Roughrider Area Career & Technical Center
Directors Report
January 2018

Meetings

February 7 at 6:00MST – RACTC Board Meeting Ramada Inn Dickinson

February 8 at 10:00 – CTE Directors collaboration meeing

High Technology Equipment

I will be rotating equipment starting on February 9, 2018

Belfield - Laser Engravers
Glen Ullin – 3D Printer
Hettinger – Bio Tech
Killdeer – BN 20 Vinyl Printer/Cutter
Mott/Regent – BN 20 Vinyl Printer/Cutter
Scranton – CNC Router
South Heart - Embroidery

Still trying to schedule a 3D printer workshop having a challenge finding a date. This will be the last training until summer/next fall.

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 are meeting on February 8 at 10MST to discuss the following agenda items.

Agenda Items

1. Billing
2. PowerSchool
3. Delivery of instruction
4. Avoiding duplication of services/efficiency
5. Registration/Great Western Network role in process

RACTC for 2018/2019

Class catalogue and schedule is posted on the Great Western network website and the RACTC website.

Live Knee Replacement Surgery

Bobbi Schneider and the Hebron ITV site hosted a live knee replacement through the ITV system for the online/ITV students on Wednesday, January 24. There were approximately 60 students from 10 schools that made the trip to Hebron to participate in this activity. The surgeon narrated each step of the procedure and also stopped for student questions.

Dual Credit

There has been some confusion surrounding High School Teachers teaching dual credit classes. Teachers that are currently teaching dual credit will need a master's degree. There is an exception for those teachers in Career and Technology Education. The RACTC currently teaches Medical Terminology and our two teachers will not be required to get their masters degree because they teach in the area of Trades and Industry and are exempt. This information comes from the State Director of Career and Technology Education.

The following is a letter from the North Dakota Department of Public Instruction and the State University System.

From: Kirsten Baesler, State Superintendent, North Dakota Department of Public Instruction
Dr. Mark Hagerott, Chancellor, North Dakota University System
Date: September 16, 2016
RE: Application Approved

The North Dakota State University System (NDUS) and the North Dakota Department of Public Instruction (NDDPI) worked together in April 2016 to draft a joint memo asking the Higher Learning Commission (HLC)) for an extension for enforcement of credential requirements for dual-credit instructors. The following is according to the HLC's Faculty Roles and Qualifications:

Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

The North Dakota University System successfully received an extension on dual-credit faculty qualifications from its accrediting body, the Higher Learning Commission. By the end of that extension, all dual credit instructors will have 18 graduate credit hours (or equivalent) in the subject they are teaching. NDUS staff said the extension would help ensure that instructors were qualified to serve the increased role that dual credit courses have in students' academic careers. "With the extension, we have started a vigorous plan to make sure that all of the dual credit instructors meet the highest qualification standards," said Vice Chancellor for Academic and Student Affairs, Richard Rothaus. "Dual credit is a critical part of helping our students, especially in rural areas, get a head-start in higher education."

State Superintendent, Kirsten Baesler says “the extension gives our teachers the necessary time to meet the requirements set forth by the Higher Learning Commission while keeping needed opportunities for students.”

Dual-credit courses are offered in high schools and meet high school requirements and also count as college credits that count toward general education requirements. All 11 public colleges and universities within NDUS accept all dual credit courses from Minnesota and North Dakota. Historically, the Bank of North Dakota has helped underwrite the tuition of dual credits for students on free and reduced meal plans.”

If you have any questions or concerns, please feel free to contact the North Dakota University System or the Office of Academic Support at NDDPI.

The extension will last until August 31, 2022.

Article of Interest

Here are some Career and Technology Education facts. It is so important for all of our students that they are challenged with high level rigorous academic classes mixed with Career and Technology Education classes.

CTE Works for High School Students

A ratio of one CTE class for every two academic classes minimizes the risk of students dropping out of high school.

The more students participate in career and technical student organizations, the higher their academic motivation, academic engagement, grades, career self-efficacy, college aspirations and employability skills.

Students attending CTE high schools have demonstrated higher rates of on-time graduation and credit accumulation and a greater likelihood of successfully finishing a college preparatory mathematics sequence.

Eighty percent of students taking a college preparatory academic curriculum with rigorous CTE met college and career readiness goals, compared to only 63 percent of students taking the same academic core who did not experience rigorous CTE.

CTE students were significantly more likely than their non-CTE counterparts to report developing problem-solving, project completion, research, math, college application, work-related, communication, time management and critical-thinking skills during high school. The Society for Human Resource Management (SHRM) has identified employer demand for many of these skills.

The average high school graduation rate for CTE concentrators was 93 percent, compared to the national adjusted cohort graduation rate of 80 percent.

Research has found that work-based learning helps students apply and extend classroom learning, gain motivation and understanding, explore careers and develop critical understanding of the work environment.

CTE Works for Postsecondary Students and Adults

Students in programs that blend basic skills and occupational training are far more likely than similar adult students to improve basic skills and earn college-level credits.

Participation in skills-training programs has increased wages and earnings, raised the probability and consistency of employment and led to work in higher-quality jobs.

Forty-three percent of young workers with licenses and certificates earn more than those with an associate degree; 27 percent of young workers with licenses and certificates earn more than those with a bachelor's degree; and 31 percent of young workers with associate degrees earn more than those with a bachelor's degree.

Business-education partnerships help adults build technical, academic and employability skills through education and on-the-job training. Examples include the Health Careers Collaborative in Cincinnati and the Georgia Power Electrical Lineworker Bootcamp, among many others.

Postsecondary CTE concentrators achieve significantly higher earnings than those who majored in academic fields, particularly those employed in an industry related to their program of study.

About 50 percent of all STEM jobs are open to workers with less than a bachelor's degree.

Shorter term credentials can be at least as valuable as bachelor's degrees. According to research in Texas, Colorado and Virginia, graduates with technical or applied science associate degrees out-earn bachelor's degree holders by $2,000 to $11,000. This is a high return on a modest investment—average tuition and fees for U.S. public two-year institutions are less than half of tuition and fees for four-year colleges.

CTE Works for Businesses and the Economy

Skilled trade workers, teachers, administrative staff, nurses and technicians are some of the top jobs employers are having trouble filling in the U.S., and CTE plays a critical role in training workers in these areas.

Almost half of talent recruiters at Fortune 1000 companies report trouble finding qualified candidates with two-year STEM degrees.

More than 80 percent of manufacturers report that talent shortages will impact their ability to meet customer demand. CTE plays a vital role in helping American businesses close the skills gap by building a competitive workforce for the 21st century.

Middle-skill jobs, jobs that require education and training beyond high school but less than a bachelor's degree, are a significant part of the economy. Of the 55 million job openings created by 2020, 30 percent will require some college or a twoyear associate degree.

Communities across the nation benefit from CTE. In Washington, for every dollar spent on secondary CTE students, taxpayers receive a $9 return on investment. Wisconsin taxpayers receive $12.20 in benefits for every dollar invested in the technical college system. Los Angeles County's economy receives roughly $9.1 billion annually from the Los Angeles Community College District.