



**Roughrider Area Career & Technical Center  
Directors Report  
February 2018**

## **Meetings**

**March 7 at 6:00MST – RACTC Klinefelter DSU**

**Remember Directors evaluations are due to Lucas Greff on or before March 2. I will attach another evaluation form to this report.**

## **High Technology Equipment**

Equipment was rotated last week. This is the fifth rotation of the year, I will do the last rotation of the year March 26 and 27<sup>th</sup>. Hettinger School kept the BN20 for an extra two weeks and will be delivered to Mott School next week. This works because we have an extra module giving more flexibility.

## **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 met on February 21 in Dickinson to discuss how to make the delivery of Online and ITV classes more efficient for students and schools in western North Dakota.

Each of the four consortiums uses PowerSchool for student grades. Currently each local school district logs into their own PS for grading purposes. If that same school has students taking classes from any or all of the ITV/online consortiums they would have to log in to each to receive grades, using different logins and passwords.

We had representatives from PowerSchool on conference call and we decided that one “super” PowerSchool system for all four consortiums will work and would be very easy to set up. One name that was thrown around was Western North Dakota ITV. This will allow school administrators and students one login and password to search grades for all four consortiums. Power School will start working on a trial run this spring.

We also discussed the billing process. Currently local school can receive up to four billings if they have students taking classes from all four consortiums and many do. We are going to send out one bill, which will simplify the process for schools.

We also discussed the registration process, delivery of classes and duplication of services. I will cover this more thoroughly at our next board meeting. Easier for me to discuss this information versus trying to get it into words.

## **Athletic Training Class**

The students in Sports Medicine and Athletic Training are invited to spend some time at DSU on March 7th.

Students will be meeting with Tim Kreidt, from 10-12MT. This is an opportunity for students to work on taping as well as other modalities. Mr. Kreidt is the Adjunct Faculty of Health & Physical Education and Head Athletic Trainer at DSU.

## **Dickinson High School Health Careers II**

On February 16 students in Mrs. Johnson's health Careers II classes were bused to the hospital for a tour and each student got their picture taken for ID purposes prior to starting their clinical rotations. Students are scheduled for various departments within the hospital. I was able to tour the hospital with the students for the first time and was very impressed by the new facility. Mitzi Swenson, coordinator for our clinical rotations and volunteer at the hospital, spent time clarifying the importance of HIPPA as students start their rotations at the hospital.

## **Article of interest**

### **Career and Technical Education Should Be the Rule, Not the Exception**

by Tim Hodges

It's hard to argue with the success of Career and Technical Education (CTE) programs, which teach transferable workplace skills and academic content in a hands-on context. U.S. Secretary of Education Arne Duncan recently characterized CTE programs as providing "instruction that is hands-on and engaging, as well as rigorous and relevant." He went on to say that CTE programs "are helping to connect students with the high-demand science, technology, engineering and math fields -- where so many good jobs are waiting." Furthermore, in recognizing CTE month on the House floor, Rep. James Langevin recently stated, "CTE is an investment in the future of our economy, our workforce and our country."

Despite these benefits of CTE, only about one in four students (28.6%) earned five or more CTE credits, according to the most recent data from the National Center for Education Statistics. Most students have some interaction with CTE during their high school experience, but few are immersing themselves in CTE programs.

One reason why more students are not pursuing CTE programs is that critics characterize it as a track for students who are less likely to attend college. This line of thinking is detrimental to students, employers and the future of our country. Students should no longer need to decide between college readiness and career preparation -- it's possible and increasingly necessary to achieve both.

A recent Gallup-Lumina Poll found that when hiring, U.S. business leaders say candidates' knowledge and applied skills in a specific field are more important factors than where the candidate went to school or what their major was. To be successful in the workplace, college-bound students still need specific knowledge and skills, which they can get from CTE programs.

Additionally, the Gallup-Purdue Index finds that college graduates who had an internship or job in college where they were able to apply what they were learning in the classroom, who were actively involved in extracurricular activities and organizations, and who worked on projects that took a semester or more to complete, doubled their odds of being engaged at work. Yet, just 6% of college graduates say they had all three of these experiences. These are exactly the types of experiences that CTE programs offer to students.

Critics may argue that enrolling in a CTE program may divert college-bound students' attention away from college preparation classes. However, a recent study found that 80% of students taking a college preparatory academic curriculum with rigorous CTE met the standard for college and career readiness, compared with 63% of students taking the same academic core without rigorous CTE. Further, while national graduation rates have inched up in recent years, students with a concentration in CTE are nearly 15 percentage points more likely to graduate high school than the national average. These data suggest that whether students take one CTE course or enroll in an entire CTE program, CTE should be a part of every student's education.

As a student, I was actively involved in a variety of CTE programs. While the experience I gained through livestock judging may not seem like it directly prepared me for my role at Gallup, I often rely upon skills such as:

- working long hours toward a goal
- building relationships with instructors both in and out of the classroom
- keeping accurate records and managing budgets
- fundraising to cover the cost of materials, registration fees and travel
- representing the school or even the state at contests
- the joy of winning and the agony of defeat
- being part of a team
- serving as a mentor and being mentored by others

Regardless of the actual content being taught, these experiences build the transferable skills that lead to success in college and career, while painting a realistic picture of the future students will face in the working world. CTE should not just play a prominent role for a few students; it should be the new normal in education.

Tim Hodges, Ph.D., is Director of Research for Gallup's Education Practice