarck. The other main business item that affects how the RACTC does business was the adoption of a school calendar

for 2018/2019 school year. The projected start date is Wednesday, August 22, 2018. This was a very common start date for many of the Superintendents in the room.

RACTC for 2018/2019

I stopped in at Richardton School last week Thursday to discuss the Marketing program for the 2018/2019 school year. In discussions with the Mr. Bautz Superintendent, Dr. Vogle Principal and Samantha Martin, Business Teacher they would like to wait one more year before offering any marketing classes to the RACTC. I also got a tour of their new school building, which is currently under construction. This project is very exciting for the community of Richardton and their students.

From Richardton I then drove to Beach school to visit with Wayne Heckaman, Principal and David Wegner, Superintendent. The main discussion item was Beach joining the High Tech Consortium. They gave me the go ahead to put Beach joining the High Tech Consortium on the agenda for the January meeting. In talking with Don Fischer, ND State Director for Technology Education he said that because Beach has never been part of a High Tech Consortium the RACTC will get \$8000.00 the first year and then the standard \$4500.00/year thereafter for equipment and training purposes.

Dickinson Public Schools

Last week Monday night, I gave an update on the RACTC at the Dickinson Public Schools monthly board meeting. I value the partnership that the RACTC has with DPS. They provide fiscal management, payroll and human resource services for the center. We could not do what we do without this valuable partnership!

As discussed at the October board meeting, our Health Science Teacher Bobbie Johnson at DHS will be getting a white board and projector over the holiday break installed in her classroom.

RACTC Audit

The audit of the RACTC financials is complete and we should have an audit report available at our January board meeting.

Article of Interest

How career and technical education in high school improves student outcomes

[Michael J. Petrilli](#)

[Dara Zeehandelaar Shaw, Ph.D.](#)

Ask any group of high school teachers, and they will report that the most frequently heard question in their classrooms is, "When are we ever gonna use this?" In a traditional college prep

program, the honest answer is usually, “Maybe when you get to the university.” But in the real world? Depending on the class, maybe not at all.

However, in high-quality Career and Technical Education (CTE) programs, that question is moot. Students learn skills that will help them prepare for stable careers and success in a modern, global, and competitive economy. A student who wants a future in architecture doesn’t question his first drafting course in high school. One interested in aerospace sees value in her introduction to engineering design class. An aspiring medical professional is enthusiastic, not indifferent, about high school anatomy.

Unfortunately for millions of American students, CTE is not a meaningful part of their high school experience. Instead, they are shuffled through large, bureaucratized schools that do not adequately prepare them for anything, be it college, career, or both.

In large part, this is because CTE has been chronically neglected by American education leaders and policymakers. Many CTE advocates suspect that it’s because of the damaged “brand” of vocational education. And it’s damaged for a reason, as there was a time when the “vo-tech” track was a pathway to nowhere. “Tracking,” as practiced in the twentieth century, was pernicious. It sent a lot of kids—especially low-income and minority students—into low-paying, menial jobs, or worse.

Yet America is an anomaly. In most industrialized countries—nearly all of which outperform us on measures of academic achievement, such as PISA and TIMSS—students begin preparing for a career while still in high school. Around the world, CTE is not a track away from a successful adulthood, but rather a path towards it.

American students face a double-whammy: Not only do they lack access to high-quality secondary CTE, but then they are subject to a “bachelor’s degree or bust” mentality. And many do bust, dropping out of college with no degree, no work skills, no work experience, and a fair amount of debt. That’s a terrible way to begin adult life. We owe it to America’s students to prepare them for whatever comes after high school, not just academic programs at four-year universities.

Despite its checkered past, modern CTE—often called “new vocationalism”—is a far cry from voc-tech. No longer isolated “shop” classes for students showing little future promise, CTE coursework is now strategic and sequenced. It entails skill building for careers in fields like information technology, health sciences, and advanced manufacturing. Secondary CTE is meant to be a coherent pathway, started in high school, into authentic technical education options, and credentials, at the postsecondary level.

Why don’t we see more communities embracing high-quality CTE? Why are students nationwide taking fewer CTE courses today instead of more? Would it help if policymakers, educators, parents, and kids could see that CTE today isn’t a dead-end track?

That’s where Fordham’s new study [*Career and Technical Education in High School: Does It Improve Student Outcomes?*](#) comes in. We wanted to know whether the students who participated in CTE—and especially those “concentrating” by taking a sequence of three or more

courses aligned to a career in a specific industry—were achieving better outcomes than their peers. Were they more likely to graduate from high school? Enroll in postsecondary education? And, perhaps most importantly, be employed and earn higher wages?

To find out, we enlisted Shaun M. Dougherty, assistant professor of educational policy and leadership at the University of Connecticut's Neag School of Education, who has previously studied high school CTE in Massachusetts and New York City. For this study, he coordinated with the Arkansas Research Center to access and analyze their truly remarkable database, which combines secondary, postsecondary, and labor market information. He designed and executed a rigorous analytic strategy that uses three different statistical approaches, giving us great confidence in his findings.

And what are they?

Arkansas students with greater exposure to CTE are more likely to graduate, enroll in a two-year college, be employed, and have higher wages. Furthermore, those students are just as likely to pursue a four-year degree as their peers. In addition, students who “concentrate” their CTE coursework are more likely to graduate high school by 21 percentage points compared to otherwise similar students—a truly staggering number. Concentration has positive links with the other outcomes as well. Moreover, the results of this study suggest that CTE provides the greatest boost to the kids who may need it most—boys and students from low-income families.

And the good news is that CTE does not have to be super expensive and highly exclusive to have positive effects. The form of CTE we studied in Arkansas is CTE at its most egalitarian and scalable: most students took courses at their comprehensive high school, and some did so at regional technical centers. And it worked.

Overall, this study adds to the growing body of evidence on the impact of high school CTE. Policymakers in other states should heed Arkansas's example by increasing their investment in secondary CTE that is aligned to the demands of the local labor market. It's also high time to reauthorize the Perkins Act and increase federal investment in this area. The scars of the recession have faded, but they haven't disappeared. Connecting more young people with available opportunities by giving them the skills employers are seeking should be a national priority.