

Technology Centers: What does the future hold? **TCTW**

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**Technology Centers:
What does the future hold?**

**You can create your own
future, for this is your time.**

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1. Engaged Technology Center

- **Community with a common mission**
- **Common core values**
- **Framework of guiding principles**
- **Agreed-on measure of success**

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Getting the Mission Right

- **Preparation for work, postsecondary studies or both**
- **All students acquire a certificate, associate's degree, bachelor's degree or higher**

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How would you define talented students?

- Showed outstanding talents in their particular career field when compared with their age peers
- Performed at a remarkably high level of accomplishment when compared with others similar in age, experiences or environment
- Displayed the desire to work with advanced concepts and materials
- Were willing to explore new concepts
- Were willing to seek alternative ideas
- Actively considered others' views often thought outside the box

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Center Community Holds a Core Value to Make Each Student a Talented Student

- Is failure an option? Or is failure not an option?
- Ask the right questions:
 - Why are we here?
 - How do we make each student a talented student?

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Center community holds the view that its role is to:

- Teach technical knowledge and skills
- Teach most essential literacy and mathematics skills needed to advance
- Teach employability skills for 21st century

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21st-Century Skills

- In a survey of over 400 employers across the United States, one study found that the most important skills cited by employers are:
 - professionalism/work ethic
 - oral and written communication
 - teamwork/collaboration
 - critical thinking/problem solving
 - Information technology application

Source: "Are They Really Ready To Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce." The Conference Board, Partnership for 21st Century Skills, Corporate Voices for Working Families and Society for Human Resource Management, October 2006

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Emphasis on 21st-Century Skills at TCTW and HSTW Sites

| Site | Low | Moderate | Intensive |
|------|-----|----------|-----------|
| TCTW | 25% | 48% | 28% |
| HSTW | 18% | 46% | 38% |

Source: 2008 HSTW Assessment

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Relationship Between Earnings & Differences in PS/Critical-Thinking Skills

| Education Level | Bottom 20% | Top 20% |
|-----------------|------------|----------|
| Some College | \$22,000 | \$48,000 |
| B.A. | \$48,000 | \$67,000 |
| Graduate | \$36,000 | \$90,000 |

(Source: Carnevale, 2007; U.S. Department of Labor data)

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What percentage of career/technical students at TCTW centers report using academic skills (reading, mathematics) regularly to complete assignments?

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Emphasis on Integrating Academic Skills into CT Courses at TCTW and HSTW Sites

| Site | Low | Moderate | Intensive |
|------|-----|----------|-----------|
| TCTW | 22% | 54% | 24% |
| HSTW | 22% | 53% | 25% |

Source: 2008 HSTW Assessment

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Getting the Vision Right: Guiding Principles for Technology Centers

- Take the 10 TCTW Key Practices and make them yours.

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Vision of Guiding Principles

- Each student is pursuing a career-focused program of academic and technical studies aligned with their talents, interests and aspirations.
- Each student has intellectually challenging assignments around authentic, real-world tasks with consequences that are rich in opportunities to:
 - solve problems.
 - make decisions.
 - use academic knowledge and skills.
 - reflect on performance, assess performance and technical and academic knowledge gained.
 - maintain a reflective portfolio of work accomplished and learning acquired.

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Vision of Guiding Principles

- Each student is enrolled in CT courses where expectations regarding quality of work are clear and redo opportunities are expected until standards are met.
- Each student has a continuing opportunity to investigate, explore and reflect on his or her own talents, interests and aspirations and to make adjustments in learning experiences and the program of study.
- Each student is enrolled in academic and technical courses where teachers communicate frequently and help students make connections in learning assignments.
- Using data to drive center and classroom improvement is a way of life.

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How will you measure your success?

- How will you address these outcomes?
 - Return to the center for the senior year
 - Pass employer certification exams or meet readiness standards for postsecondary studies
 - Graduate from high school ready for college and career
 - Become responsible citizens

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Based on CT graduates' majors and fields of work after high school:

- **45 percent of applied science and technology majors found a job in this cluster.**
- **46 percent of business majors found a job in their field.**
- **9 percent of health science majors found a job in their field.**

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What happened to CT graduates by their broad career cluster field of study?

- **55 percent of applied science and technology majors continued studying in a related field.**
- **69 percent of health science majors continued their study in this field.**
- **30 percent of other CT fields studied science and technology; and**
- **26 percent studied health science.**

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2. Engaged Curriculum and Instruction for Students at Different Stages of Career Development

- **Students committed to a specific career objective**
- **Students committed to a broad career field, but not yet committed to a specific occupation**
- **Students still exploring a range of options**

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**Build on Your Strengths:
Comparing Talented Students at Center with
Talented Students at Home High School**

- Greater autonomy at the center to choose projects and learning activities
- Effective and caring teachers who were committed, passionate, excited and energetic
- Being grouped in classes with students of similar interests
- Learning relevant content in an interactive, applied setting that related to a tentative career objective

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**Engaged Curriculum and Instruction
Must Include at Least Five Elements**

- Assignments that involve students using 21st century skills
- Assignments that require the use of most essential college- and career-readiness standards
- Assignments that are intellectually demanding
- Authentic assignments with consequences
- Assignments that allow students to gain deeper knowledge and skills in area of interest and talent

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**Engaged Curriculum: Assess
Intellectual Depth of Assignments**

- **Level 1: Foundation (Recall)**
 - Receives, recalls or recites facts; defines terms
 - Performs simple, one-step processes or procedures
 - Lists ideas or categories
 - Writes in simple sentences to explain technical content
 - Performs simple algorithms or applies a formula

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Source: Adapted from Webb's Depth of Knowledge (DOK) Levels Conference 01-14-15-08 21

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Engaged Curriculum: Assess Intellectual Level of Assignments and Student Work — Examples

- **Level 1: Foundation (Recall)**
 - **Agriculture:** Lists the types of grains
 - **Business Technology:** Uses basic word-processing software to prepare a letter
 - **Health Sciences:** Converts cc's to ounces for a simple lab experiment
 - **Trade and Industrial:** Recognizes the appropriate tools for the process

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Engaged Curriculum: Assess Intellectual Depth of Assignments and Student Work

- **Level 2: Basic (Skill/Concept)**
 - Engages in mental processing beyond recall
 - Comprehends and can subsequently process information, implying more than one step
 - Compares and contrasts characteristics, themes, etc.
 - Explains cause and effect
 - Predicts outcomes based on observations
 - Uses math to solve routine problems related to field

Source: Adapted from Webb's Depth of Knowledge (DOK) Levels Conference 01.14.15.09 23
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Engaged Curriculum: Assess Intellectual Level of Assignments and Student Work — Examples

- **Level 2: Basic (Skill/Concept)**
 - **Agriculture:** Explains the cause and effects of varying the application amount of fertilizer to crop yield
 - **Business Technology:** Collects and compares data and puts them into charts, graphs or tables
 - **Health Sciences:** Demonstrates basic understanding of safety procedures for handling body fluids
 - **Trade and Industrial:** Estimates the amount of iron and welding rod needed to arc weld a four-foot square frame

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Engaged Curriculum: Assess Intellectual Depth of Assignments and Student Work

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- **Level 3: Proficient (Strategic Thinking)**
 - Explains, generalizes, and can support ideas
 - Demonstrates demanding reasoning and planning
 - Makes inferences and predictions, drawing conclusions from observations, citing evidence and developing a logical argument for concepts
 - Prioritizes tasks
 - Uses mathematics concepts and skills to solve non-routine problems
 - Relates ideas within the content area or among content areas

Source: Adapted from Webb's Depth of Knowledge (DOK) Levels Conference 01-14-15-09 25

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Engaged Curriculum: Assess Intellectual Level of Assignments and Student Work — Examples

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- **Level 3: Proficient (Strategic Thinking)**
 - **Agriculture:** Plans crop production based on previous year's market prices and future predictions for various crops
 - **Business Technology:** Proposes and evaluates solutions for an economic problem
 - **Health Sciences:** Explains, generalizes or connects ideas regarding immunizations for children, using supporting evidence
 - **Trade and Industrial:** Explains in own words what occurs in a catalytic converter

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Engaged Curriculum: Assess Intellectual Depth of Assignments and Student Work

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- **Level 4: Advanced (Extended Thinking)**
 - Takes information and applies it to new tasks
 - Develops hypotheses, performs complex analyses and demonstrates synthesis of complex ideas
 - Uses appropriate math concepts and skills to solve and complete more complex authentic problems, projects and activities
 - Connects academics to the technical content at hand
 - Demonstrates complex reasoning, planning, developing and thinking over an extended period of time

Source: Adapted from Webb's Depth of Knowledge (DOK) Levels Conference 01-14-15-09 27

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Engaged Curriculum: Assess Intellectual Level of Assignments and Student Work — Examples

- **Level 4: Advanced (Extended Thinking)**
 - **Agriculture:** Designs and conducts experiment on fertilizer application and grain yield
 - **Business Technology:** Gathers, analyzes, organizes and interprets information from multiple sources to prepare an analytical business report
 - **Health Sciences:** Creates an exercise plan with a set of desired outcomes, gathers cardio, pulmonary and weight data over a period of time; analyzes the data and draws conclusions
 - **Trade and Industrial:** Connects geometry to identifying roof pitch and changing roof-line design

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3. Engaged Students: Pursuing Challenging Learning Based on Talents, Interests and Goals

- **Help students learn about and build on their unique talents.**
 - What do you like to do?
 - What activity most appeals to you?
 - What do you learn to do quickly?
 - What gives you the greatest satisfaction?
 - What do you do best?
- **Assist students to develop a signature talent.**

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Engaged Students: Linking Assignments to Interests and Aspirations

- **Use authentic assignments with consequences**
- **Use mini courses**
- **Develop hybrid courses**

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Engaged Students: Expanding Opportunities through Mini Courses

Mini course on:

- Using variety of software – spread sheets, PowerPoint, internet search, e-mail, word processing, etc.
- Basic business financial records
- Basic computer assisted design
- Basic electricity
- Food and nutrition science
- Basic mechanics
- Entrepreneurship – setting up a business
- Participating in a virtual business network

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Engage Students in:

- Planning and prioritizing tasks
- Solving both routine and non-routine problems
- Using analytical reasoning skills
- Communicating with a variety of symbols, including mathematical symbols
- Applying mathematics to support planning, troubleshooting and problem-solving
- Writing to aid learning and task completion

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Engage Students in:

- Using a variety of reading strategies and selecting the appropriate strategies for the task at hand
- Communicating and interacting with teachers, students and co-workers on the job
- Reflecting on their own actions and modifying them to complete tasks
- Doing authentic assignments with consequences

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**Engaged Students:
Getting Beyond the Barriers of Space,
Location, Time and Transportation**

- Implement flexible scheduling.
- Offer approved Web-based academic courses.
- Package and teach technical content knowledge through Web-based format in short segments.
- Explore virtual-based components to increase technology center enrollment.
- Ensure center students have a laptop computer for Web-based instruction and technology-based assignments.

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**Engaged Students:
Connecting Academic and Technical Studies
into Quality Learning Experiences**

- Full-time technical high school – grades nine and 10
- Students attend full time grades 11 and 12 while graduating from home school
- Expand virtual options for academic and technical studies in an expanded instructional day
- Use technology to improve instructional planning between center and home school teachers.

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**Engage students with
information technology
for learning.**

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Engagement of Center Students with Information Technology

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| Students report: | TCTW |
|--|------|
| They used computer skills or programs to complete assignments in classes at least monthly . | 73% |
| They used the Internet to retrieve information for a project or report in classes at least monthly . | 73 |
| They often used word-processing software to complete an assignment or project. | 44 |
| They used database or spreadsheet software to complete an assignment in CT classes at least monthly . | 40 |
| They used computer software or other technology related to their CT area to complete assignments in CT courses at least monthly . | 58 |

Source: 2008 HSTW Assessment
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Engaged Students: Keep a Digital Portfolio

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| | TCTW | HSTW |
|--|------|------|
| Their resume | 68% | 62% |
| Written documents that describe what they know and can do | 65 | 64 |
| Documentation of their post-high school plans | 38 | 40 |
| Examples of reports they wrote to complete a CT assignment | 35 | 42 |
| Products or pictures of products they made | 45 | 47 |

Source: 2008 HSTW Assessment
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Engaged Students: Web-Based Courses

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| | | |
|-----|----------|-----|
| Yes | N = 635 | 25% |
| No | N = 1871 | 75% |

Of the 635 students taking a Web-based course...

| Took a web-based course in: | N | % |
|-----------------------------|---------|-----|
| English | N = 248 | 40% |
| Mathematics | N = 248 | 39% |
| Science | N = 233 | 37% |
| Career/technical | N = 266 | 43% |

Source: 2008 HSTW Assessment
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Engaged Students

Why 636 Students Took a Web-Based Course

| | | |
|---|---------|-----|
| Course was not available at school in a traditional classroom | N = 142 | 38% |
| Had previously failed the course | N = 124 | 34% |
| Preferred it over a traditional classroom. | N = 135 | 37% |
| To fix a scheduling conflict. | N = 144 | 40% |
| To earn college credit. | N = 134 | 37% |

Source: 2008 HSTW Assessment
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Engaged Students

Why 1,871 Students Did Not Take a Web-Based Course

| | | |
|--|----------|-----|
| Such courses were not offered at their school. | N = 641 | 39% |
| They were not interested in the courses offered. | N = 361 | 22% |
| They did not need the courses offered. | N = 341 | 18% |
| Other reason | N = 1631 | 21% |

Source: 2008 HSTW Assessment
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4. Engaged Technology Center Teachers: Making Each Student a Talented Student

Attributes talented students see in their CT teachers

- Students frequently commented on teacher quality.
- Teachers were described as being committed, passionate, excited and energetic.
- Teachers strive for students to work toward goals through encouragement.
- Teachers create a positive atmosphere by a high level of respect and upbeat, positive discourse.
- Teachers respect students and treat them like adults.

Source: 2008 HSTW Assessment
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Engaged Technology Center Teachers: Making Each Student a Talented Student

Attributes talented students see in their CT teachers

- Teachers put their heart and soul into everything they do.
- Home school teachers think they are supposed to be police officers instead of teachers.
- Teachers at the center think highly of students. At the home school, they really think lowly of students.
- Center teachers keep telling students that they can do it, not that they can't do it.

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Engaged Technology Centers Teachers: Attributes of Quality Teaching

- Plan learning experiences that motivate students
- Put their heart and soul into what they are doing to get a better response out of students
- Have a lot of enthusiasm for the job
- Have a caring attitude toward students
- Have a thorough understanding of their subject and of related academic content

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Engaged Technology Center Teachers: Attributes and Competencies Needed

- Two years of training beyond high school, preferably a baccalaureate degree
- Literacy, mathematics and science competencies that high school students are expected to master
- Technical expertise of their field
- Skills to manage and engage a class of students with diverse abilities, interests, backgrounds, talents and languages

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**Engaged Technology Center Teachers:
Attributes and Competencies Needed**

- Know how to plan project- and problem-based learning with embedded technical, literacy, mathematics and science concepts
- Know what higher-level assignments and student work look like
- Know how to plan intellectually engaging instructional activities and how to work with colleagues to plan integrated learning experiences

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**Engaged Technology Center Teachers:
Attributes and Competencies Needed**

- Can design classroom assessments – both performance and paper-and-pencil – with emphasis not only on the basic level of understanding, but also on the higher skills students are expected to master
- Can prepare tests that require students to demonstrate that they can read, interpret and analyze technical materials in their field and can use mathematics to solve the typical problems they will encounter
- Can plan assignments that enable students to see the career ladders of opportunity in their field that lead to a certificate, associate’s degree, bachelor’s degree, and/or master’s degree

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**Engaged Technology Center Teachers:
Attributes and Competencies Needed**

- Can plan assignments that raise the aspirations and motivation of students, as opposed to settling a cap on students’ potential
- Can plan assignments that help students understand the journey they will have to travel to obtain a certificate, an associate’s degree or a bachelor’s degree in their broad career field of interest
- Have an interest in the students’ dreams, aspirations and the courses they are taking at the home school, and connect what students are learning at the center to their interests and to their studies at the home school
- Take responsibility to help connect students’ learning at the center to their home school learning

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**5. Engaged Technology Center Leaders:
Setting the Stage for Greatness**

An effective technology center leader can:

- Articulate a powerful vision of what the center can become
- Get the right people in place doing the right things
- Have a determination to develop the capacity of staff to effectively achieve a double-purpose mission – work and further study
- Create a culture of continuous improvement and engage the faculty in addressing the **Why** questions

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**Engaged Technology Center Leaders:
Setting the Stage for Greatness**

■ Ask the **Why** questions:

- Why do so many of our students have to take remedial courses, and what can we do about it?
- Why do so many students not return the senior year, and what changes can we make to address that?
- Why aren't all of our students fully engaged, and what can we do about that?
- Why don't our students say that they frequently have to use reading and mathematics skills to complete assignments, and what can we do about that?

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**Engaged Technology Center Leaders:
Setting the Stage for Greatness**

■ Ask the **Why** questions:

- Why do many of our students say they do not experienced 21st-century skills, and what can we do about that?
- Why do many of our students say that the expectations are low and they do not have challenging assignments, and what can we do about that?
- Why do 1/3 or more of our students say we should have place more emphasis on reading, writing and mathematics in our career/technical courses, and what can we do about that?

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**Engaged Leaders:
Have Faculty Answer These Questions
Collectively and Individually**

- Why did I become an educator?
- What do I stand for as an educator?
- What are the gifts that I bring to my work?
- What do I want my legacy to be?
- What can I do to keep track of myself – to remember my own heart?

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**Attributes of Outstanding Technology
Center Directors**

- **Beliefs** – that the technology centers truly can be a learning place that prepares students intellectually, academically and technically for further study and entry and advancement in the workplace
- **Motivation** – expressed by a strong commitment to creating and focusing on the center mission, a calling to help students uncover their talents, interests and aspirations; and a desire to forge learning experiences to realize those talents and do not allow failure.
- **Ways of relating** – effectively with the employment community, educational partners, feeder high schools and postsecondary institutions.
- **Staying in tune** – with students' interests and aspirations, creating a climate where teachers can relate to each other, to students and to school leadership.

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**Attributes of Outstanding Technology
Centers Directors**

- **Adaptability** – to find new and creative ways of getting the job done, to new ideas and support for staff in seeking out new ideas consistent with the institution's mission, goals, vision and values
- **Oriented toward continuous improvement** – including the ability to use standardized assessment data, employer certification exam data, follow-up study data, student survey data, focus group discussion with students and faculty, and expert panels

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Technology Centers: What does the future hold?

Future Outstanding Technology Centers Will:

- Engage technology center community around a common mission, core values, goals, framework of guiding principles, and measures of success
- Organize curriculum and instruction around 21st century skills, embedded college- and career-readiness standards and intellectually demanding assignments
- Engage students in pursuing challenging learning based on talents, interest and goals
- Support technology center teachers in making each student a talented student
- Have technology center leaders set the stage for greatness

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