Region III Concurrent Session (final)

Date	Session	Strand	Session Title	Presenter
6/17/21	1	L	Leading through the Equity Lens in Career and Technical Education	Kapala
6/17/21	1	P	"Working" Together – Creating and Expanding Experiential and WBL Programs	Double
6/17/21	1	T	Adding Veterinary Careers to Your School Offering	Smitha
6/17/21	2	L	CTE Advocacy and Resources from ACTE	Stange
6/17/21	2	P	Partnerships in Meeting Perkins V Student Homeless Reporting Requirement	Fletcher
6/17/21	2	T	Best Practices and Engagement for Remote and Hybrid Teaching Models in Programs with Lab Components	Krause
6/17/21	3	L	Helping Students Finding the Light at the End of the Tunnel	Stewart-Keller
6/17/21	3	P	Creating a Partnership with Your Local Chamber to Advance CTE Goals	Rakun
6/17/21	3	T	Recruitment in a Pandemic and Beyond	Russell
6/18/21	4	L	Using Labor Market Data to Improve Programs, Grow Industry Connections, and Show Students Meaningful Local Opportunities	Dirtzu
6/18/21	4	P	National Science Foundation ATE Grant Funding and Mentoring Opportunities	Kepner
6/18/21	4	T	Factors Impacting the Career and Technical Education Pipeline in ACTE Region III	Feuerholm
6/18/21	5	L	How did they find us? Underrepresented Student Stories of Finding CTE	Simoneau
6/18/21	5	P	Advancing Innovation in Adult Education: Effective Partnerships Between Adult Education Programs, CTE, and Other Stakeholders	Cohen
6/18/21	5	T	Building Self Efficacy in Industry Certified CTE Teachers	Bitner
6/18/21	6	L	Enhancing the Middle Grades: Career Exploration and Development Through CTE	Blatnick-Gagne
6/18/21	6	P	Developing High School Programs with Business/College Partnerships	CAPS/SLP
6/18/21	6	T	Promising Directions for Personalized Learning in 2021 & Beyond	Adams

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June 17th 9:15am-10:00am	**Leading Through the Equity Lens in Career and Technical Education** Dr. Sebastian Kapala, Assistant Director of Operations – Lake County Tech Campus (IL) Equity is a fundamental component of the Education system. Having said that, we have to ask ourselves, does our understanding of equity reflect our building practices? In this presentation, the participants will be introduced to fundamental components on how to cultivate a culture of change through the equity lens in Career and Technical Education.
June 17th 9:15am-10:00am	**"Working" Together – Creating and Expanding Experiential and Work-Based Learning Programs** John Double, Administrator on Special Assignment – Albert Lea Schools (MN) This session will assist attendees with the creation and expansion of Experiential and Work-Based Learning Programs that include ALL students. We will discuss Workforce Background data to give you a grounding for your program, show you some program examples from the Albert Lea Area School district, explain some of our current initiatives improving our programming and collaborations, and provide guidance on creating interest and buy-in as you work with your community and employers.
June 17th 9:15am-10:00am	**Adding Veterinary Careers to Your School Offering** Kandy Smitha, Veterinary Science Teacher at J. Everett Light Career Center – Indianapolis, Indiana In today's world, animals are no longer just pets but family members and the need for veterinary professionals is growing exponentially. In this session, you will discover how to add Veterinary Careers to your school offerings. Materials will be provided for adding state standards for the program, dual credit offerings, and certificates. You will also receive a copy of the skills manual used by J. Everett Light Career Center in Indianapolis. You may even be able to offer a secondary science credit in Advanced Life Science: Animals!!! Students will be able to become employed as veterinary assistants in local practices. Come and see what new things you can add to attract who sometimes forgotten!!!
June 17th 10:15am-11:00am	**CTE Advocacy and Resources from ACTE** Lisa Stange – ACTE Region III VP What issues in CTE/Education/Workforce Policy keep you awake at night? What are some ways CTE can get our message across to stakeholders and policy makers? We'll take a dive into advocacy resources available to you through National ACTE.
June 17th 10:15am-11:00am	**Partnerships in Meeting Perkins V Student Homeless Reporting Requirement** Dr. Jeffrey Fletcher, Iowa Department of Education Division of Community Colleges & Workforce Preparation Bureau of Career and Technical Education The Iowa Department of Education (IDE) established a memorandum of understanding (MOU) with the Institute for Community Alliances (ICA) to meet new the new Federal Perkins V homelessness data reporting requirement of state-level counts of community college students who may be experiencing home instability. This innovative partnership will (1) result in the collection and reporting of aggregate counts of students who participate in CTE community college programs experiencing homelessness and home stability for Federal and State requirements (2) enable Iowa's community colleges to assess the program quality of their Career and Technical Education Programs (CTE) serving homeless students and (3) create the foundations for future joint research between the Iowa Department of Education and the Institute for Community Alliances.

June 17th 10:15am-11:00am	**Best Practices and Engagement for Remote and Hybrid Teaching Models in Programs with Lab Components** Traci Krause DNP, MPH, RN, RYT, Dean, School of Nursing, Health Sciences and Wellness, Minneapolis Community & Technical College Do hands-on skills practice and lab activities and COVID-19 seem incongruent? During the complicated time of the pandemic have you been having challenges with classes and programs that include laboratory components? This session will talk about how to effectively offer lab remotely and in-person in response to quarantine as well as future planning. When the pandemic hit and programs wanted to keep students progressing, was offering lab virtually a puzzle? At Minneapolis College, we were able to complete multiple health programâ€™s lab components remotely. As quarantine eased, we implemented effective strategies to safely teach our students in our labs on campus.
June 17th 11:15am-12:00pm	**Helping Students Finding the Light at the End of the Tunnel** Jill Stewart-Kellar, Principal & Asst. Director of CTE & Sarah Shanley Perkins Partnership & Grant Coordinator – Northeast Metro District #916 (MN) Our current generation of learners between ages 4 and 24 (GenZ) are motivated differently than most educators and leaders in CTE today. This session will share effective strategies everyone can use to engage today's learners from the first day of school through graduation and beyond.
June 17th 11:15am-12:00pm	**Creating a Partnership with Your Local Chamber of Commerce to Advance CTE Goals** Jean Rakun, Secondary Perkins Consortium Director - Hennepin West Perkins Consortium (MN) This session will help explore the accomplishments of the Great Minneapolis Chamber of Commerce and the Hennepin West Consortium. Presenters will discuss their work together to create a teacher externships program, regional advisory boards and the talent symposium. Demonstration will be given to highlight the student and teacher portal Elevate Futures. Impact(s) of this partnership and steps taken to create a dynamic partnership will be highlighted.
June 17th 11:15am-12:00pm	**Recruitment in a Pandemic and Beyond** Dr. Brandon Russell, Director of Career, Technical, & Adult Education – Columbia Public Schools (MO) CTE student recruitment took on many new forms this past year. Hear how one school district in Missouri stepped up to the challenge through virtual assemblies, a virtual showcase, a specialized online course, and other creative communication methods. Find out what worked, what they learned, and which strategies will persist into post-pandemic practices.
June 18th 8:30am-9:15am (virtual)	**Using Labor Market Data to Improve Programs, Grow Industry Connections, and Show Students Meaningful Local Opportunities** Brooke Dirtzu, Research Analyst – RealTime Talent (MN) COVID-19 has impacted Minnesota's job market dramatically, in many ways accelerating talent shortages in critical career pathways in the IT, Health Sciences, Finance, and Agriculture, Food, and Natural Resources (AFNR) clusters. Using AFNR careers as an example, this workshop will focus on how to use traditional labor market data sources alongside stakeholder insights, job postings, and candidate profile data to inventory the alignment of your CTE programming to local labor market needs, identify potential new employer partners, and expose students to the information that matters most in choosing a high-demand, high-wage career path.
June 18th 8:30am-9:15am	**National Science Foundation ATE Grant Funding and Mentoring Opportunities** Greg Kepner, Principal Investigator - Micro Nano Technology Education Center (IA) The National Science Foundation (NSF) Advanced Technological Education (ATE) program has grant funding available to support CTE (Career and Technical Education) and STEM technician programs. Funds may be used for faculty professional development, career pathways, curriculum development, outreach activities, and more. Attendees will learn about ATE resources to improve their technician programs. A review of the ATE solicitation, categories of grant funding, and qualifying activities will be presented. The purpose of this presentation is to share information about the NSF ATE program and how educational institutions can benefit from grant funding to support their CTE and STEM technician programs. This presentation will include a question and answer segment. Anyone

	considering the submission of an ATE grant proposal or wishing to learn more about free mentoring opportunities should attend this session. Contact information for follow up and additional help will be provided. The presenter has 15 years of experience as an NSF ATE Principal Investigator on grants ranging from a planning grant to a National Center of Excellence.
June 18th 8:30am-9:15am	**Factors Impacting the Career and Technical Education Pipeline in ACTE Region III** Feuerhelm, Katie, Interim Director of Emerging Center for Career and Technical Education Excellence, University of Wisconsin-Stout (WI) A critical component of delivering high-quality CTE programming is filling classrooms with skilled instructors. The consistent and persistent demand for CTE teachers in ACTE Region III was the inspiration for continued research on the topic. Over the past year, I (Katie Feuerhelm) have dug into this issue as a component of my doctoral dissertation. This session will outline the research conducted and offer insight on the teacher pipeline, recommendations for action and further research.
June 18th 9:30am-10:15am	**How did they find us? Underrepresented Student Stories of Finding CTE** Dr. Matt Simoneau, Associate Professors – University of Wisconsin Stout (WI) It is becoming increasingly important to understand the culturally significant factors that influence a student's decision to attend postsecondary CTE programs. Attendees will learn about the cultural, socioeconomic, and viewpoint diversity that influence the choices of underrepresented populations. This session will also explore the perceptions of "college" and how one defines college as a barrier to postsecondary choices. The influencers on Native American and rural populations will be explored through student voices and those that advise and mentor them. Attendees will discuss strategies to better comprehend the barriers and influencers of underrepresented populations in order to effectively serve and support them. This interactive session will allow attendees the opportunity to share their stories through conversation. Attendees will also share their current practices and will identify underrepresented populations within their community. They will also consider and reflect on unique circumstances impacting underrepresented populations and how this informs postsecondary choices. The session will conclude with the development of an action plan.
June 18th 9:30am-10:15am (prerecorded)	**Advancing Innovation in Adult Education: Effective Partnerships Between Adult Education Programs, CTE, and Other Stakeholders** Lori Meyer - Manhattan Strategy Group, Marjorie Cohen - Manhattan Strategy Group, Directors from recognized programs in Region III (Bridges to Career Expansion, CCMA, Integrated HSED, and/or MC3/HSED) Funded by the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE), the Advancing Innovation in Adult Education project is identifying local adult education programs implementing innovative practices that result in improved outcomes for adult education learners. This session will highlight innovative adult education programs within Region III that have strong partnerships with CTE, secondary education, and other stakeholders.
June 18th 9:30am-10:15am	**Building Self Efficacy in Industry Certified CTE Teachers** Nancy Bitner, Director of Student Services – Regional Office of Education #30 (IL) Teacher attrition is a serious problem that affects the quality, equity and costs of education. Amid this, acquiring the Educator License with stipulations for Career and Technical Education (ELS-CTE) is a complex task for teachers who join the teaching profession from industry with no formal teaching pedagogy or instructional methodology. Given the high rates of teacher attrition that escalates the shortage of teachers in several areas of curriculum, there is need for empirical investigation of the issue to develop strategies and solutions to enhance teacher retention. However, available literature is associated with a multiplicity of weaknesses including obsoleteness, limited generalizability and contextual dissimilarities. This necessitates a new study that examines how CTE teacher certification interacts with teacher self-efficacy and retention while considering the relationship between post-secondary education and industry experience. Most of the past studies continue to emphasize the importance of understanding the current status of teacher attritions, factors that lead to its escalation and a host of

	dynamics that makes teacher retention and self-efficacy critical aspects of consideration in the field of education. The grounded and social cognitive theory have attempted to explain the concepts of self-efficacy, teacher attrition and teacher retention, hence, relevant to this study. Answering the research question of this study will be achieved through conducting a primary research guided by the philosophy of subjectivism and a quantitative, deductive research approach. A correlational design will be used to test the hypotheses using the data collected from a sample of 360 respondents selected from 36 academic institutions in Region III of the State of Illinois
June 18th 10:30am-11:15am (prerecorded)	**Enhancing the Middle Grades: Career Exploration and Development Through CTE** Dr. Katy Blatnick-Gagne - Iowa Department of Education The middle grades represent a critical time for students as they make decisions about their future. Research shows that students exposed to careers starting in high school is too late. Perkins V echoes this sentiment and provides states with the opportunity to use funding for career exploration and development down to 5th grade. This workshop will cover content discussed and created by the Advance CTE Middle Grades taskforce and share examples from the work being done in Iowa and around the country.
June 18th 10:30am-11:15am	**Developing High School Programs with Business/College Partnerships** Staff from the Center for Advanced Professional Studies (CAPS) Programs (MN) Learn how CAPS program and other initiatives have helped develop student professionalism with the assistance of business mentors and the availability of college credit. This session will feature 3-4 different model programs.
June 18th 10:30am-11:15am	**Promising Directions for Personalized Learning in 2021 & Beyond** Dr. Sandra Adams, Instructional Coach/Administrative Intern, Author, and Presenter – Fort Wayne (IN) This session will transform the way you think about personalized learning. We will demystify differentiation by examining how engineering, Disney, and technology models create potential for personalized learning--reaching far beyond a traditional CTE classroom. We will examine how these models approach collaboration, cooperation, self-regulation, and project design.