

Techniques

CONNECTING EDUCATION AND CAREERS

NOVEMBER/DECEMBER 2021

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THE ACCESS ISSUE

- High-quality work-based learning with Simulated Workplace
- A framework for global social justice in CTE
- Increasing access to employment for students with disabilities
- Nonprofit helping foreign-born students to succeed
- Your vote, your voice: 2022 ACTE board of directors elections



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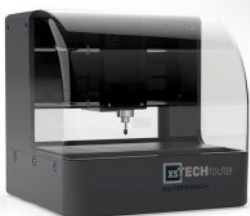
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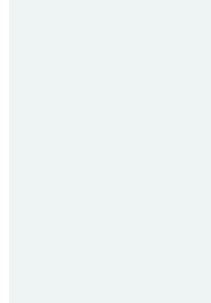
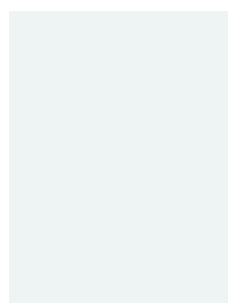
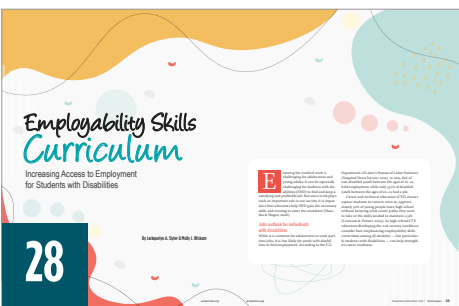
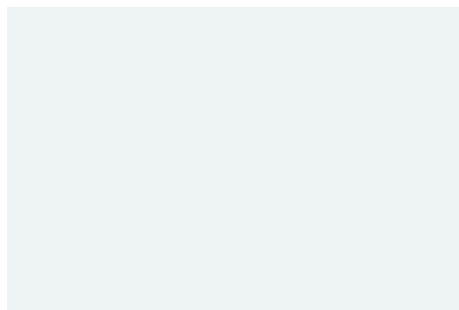
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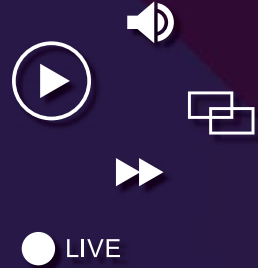
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NOV. 18: USING THE POWER OF REFLECTION IN CTE

Harnessing the power of reflection gives us insight into how we can better adjust, recharge, and become more effective, boosting our performance and avoiding burnout.

DEC. 16: CULTIVATING ENGAGEMENT IN CTE STUDENTS

Join us as we discuss and share tips and tricks that lead to better student engagement, creating experiences that stick, moments that are memorable and meaningful learning experiences.

JAN. 27: BUILDING RESILIENCE IN CTE

Join us as we discuss how to be more resilient and how those skills can help you tap into your strengths and support systems to work through challenges instead of being overcome by them.

FEB. 24: CTE CONFLICT RESOLUTION

Join us as we discuss strategies to help you have better challenging discussions when disagreements and disputes arise.

MARCH 31: BUILDING EFFECTIVE TEAMS IN CTE

Join us as we discuss the steps to help you create and maintain a strong, cohesive and effective team. Teamwork makes the dream work!

APRIL 28: ETHNIC AND CULTURAL DIVERSITY IN CTE

Join us as we discuss diversity and inclusion strategies that you can use with your teams and organizations.

MAY 20: EQ IN CTE

Join us as we share some dimensions of EQ related to increased and healthy job satisfaction.

PACE Leadership and Award Lunch Talks sponsored by the ECMC Foundation: 1:00–1:30 p.m. ET

NOV. 18: SERVANT LEADERSHIP — PACE OUTSTANDING TRAINING PROJECT OF THE YEAR

Join this lively discussion about how a technology center/community college/university can develop a program specific to industry needs.

JAN. 27: FIXED MINDSET VS. GROWTH MINDSET — PACE ECONOMIC DEVELOPMENT PROJECT OF THE YEAR

Join us as we discuss working together with business and industry partners on CTE projects that propel the economy forward.

FEB. 24: USING THE POWER OF INFLUENCE — PACE INNOVATION AWARD

Find out from the PACE Innovation Award winner how they used their strengths and influence to create a winning program!

MARCH 31: BUILDING TRUST THROUGH INCLUSION — PACE DIVERSITY AND INCLUSION AWARD

Find out how this quality diversity and inclusion program made a real impact in business! Come to this webinar and learn more how this award winner made a difference in this program.

APRIL 28: POSTSECONDARY PARTNERSHIPS — FRIEND OF PACE AWARD

Join us as we hear about “friends of PACE” who go above and beyond to create transformation in the way members think and feel about post-secondary education when it comes to equity, access and inclusion.

MAY 26: QUALITIES OF A LEADER IN CTE — PACE AWARD OF EXCELLENCE

This PACE member will discuss how and why they feel PACE is a perfect place for all postsecondary leaders to network and be a part of something much bigger than their school/college or their program.



CHAMPIONS FOR ACCESS: A IS FOR ACCESS, BUT WE CAN'T DO IT WITHOUT U!

**THE MISSION OF THE ASSOCIATION FOR CAREER AND TECHNICAL EDUCATION (ACTE) IS:
“TO PROVIDE EDUCATIONAL LEADERSHIP IN DEVELOPING A COMPETITIVE WORKFORCE.”**

ACTE strives to empower educators to deliver high-quality career and technical education (CTE) programs that ensure all students are positioned for career success.”

In order to provide high-quality CTE programs, we must make sure students have access. A great many students face barriers that may prevent them from accessing career and technical education. As CTE educators, we must do everything possible to remove these barriers to enable our students to accomplish real-world goals.

This issue of *Techniques* will provide theoretical and practical knowledge of how to ensure access for students to eliminate barriers. Our authors — alongside myself, ACTE staff and the board of directors — share a passion to provide opportunities for students to access enhanced work-based learning (WBL) experiences, participate in career and technical student organizations, and benefit from articulated credit arrangements.

All students deserve access to high-quality CTE programs of study. And all students may be afforded these opportunities using innovations such as Simulated Workplace for WBL. In the last issue of *Techniques*, we focused on inclusion. As we strive to make our classrooms and learning environments more inclusive, we must also see to it that diverse student groups all may access career options aligned to their interests, skills and aptitudes. America is the land of dreams and opportunity. As the population of foreign-born students continues to increase, we must provide access to the American dream. ACTE is here to support you as we build a greater workforce for all.

Working in a rural, historically under-resourced community, I see the struggles of CTE educators, system leaders and a board of education that is always looking for ways to level the playing field for our students. You will hear me tell students and teachers, “Just because we live in a rural area, there is no reason we can’t build and create the same opportunities students have in the metropolitan areas.” Our students deserve the same access. It is through the support of the education system as well as local businesses and industry that we can make this endeavor a success. Further, when students know they have a team working for them, they will work with them. Relationships are key!

I hope you enjoy this issue. And I hope to see most of you either in person in New Orleans, Louisiana, in December or virtually from your work sites. At ACTE’s CareerTech VISION 2021, we will partner as champions of access for our students. **Make sure to check out the board of directors’ candidate bios, and vote for your future ACTE leaders!**

As always, thanks for all you do — for the children and CTE!

Brian Law
ACTE President
2021–22

Techniques

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PRACTICAL WAYS TO TEACH INCLUSION IN THE CTE CLASSROOM

By Danny Rubin

ACROSS THE COUNTRY, WE ADVOCATE FOR INCLUSION, ACCESS, EQUITY AND DIVERSITY (IAED) IN

career and technical education (CTE). We want all CTE students to feel welcome in the classroom and, in turn, to equip students with the skills to make others feel accepted too.

How do we move from proclamations of support and dedication to actionable lessons and activities that help students understand the power of IAED?

As a trained broadcast journalist and consultant for network news outlets, I have seen efforts at inclusion fall short in the real world — even among professional communicators. We must be intentional with the approach and prove to students

and parents that IAED is more than a new educational buzzword.

Discover three practical ways CTE teachers can impart lessons of empathy, active listening and authenticity. And, as with any CTE initiative, let's make the learning real and hands-on. That's when the "a ha" moments happen!

1. Add your pronouns in Zoom.

Zoom offers a new Pronouns feature that allows users to display pronouns (e.g., he/him, she/her, they/them) in their profiles and on screen. Visit your profile page in Zoom to view and edit the new field.

Addressing people with the correct pronouns shows we respect them and promotes inclusivity in our schools and communities. Consider discussing pronouns as a class. It's worth mentioning the benefits of cisgender faculty and students helping

to normalize pronouns. And you might give students the option to display their pronouns on Zoom as well (if your school uses the video conferencing platform). It's a significant process for a student to navigate gender identity, and we must treat the matter with the respect it deserves.

2. Look out for the person in the corner.

Whether your students serve in leadership roles — such as in a career and technical student organization (CTSO) — or wish to showcase leadership abilities in the classroom, discuss with them the importance of including the person in the corner.

In group settings, it's common to find students (and adults too, let's be honest) in small clusters holding conversations. Inevitably, a handful of students will feel left out. Share with students how powerful it can be to talk to someone new. Invite that person to join up. They, of course, reserve the right to say "yes" or "no," but the invitation is IAED in action!

Let's put the situation in the context of a CTSO event. The student in the corner may be a shy ninth grader. Perhaps a senior student walks over, says hello and invites the freshman into the conversation.

Flash forward three years and that ninth grader becomes the president of their CTSO chapter — maybe even a state or national officer! But if those two students had not connected, the younger one may have left the meeting and never come back. That's IAED in the real world.

Possible discussion questions

1. Why should we take time to understand someone else's perspective?
2. What are real-world examples where people don't listen to each other but instead criticize those who don't agree with them?
3. When might you, as a CTE student, demonstrate the ability to respect the ideas of others? What situations present the opportunity?

Our actions hold tremendous power in inspiring others.

3. Respect the opinions of others.

As our students enter college and career situations, they grow to find they may not always agree with friends, family and co-workers. But emphasize that, even though we might see issues differently, we can validate how someone feels about a particular topic.

In the inclusion group exercise, two students take sides and learn to appreciate another person's viewpoint. Perhaps the

students can then find common ground and the ability to compromise, an important concept to carry into the world. ■

Danny Rubin is the founder of Rubin, a leading provider of online curriculum for employability skills. Email him at danny@rubineducation.com.

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CREATE A SAFE SPACE



When cisgender faculty and students identify their pronouns, the practice becomes normalized and non-binary students may feel more comfortable expressing their true identities. Print and display this poster to declare your classroom a safe space.

actonline.org/tech-safe-space

Inclusion group exercise

Step 1

Students break into pairs either virtually, in breakout rooms, or in person.

Step 2

Ask students to choose (or you decide) from one of the opinion topics to consider. The two students need to take opposing views and defend each viewpoint in the discussion. For example: Is it better to read a book digitally or in print?

Step 3

Students spend up to five minutes sharing contrasting opinions on the selected topic.

Step 4

The students present and explain what they appreciate about the other person's opinion. For example: "Jonathan made a good argument that, with digital books, I can have multiple titles on one device."

Step 5

After students share what they value about the other person's opinion, the group then discusses why it's important to respect someone else's point of view and how active listening can make us more patient and understanding.

Opinion topics to consider

1. What is your favorite video game and why?
2. Should there be winners and losers in sports, or is participation the ultimate goal?
3. Which sport (or team) is the best? What makes it better than the others?
4. This year, students get to vote on where to go for a class trip. What place would you like to go and why?
5. Which would you rather be: a top student, a talented athlete or an accomplished artist?
6. Video games competitions are often aired on television and treated like sports competitions. Should video games be considered sports?
7. Should classes that students may not use or that don't interest them (such as physical education or foreign language) be required?
8. Should toilet paper hang with the loose end resting on the top of the roll or hanging from the bottom?
9. Choose a book that has been made into a movie. Which version is better, and why?
10. Is it ethical to keep animals in zoos? Why or why not?
11. Is it better to read books in print or digitally? Why?
12. Is social media good or bad for society? Why?
13. What is the greatest invention ever made? Why is it the best?
14. In your opinion, what global problem or issue deserves more attention than it currently receives? Why should more time and money be invested in this cause?





LESSONS LEARNED FROM A GROWING JEDI IN TRAINING

By Eva Scates-Winston

AS STATE CAREER AND TECHNICAL EDUCATION (CTE) STAFF LEAD EFFORTS TO SUPPORT LOCAL

CTE leaders addressing equity, I think of three lessons that guide my own efficacy in providing support. These three lessons connect directly to the bigger picture of access and equity:

- Capacity to lead change with transformation
- Creating authentic relationships
- Innovation to make that change happen

These lessons demonstrate my journey to be authentic in the pursuit of justice, equity, diversity and inclusion (JEDI).

Capacity to lead with transformation: A culture shift

Transformation requires a commitment to systems change. It requires us to look at ev-

eryone who affects systems change, at each organizational level in that system, and unpack how these organizations intersect each other. One of the most critical issues that any CTE leader confronts is clashing perceptions and agendas — competing budget priorities, compliance requirements and a host of other expectations. Programs are scaled and funded by leadership but at times the “why” is unclear and to whose benefit. Outcomes don’t always create lasting change; sometimes, they are more transactional in nature.

One key word speaks volumes for me toward that transformational shift; it tends to help identify the “why” culture. Culture answers the question of how we do things, what we do and why we do [it], however, it also drives our definition of understanding and decision-making. Culture is ingrained at the organizational level, not just personal.

For transformation in those systems to occur, we must look at “the conditions that hold a problem in place.”

(Kania, Senge & Kramer, 2018)

Creating authentic relationships

What is authentic? Another critical issue is helping internal partners understand their roles and see where equity connects to the bigger picture. Adopting new language, gaining perspective and listening to the narrative experiences of others: These are all ways that we can create a better understanding, to refocus and reconnect.

Our focus should be on creating an inclusive ecosystem that serves students to support their goals and successes. Unfortunately, that focus is clouded by compliance-driven requirements; deficit-thinking rather than positivity; and our own privilege that prevents us from creating a cooperative and collective effort.

To shift away from what we have always done, what has always been, we must demonstrate cooperative and collective effort.

A fear of not knowing what to do [about educational disparities] can drive complacency —because of the mindset, “It’s always been that way.” That mindset lacks the humanity to fully realize what we do, how or why, and for whom.

Authentic partnerships take time in process. And they require more than transactional steps to accomplish a goal. There’s meaning behind the actions and words we speak that brings integrity, value and inclusion of all voices to the table. That inclusion also brings new opportunities.

Innovation leads to change.

“Be bold!”

“Be creative!”

What do these words mean, and how do we translate them into actionable change? For one, by challenging the status quo. Simply ask why. Share other perspectives, and welcome new conversations. These are not easy steps to undertake, but they nevertheless create dynamics for innovation and change.

Innovation is about more than creativity. It recognizes the lessons in our challenges, failures, strengths and in the relationships we build. All these things contribute to the conditions that can help change our way of doing and think-

ing. Peter Senge shared the lesson that change requires a shift at a systemic level. That shift — I know for a fact — cannot be done alone or in silos.

Shift cannot happen without the inclusion of students’ voices or experiences, nor can it exclude our own voices and personal experiences.

Shift cannot happen without critically reviewing and unpacking our systemic practices and asking ourselves and others about the implications and unintended consequences. That is innovation.

Finally, I mentioned the word “condition” a few times. The Center for Policy Design (n.d.) defines a condition as “a situation or circumstance in which no one will invest.” They share the following example and question:

If you believe that “poverty will always be with us,” then you believe that poverty is a condition. If poverty will always be with us, why work on it?

Unfortunately, in this scenario, the condition must become a problem for action to happen — typically through policy development. I challenge you to ask questions about existing policies. Ask why they exist. What have been the negative impacts? Unintended consequences do more harm to marginalized communities. How are existing policies alienating student groups and contributing to the identified problem? How can community and student voice contribute to redefining policy, to create positive and lasting impact? I challenge you to surround yourselves with those who ask such questions as you work toward becoming a JEDI for change! ■

Eva Scates-Winston is the CTE equity specialist at Minnesota State.

REFERENCES

Center for Policy Design. (n.d.). *Minnesota general government policy fellowship*. <https://www.centerforpolicy.org/>

Kania, J., Kramer, M., & Senge, P. (2018). *The water of systems change*. FSG. https://www.fsg.org/publications/water_of_systems_change



"Right after college, I started my career as a systems analyst. Over two decades in the technology space, I grew my career," said Lindsay Hua. "And now I'm a vice president for global deployment at [Afiniti], an artificial intelligence and machine learning company. I've never once had any regrets with choosing the STEM career path for me. What is there not to love about STEM? There's so much innovation and untapped potential that can improve human lives."

PAVING THE WAY TO PERMANENT CHANGE IN STEM

By Liz Bander & Lindsay Hua

CAREER AND TECHNICAL EDUCATION (CTE) AND IGNITE WORLDWIDE ARE MAKING A DIFFERENCE

by inspiring young women to explore careers in science, technology, engineering, and mathematics (STEM) and related skilled trades.

IGNITE Worldwide and its industry partners work together to provide STEM opportunities and careers to participating students by introducing them to role models who have found success in STEM careers. To this end, IGNITE Worldwide has partnered with Universal Technical Institute (UTI) to increase access to career pathways in STEM skilled trades. Eight Women in STEM Skilled Trades events are scheduled at UTI campuses across the country.

Events will include:

- A tour of a postsecondary STEM skilled trades school
- Hands-on, project-based learning activities
- A panel discussion with successful women in STEM skilled trades

Employers will participate in the event to discuss career readiness and career pathway opportunities with their companies. Some employers will offer paid apprenticeships, scholarship opportunities and tuition reimbursement benefits.

You can't be what you can't see.

Women are drastically underrepresented in the STEM workforce, representing only 27% of STEM workers in 2019 (Martinez & Christnacht, 2021). So, how can we make real, permanent change in balancing representation in these fields? Enter IGNITE Worldwide, a nonprofit that aims to close the gender and racial gap in STEM fields.

About IGNITE Worldwide

IGNITE Worldwide works directly with educators during the school day to provide programming that promotes STEM education and career advancement for students from historically marginalized communities. IGNITE Worldwide wel-

comes any student who identifies as female, nonbinary, transgender or agender. Their mission is focused on supporting underserved and marginalized youth, to achieve greater gender and racial diversity in STEM classes, clubs, opportunities and careers.

Since the first IGNITE event in 2000, more than 100,000 students have participated in the award-winning IGNITE program. The events — grounded in best practices that reflect years of feedback from educators, students and volunteers — attract students to explore careers in fields like cybersecurity, coding and informatics. After attending IGNITE events, the students not only know more about what STEM is but also feel encouraged to participate in STEM classes and clubs that they previously viewed as intimidating or male-dominated.

In the Seattle Public Schools, where IGNITE began, young women and non-binary students once filled only one or two seats (if any at all) in high school technology classes. After six years of IGNITE in Seattle, Washington, they then claimed an average of 40%–50% of the seats in information technology programs (National Alliance for Partnerships in Equity, 2007). IGNITE events have the power to change perspectives and increase access to educational opportunities in STEM.

The IGNITE Worldwide program provides educators with replicable models, dedicated training, and reliable resources so that they can attract and retain students in STEM classes and clubs. "Together, we're making space for permanent change within the education system," said Cathi Rodgveller, founder and CEO of IGNITE Worldwide.

The event offerings provided by IGNITE are simple and flexible, requiring minimal effort from teachers. With events occurring during the school day, teachers can incorporate IGNITE into their yearly planning; these innovative learning experiences facilitate unique opportunities to connect with students.

Powerful women leaders in CTE bring the magic of STEM to diverse groups of secondary students.

Serving various roles within STEM companies, IGNITE volunteers share inspirational stories, engage in hands-on workshop activities, and participate in candid panel presentations that engage and inspire students toward careers in STEM.

Liz Bander is a senior program manager at Microsoft as well as an IGNITE volunteer, advocate and advisory board member. And, while the IGNITE program is aimed at changing students' perceptions of STEM and career trajectories, some might argue that the volunteers get just as much out of IGNITE events as the students. Bander is an incredible example of how the IGNITE Worldwide program and its participants are interconnected. IGNITE takes every effort to recruit diverse volunteers from its partnering and sponsoring companies, creating an incredible network of STEM professionals who are passionate about encouraging girls and other underrepresented students to strive for more. This is key because diversity in the IGNITE volunteer network encourages better connections with participating students. After all, you can't be what you can't see.

"When diverse, powerful leaders in CTE come together, the magic begins," commented Rodgveller. "Not the magic of fairy tales and wishful fantasies, but

the power that comes from knowing someone who has come before you is here now to guide, support and provide encouragement as you forge ahead toward graduation, higher education and a meaningful career."

"I lead the IGNITE Worldwide volunteer team at Microsoft for many reasons, but primarily because I was exposed early on to STEM careers and encouraged to pursue my interests," said Bander. "Many girls and nonbinary students don't have the kind of familial support that I did; they don't see all their career options because they don't exist within their family and friend networks. At age nine, I wanted to be a chemist because I knew one. It was a dream I carried until I discovered that I preferred working with computers and solving technical problems, which was only because I had the privilege of hanging out in a school computer lab.

"IGNITE Worldwide's workshops and panels introduce students from all backgrounds to both technology and technologists, letting them try design or programming or data science, and then speaking with women and nonbinary folks working in the field today."

Increase access to career opportunities in STEM.

Our world is facing many challenges, and we must collaborate to build the tools to address climate change, systemic racism and poverty. Getting to gender parity is one part of the equation, but so, too, must we reach out to students from low-income areas who have been historically excluded from STEM. This is why IGNITE Worldwide focuses on introducing their program to Title I schools, actively working to remove barriers to participation and facilitating access to high-wage, high-demand careers in STEM.

"As a woman leader in STEM, I have witnessed the gender equity gap between men and women in the industry. Are we working to close that gap? Yes! However, there is so much more to do, and the best way to tackle this is through education at a young age," said Hua. "This is why IGNITE Worldwide means so much to me at a personal level, because I want every girl

to get every possible STEM opportunity available out there.

"I've been fortunate to host a number of IGNITE events, and my bucket is always full, every single time. Truthfully, I'm left inspired and energized as much as the students," she continued. "Being able to touch even just one student's life means that you have made a significant contribution to the betterment of their future. These youth are our future. There's no other better sense of fulfillment one can have than this." ■

Liz Bander is senior program manager at Microsoft.

Lindsay Hua is vice president for global deployment at Afinity.

EXPLORE MORE

Any teacher can use the IGNITE program! Please visit [igniteworldwide.org](https://www.igniteworldwide.org) or reach out to contactus@igniteworldwide.org

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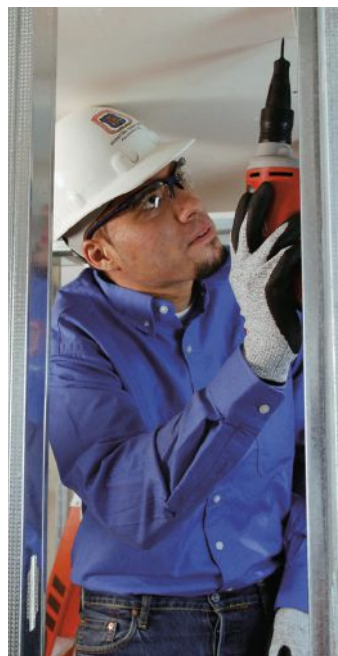
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Expanding Access to High-quality Work-based Learning with SIMULATED WORKPLACE

By Linda Floyd & Kathleen McNally



“G

reat meeting today. We will all bring ideas for our engine challenge to the table tomorrow morning to discuss after our safety data updates. Thanks everyone for your attention.”

Jake then gathered up the meeting’s paperwork and moved with confidence toward his company’s tool area to prepare for the day’s projects.

You may wonder, ‘What company does Jake work for? What is his position? Where is his company located? What engines do they produce?’ Jake is a secondary student enrolled in a career and technical education (CTE) program. Many students like Jake engage in job roles with real systems of accountability in authentic workplace environments, all while still enrolled in public education.

This innovative approach to education, Simulated Workplace, has served students across the nation and internationally since its founding in 2013 by Kathy J. D’Antoni (2019), former assistant

superintendent for technical and adult education at the West Virginia Department of Education.

The Strengthening Career and Technical Education for the 21st Century Act, known as Perkins V, expects that work-based learning (WBL) will be incorporated as part of all students’ career pathway programs. However, ensuring equitable access to high-quality WBL opportunities can be difficult for many CTE educators, especially those in communities who face geographic, economic, social and/or cultural barriers to access.

West Virginia’s preponderance of rural schools made state-wide access to WBL particularly challenging, but it also presented a call for innovation. Simulated Workplace was created to design environments in which all CTE students can learn about workplace cultures, parameters and practices. Recently, the initiative was recognized as a “learning forerunner” by HunderED (2021), a nonprofit that identifies inspiring practices in K–12 education.

What is a Simulated Workplace?

Simulated Workplace seeks to transform CTE classrooms or labs into high-quality business and industry learning environments. The model creates opportunities for students to work in real school-based businesses to solve problems, set goals, collaborate, manage workplace challenges, and communicate in teams while developing technical and academic skills and knowledge. CTE classrooms or labs become job sites in which students take on safety management, quality assurance, human resources and more. Students apply to a program — otherwise known as a company — and receive guidance from local business and industry partners as well as their teacher, who often acts as the company's CEO. Twelve essential protocols structure the work:

1. Student-led Companies
2. Application and Interview Structure
3. Formal Attendance System
4. Drug-free Work Zones
5. 6S Environment
6. Safe Work Areas
7. Workplace Teams
8. Project-based Learning (PBL) and Student Engagement
9. Company Name and Handbook
10. Company Meetings
11. On-site Business Review
12. Accountability

(West Virginia Department of Education, n.d.)

How does the Simulated Workplace expand access to WBL?

In Simulated Workplace environments, students take responsibility for their own learning. Students apply, interview and secure positions like those found in their company's industry, a process through which they gain firsthand experience of human resources procedures. They also benefit from practice pitching themselves to an employer. As CEOs, CTE teachers often rotate students through jobs, using the application and interview process to facilitate learning. Students may experience what it's

like to be fired and rehired for various jobs or roles — which can help them better understand workplace expectations and the responsibilities that come with authority.

Protocols for project-based learning, teamwork, company meetings and an emphasis on organizing for productivity using lean manufacturing methodologies help bring additional relevance to Simulated Workplace classrooms. Workplace attendance, project completion, and industry credentials and certifications are used to measure employees' success.

Company safety standards are upheld by safety managers — students responsible for ensuring their workspaces follow Occupational Safety and Health Administration or other industry-recognized safety guidelines. Other real-world business and industry protocols include organizational supervisory structures, mandatory employee drug testing and systems of support, and the use of company handbooks and policies. Simulated Workplace projects may occur across various shifts of employees, giving students opportunities to solve communication and project management challenges.

This structure allows fewer business leaders to serve larger numbers of students — a boon in rural or industry-sparse communities.

Employer feedback is a powerful tool for helping students develop workplace knowledge and skills that was formerly available only in traditional on-site WBL programs. Within Simulated Workplace, business and industry representatives conduct inspections that offer feedback to whole companies instead of to individual students. This structure allows fewer business leaders to serve larger numbers of students — a boon in rural or industry-sparse communities.

Local or regional business and industry partners offer an authentic audience for student-led companies to showcase their products and services and for students to share their talents and achievements. Students network and build relationships with partners, expanding their future employment opportunities. Partners also advise

on safety, equipment, business trends, and the credentials and certifications needed to access jobs at each level in a career pathway.

How can I implement Simulated Workplace?

At the Southern Regional Education Board (SREB), we have collaborated with state, district and local leaders to develop Simulated Workplace initiatives nationwide. Most teachers find it challenging to shift from providing direct instruction to facilitating a company in their classrooms or labs. SREB consultants offer professional development and coaching that helps teachers phase in the 12 protocols over time. In the course of our work, we've learned three critical lessons about what it takes to successfully make this cultural shift:

1. **Project-based instruction is key.** SREB begins by helping teachers learn and use industry-appropriate problem-solving

processes as they gradually make the shift to authentic project- and problem-based learning. We recommend phasing in PBL over a three-year period of ongoing professional learning.

2. **On-site inspections generate valuable feedback, not only for the teachers and students who run Simulated Workplace companies, but also for state, district and school leaders.** In Alabama, SREB modified West Virginia's business and industry inspection instrument and developed a separate walk-through instrument for teachers and school leaders to use when conducting inspections of Simulated Workplace companies. Instruments like these can help states, districts and schools gather the data they need to design effective professional development on the creation and maintenance of Simulated Workplaces.

Tips

Implement a Simulated Workplace in your classroom! Here's how. Some of these tips can be accomplished immediately, but others will require ongoing professional learning.

1. **Hire your workforce:** Help students gain experience with applications and interviews by hiring them for Simulated Workplaces in your CTE programs.
2. **Transform your classroom into a job site:** Use time clocks for attendance, and hire student greeters.
3. **Enhance student portfolios:** Build in opportunities for students to create professional portfolios, resumes, references and work samples they can use on job interviews.
4. **Establish a 6S environment:** Adopt the 5S system — and make safety the sixth S. (What is the 5S system? The five elements of the Japanese 5S system can be translated as sort, set in order, shine, standardize, and sustain.) (American Society for Quality, 2021)
5. **Enlist community support:** Communicate with parents and guardians about workplace expectations.
6. **Build your brand and business:** Work with students to establish a company name, employee handbook and organizational chart. Assign jobs and teams based on students' progress in their CTE program of study. Review the company structure with students. Teach students how to run meetings to make progress on their goals. And then students begin to work on problems and projects and make decisions for the company.
7. **Dive into data:** Develop processes for documenting student and company performance and share that data with students, school leaders and business and industry partners.
8. **Climb the career ladder:** Establish processes for helping students earn valuable industry and postsecondary certifications, credentials and degrees.
9. **Keep score:** Help students prepare for on-site business and industry inspections by reviewing the scorecard for their reviews.
10. **Build your skills:** Commit to ongoing professional learning and coaching to hone your approach to PBL.

3. **Existing CTE advisory committee members make great business and industry advisors.** SREB has helped schools and tech centers better engage their advisory committees in actively supporting Simulated Workplace.

Make Simulated Workplace work for your students.

Clinton Burch, senior officer for technical and adult education at the West Virginia Department of Education, has seen Simulated Workplace open countless doors to opportunity for students:

“ Simulated Workplace creates an engaging learning environment with authentic workplace experiences where students can gain the skills they need to be successful in their careers and higher education. Traditional classrooms and shops are transformed into workplace environments, giving students access to real-world business processes and expectations. Simulated Workplace also improves the communication network with business and industry leaders by immersing them into this type of learning environment. This quasi-business classroom setting enhances career development opportunities for all CTE students, specifically those facing access and equity challenges.”

Let's go back to Jake.

Jake runs company meetings at which he takes accountability for his own, his colleagues' and his company's — Access Automotive — success. Jake has held several positions within his compa-

ny that will help guide him in the future. Simulated Workplace provides a way for more students like Jake to gain workplace skills and experiences, especially in rural communities or areas with limited access to local industry.

Simulated Workplace offers a great tool for increasing access to quality work-based learning opportunities in any school, and we believe it will become the norm. ■

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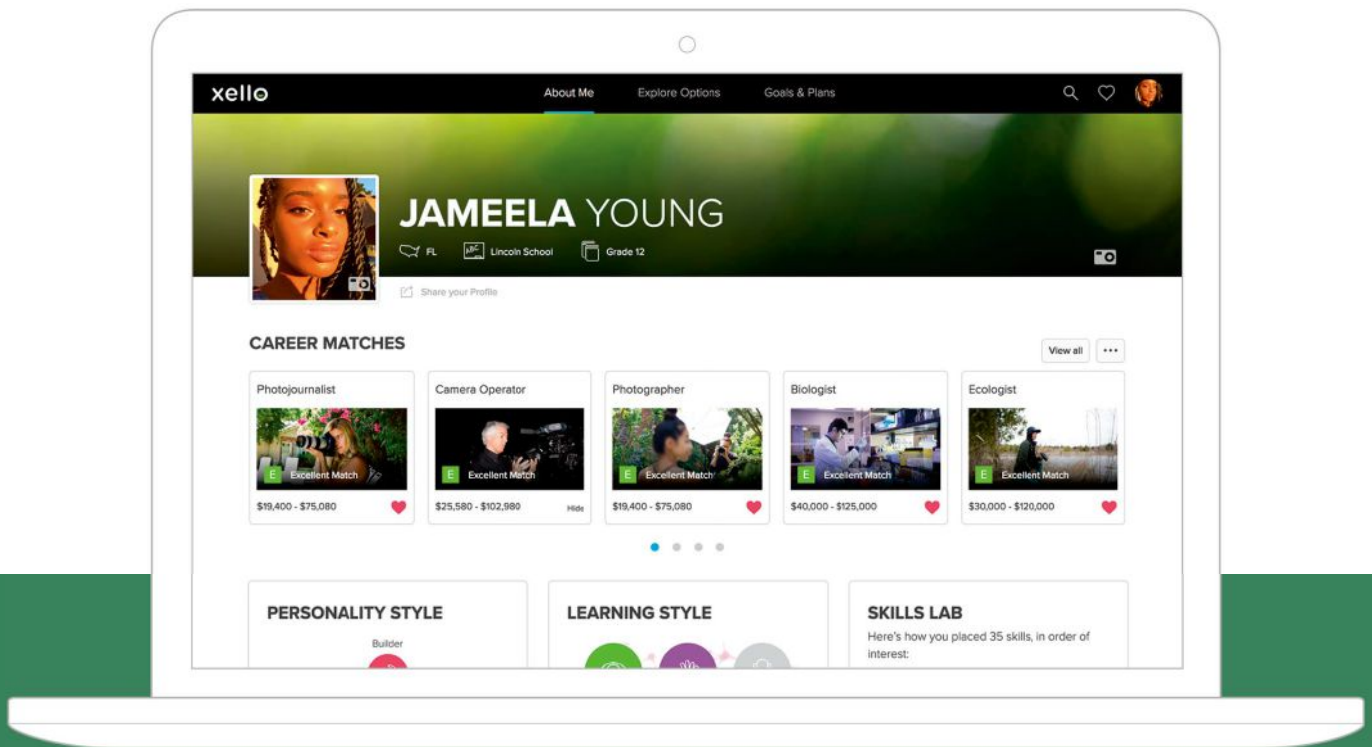
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At SREB, we've helped states, districts and schools nationwide implement Simulated Workplace, and we can help you, too. To learn more, visit sreb.org/support-continuous-improvement



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A **FRAMEWORK** for **GLOBAL** **SOCIAL JUSTICE** in CTE

by Michelle Conrad, Larae Watkins & Heather Singmaster



With the increasingly diverse student population, current immigration policy debates, the growing number of women- and minority-owned businesses, and a greater recognition of systemic inequities brought to light during the COVID-19 crisis — social justice has become a focus for educators and educational systems around the world. The Center for Global Education at Asia Society has partnered with ACTE to address equity issues for all students in career development and preparation. We developed a framework to assist educators in reflecting on their students and educational environments.

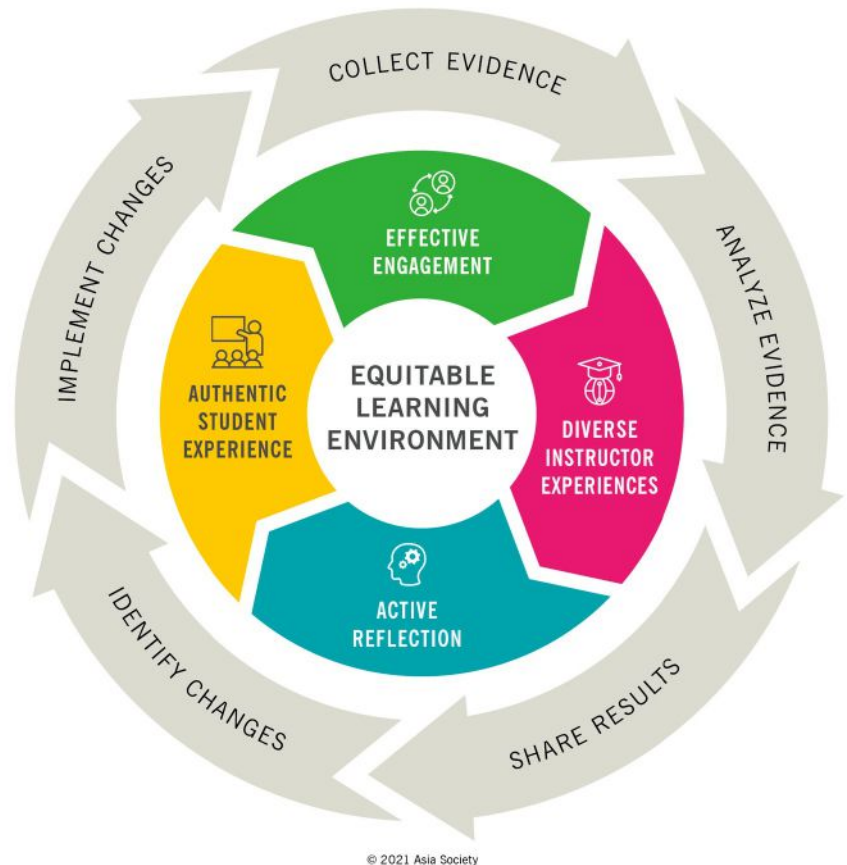
Take a moment to consider your students:

- What cultural experiences do your students bring to your program?
- What employment experiences do your students bring?
- What opportunities have students already had in your specific career field?
- How well do your students overcome obstacles and find support when they need it?

The Global Social Justice Education Framework provides a model to help educators ensure that career and technical education (CTE) programs are designed to value all students and to prepare them for success in our interconnected world.

Global social justice education challenges all educators to utilize global competence as a framework to recognize systems of injustice, and to work to create equitable learning environments for all participants.

GLOBAL SOCIAL JUSTICE EDUCATION FRAMEWORK FOR CTE PROGRAMS



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CTE educators hold a unique position to help students develop an appreciation for the intersections of work, social justice and the common good. Let's explore the Global Social Justice Education Framework further, and then we'll review some resources to help educators.

Global competence and social justice

Global competence is the knowledge, skills, and dispositions to understand and act creatively on issues of global significance. Critical thinking, curiosity and problem-solving skills must be applied to understand the world in its full complexity. It's important that students understand how local issues affect broader global forces — whether relat-

ed to national security, economic development or environmental sustainability.

Social justice examines how inequality and oppression are constructed in every level of societal organization. At the individual level, this is reflected in attitudes and behaviors; at the institutional level, through policies and practices; and at the societal level, through messages of what is deemed "correct." Each level interacts with and reinforces the others.

If we explore the social construction and histories of our laws, policies and practices to recognize that what has "always been done" may not always be right, then we can act to change systems that advantage some and disadvantage others.

In career and technical education this means:

- Engaging all students in respectful, collaborative experiences that teach learners to value the perspectives of others, including looking to international sources for possible solutions to challenges.
- Creating a program culture and selecting curricular materials that integrate global content and reflect students' backgrounds and life experiences.
- Providing equal opportunities for participation in internationalized CTE programs, learning activities and work-based learning.

Global social justice education

Global social justice education is driven by reflective practitioners who ally with students to challenge systems of injustice and to inspire hope. There are four dimensions of global social justice education that provide insight into thinking about student experiences and learning processes, followed by a five-stage improvement process to enhance learning.

The resulting equitable learning environment incorporates the curriculum, culture, and norms of the program and its related career field. Curriculum is interconnected across technical, academic and employability skills, and it explicitly addresses the development of global competence. Program guidelines are equitable; they support each student and are agreed upon by the entire learning community to reflect the expectations of business and industry. Further, access to quality career counseling and advising is provided to achieve success in the selected program of study.

Dimensions of global social justice

Effective engagement

Effective engagement — in order to educate all students and produce global citizens — requires the entire learning community be actively engaged in the program's work. Students benefit when given the chance to engage in complex, inquiry-based projects; work-based learning; and career and technical student organizations (CTSO). These opportunities support skill development, inspire appreciation of multiple perspectives and empower students to act. Students build upon their knowledge and experience, and their inter-group communication and interactions

demonstrate capacity for equitable social relationships. Key partnerships with organizations and institutions can enhance this focus.

Diverse instructor experiences

One key goal, although difficult to meet, is hiring and retaining diverse staff with up-to-date knowledge and skills for the program. Additionally, all instructors should recognize their positions of power in the classroom environment and work to foster effective, inclusive, cross-cultural interactions. To do this, instructors need to be provided with relevant professional development opportunities.

Active reflection

This dimension involves fostering personal awareness to support all students for success in a global economy. Faculty reflect on instructional practices through the sharing of instructor and student work. Together, instructors and students evaluate personal awareness and biases to plan learning processes that create positive change. Continuous focus is placed on understanding and implementing global competence for all students.

Authentic student experience

The program of study should meet certain criteria: free from bias, inclusive, nondiscriminatory and aligned with standards. Students graduate with applicable work-based learning experiences, ready for careers in the interconnected global economy, and prepared to work with people from diverse backgrounds. Student knowledge, skills and perspectives are acknowledged and validated with support services provided to accommodate the needs of all learners, including those who face the greatest

barriers to access and success. Learning activities provide opportunities to participate in leadership development and community service events that relate to the local community and reflect global significance.

Program improvement process

The Global Social Justice Education Framework also includes a process for program improvement. An improvement process means that we collect evidence, analyze that evidence, share the results of the analysis to identify changes that may be needed, and plan how to make those changes. Let's consider this improvement process in making global social justice efforts for CTE programs.

1. Collect evidence.

When collecting evidence, consider program data: the students typically recruited and retained, industry-recognized credential attainment, graduate placement and satisfaction, student work, employer feedback, CTSO participation rates, and other student learning data. Is it representative of the community? Is it inclusive by gender, race, ethnicity and special populations?

2. Analyze evidence.

When analyzing evidence, determine if data are reliable and valid or if any data are missing. Faculty should consider if teaching practices are culturally informed and effectively differentiated to ensure equitable education for all students, including students with disabilities, students of color, English learners, or students from low socioeconomic backgrounds.

3. Share results.

Share evidence with all stakeholders, including students, and solicit feedback.

Consider how their input may be influenced by changes in the field, the global nature of the workforce, industry trends or equipment upgrades, policy changes, or accreditation adjustments. Use these conversations to gauge what others think of the curriculum, if the program focuses on the appropriate standards, and if the program is helping students follow successful career pathways.

4. Identify changes.

Identifying changes is a conversation that can start with the same stakeholder group who reviews your data but should continue through instructor reflection. Broader conversations within the local CTE community should also occur if additional professional development is needed or if there are budgeting implications. Include students in the change process to ensure meaningful career opportunities are provided.

5. Implement changes.

Once changes have been identified, the last step is to implement them. Make a timeline or a plan to guide implementation. Depending on course rotations or program offerings, this may work on a semester-to-semester or year-to-year basis.

Access and equity for all students can be achieved by considering a social justice focus — through a global lens — in your CTE program. The Global Social Justice Education Framework serves as a model to help ensure that CTE programs are de-

RESOURCES FOR GETTING STARTED

The Center for Global Education at Asia Society offers the Global CTE Toolkit, filled with free resources. Teacher or administrator, secondary or postsecondary — find tools for you!

Educators who would like to become more familiar with their students' diverse backgrounds will find assignments and conversation questions. These are designed to build on each other for greater understanding of the perspectives students bring to your CTE program. (These materials can be found in the Student Assignments section of the Toolkit).

Educators who seek to design curriculum, instruction and assessment for teaching global competence will find Asia Society's Global Leadership Performance Outcomes, as well as Global Career Ready Practice Rubrics. (These materials can be found in the Standards section of the Toolkit).

Program administrators will find tools — such as the ACTE *Quality CTE Program of Study Framework* — available to guide program development. The Longview Foundation also created a self-reflection tool to assist institutions and CTE programs as you consider internationalization efforts in these areas:

- Institutional commitment
- CTE program commitment
- Program leadership, structure and staffing
- Faculty policy and practices
- Curriculum, co-curriculum and learning outcomes
- Collaboration and partnerships

Additionally, administrators will find a postsecondary administrator guide with tools for leading staff through online professional development modules, resources and example syllabi to begin internationalizing the CTE curriculum. (These materials can be found in the Administrators section of the Postsecondary CTE Toolkit).

Through the completion of assignments and training modules, students will become more aware of global skills, apply them to their communities and career fields, and create personalized plans of action. Engaging conversation starters are also available through the new GREAT: Global Readiness Examples and Topics tool. (These materials can be found in the Students CTE Toolkit.)

For more information and to access the Global Social Justice Education Framework, as well as available training modules and resources for both secondary and postsecondary CTE professionals, explore the Global CTE Toolkit: asiasociety.org/education/global-cte-toolkit

signed to prepare all students for success in our interconnected world. ■

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Employability Skills Curriculum

Increasing Access to Employment
for Students with Disabilities

By Jacquelyn A. Slyter & Molly J. Wickam



Entering the world of work is challenging for adolescents and young adults. It can be especially challenging for students with disabilities (SWD) to find and keep a satisfying and profitable job. But since work plays such an important role in our society, it is imperative that educators help SWD gain the necessary skills and training to enter the workforce (Shandra & Hogan, 2008).

Jobs outlook for individuals with disabilities

While it is common for adolescents to work part-time jobs, it is less likely for youth with disabilities to find employment. According to the U.S.

Department of Labor's Bureau of Labor Statistics (Targeted News Service, 2019), in 2019, 81% of non-disabled youth between the ages of 16–24 held employment while only 33.1% of disabled youth between the ages of 16–24 had a job.

Career and technical education (CTE) classes expose students to careers; even so, approximately 50% of young people leave high school without knowing what career paths they want to take or the skills needed to maintain a job (Levinson & Palmer, 2005). As high school CTE educators developing the 21st century workforce, consider how emphasizing employability skills curriculum among all students — but particularly students with disabilities — can help strengthen career readiness.

Need for employability skills

Employability is “a set of achievements, skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy” (Knight & Yorke, 2006). Employability skills are the core skills needed in most jobs because they “represent essential functional and enabling knowledge, skills, and attitudes required by the twenty-first century workplace” (Overtoom, 2000). They help prepare employees for career success at all levels of employment and can be thought of in three broad categories:

- Academic
- Personal management
- Teamwork
(Bloom & Kitagawa, 1999)

Academic skills include the ability to communicate, think and learn. Personal management skills include responsibility, adaptability and having a positive attitude. Teamwork is the ability to work with others to achieve a specific performance objective or common goal (Larson & LaFasto, 1989).

Employability skills are transferable, developable and learnable. Transferable means the skills can be applied to jobs in many industries (Doyle, 2020). Developable means they can be developed in multiple ways over a person’s lifetime. Learnable means skills can be improved and/or developed by doing the skill, observing others do the skill, reflecting on the experi-

ences that happened while doing and/or observing the skill, assessing skill performance and setting goals for skill improvement, and practicing the skill repeatedly (Wickam, 2015).

Many employers believe that technical skills can be learned on the job, but that employees should have some employability skills before beginning work (Agran et al., 2016). There is no singular list; the needed skills differ depending on job descriptions, work environment and other variables. The ability for individuals — all individuals, as well as those with intellectual disabilities — to keep a job may hinge on their employability skills. Clark et al. (2019), found that almost 90% of job loss for people with disabilities was due to the lack of skills such as work completion, task accuracy, punctuality, social skills and self-regulation. Employers recommended that youth with disabilities receive additional instruction in communication, teamwork, cooperation and problem-solving.

Employability skills curriculum unit

Students with disabilities need direct instruction to learn employability skills, and they also need opportunities to practice, self-evaluate and receive feedback. In suburban Minnesota, Jackquelyn A. Slyter — a work-based learning special education teacher who prepares secondary and transition-age students for employment — developed a four-day employability skills curriculum unit focusing on positive attitude, communication, work ethic, teamwork and adaptability. Each lesson includes an introduction, direct instruction, guided practice, independent practice and assessment. A peer mock interview for summative assessment concludes the unit.

Employability Skills Unit for Students with Disabilities

Unit essential questions

1. What skills are employers looking for in an employee?
2. How can I develop my employability skills?

DAY 1

Lesson Title: Identifying My Employability Skills

Learning Targets

I can...

1. Identify desirable employability skills
2. Compare desirable employability skills to current employability skills

Instructional materials/resources

- Slide presentation
- KWL Chart (worksheet)
- What Makes a Great Worker? (worksheet)

Vocabulary

- | | |
|------------------------|-----------------------|
| • Adaptability | • Transferable skills |
| • Attitude | • Qualities |
| • Communication | • Professional |
| • Employability skills | • Teamwork |
| • Technical skills | • Work ethic |

Introduction/anticipatory set

Students will create a KWL (What I Know; What I Want to Know; What I Learned) chart to get them thinking about employability skills and assess their prior knowledge. Their KWL chart will answer this question: What skills do many employers desire job candidates to have?

Direct instruction/guided practice

1. Discuss student responses on the KWL chart.
2. Present slides on skills employers are looking for in employees: positive attitude, communication, work ethic, teamwork, adaptability
3. Conduct whole class discussion: Which employability skills do you think you have? Share an example with the class.

Independent practice

Students complete What Makes a Great Worker? (worksheet).

Assessment (formative and summative)

Students complete "L" part of their KWL chart answering what they learned about employability skills today.

DAY 2

Lesson Title: Professional and Unprofessional Employability Skills

Learning Targets

I can...

1. Analyze scenarios in which positive and negative employability skills are demonstrated
2. Categorize professional and unprofessional employability skills

Instructional materials/resources

- Sticky notes
- Slide presentation
- Professional and unprofessional sort activity

Vocabulary

- | | |
|------------------------|------------------|
| • Employability skills | • Qualities |
| • Professional | • Unprofessional |

Introduction/anticipatory set

Each student is given a sticky note and asked to write the definition of employability skills from Day 1. Students place their sticky notes on the board. The teacher reads the responses aloud and reviews employability skills.

Direct instruction/guided practice

The teacher asks students the following questions and discusses them as a class.

1. Why are employability skills so important to employers?
2. How can you demonstrate to an employer you have good employability skills?
3. What can you do to improve your employability skills so that you are ready for a job?

Independent practice

The teacher gives students a list of skills, and students categorize them as either professional or unprofessional. Here is a partial list of skills that students will categorize:

1. Comes back from lunch on time
2. Arrives five minutes late to work
3. Has all needed tools and supplies to be able to start work on time
4. Decides not to wear the work uniform because it is uncomfortable
5. Forgets to wear the work uniform
6. Sees a spill on the floor and ignores it
7. Offers to help a coworker lift a heavy item
8. A customer falls on a wet floor and employee does not stop to help
9. Rolls eyes when supervisor says something annoying
10. Notices that the paper towels are out in the bathroom; tells supervisor
11. Listens to a customer without interrupting

After students categorize the skills, discuss and clarify as a whole class.

Assessment (formative and summative)

Exit Ticket: Choose one employability skill that is a strength and write one way you will demonstrate to an employer that you have that skill.

DAY 3

Lesson Title: Professionalism

Learning Targets

I can...

1. Assess my current level of professionalism
2. List ways to improve my level of professionalism

Instructional materials/resources

- White board
- Markers
- Slide presentation
- How Professional Are My Employability Skills? (worksheet)

Vocabulary

- Applicant
- Professionalism
- Employability skills
- Unprofessionalism

Introduction/anticipatory set

Ask students: "If you were a manager hiring a new employee, what would be the most important skill you would look for in an applicant?" Students come to the whiteboard and write one skill they would look for in an employee if they were a hiring manager. After all the students have responded, the teacher asks each student why they chose their specific skill and why they believe it is important.

Direct instruction/guided practice

The teacher asks students the following questions and discusses them as a class.

1. What is professionalism?
2. What traits does a professional employee have?
3. How could your professional or unprofessional actions impact other employees?

The whole class will discuss positive and negative ways an employee's actions may impact others. If time allows, the teacher could lead a discussion on how an employee's actions can impact the customer service of a business, such as a grocery store or a clothing store.

Independent practice

How Professional Are My Employability Skills? (worksheet)

Assessment (formative and summative)

Exit Ticket: Do you think that the strengths and weaknesses you recognize in yourself are the same as those others recognize in you? Why or why not?

DAY 4

Lesson Title: Mock Interview

Learning Targets

I can...

- Answer interview questions highlighting my employability skills
- Recognize employability skills highlighted by peers in an interview

Instructional materials/resources

- A job posting for a part-time cashier at a local grocery store
- A list of interview questions
- Interview rubric

Vocabulary

- Employability skills
- Job posting

Introduction/anticipatory set

Ask students: "Who has ever been interviewed for a job?" Students will share their interviewing experiences. The teacher explains to the students that they will be practicing interviewing for a job.

Direct instruction/guided practice

1. Job posting: The teacher shows students a job posting for a local grocery store. The teacher clarifies each part of a job posting, making sure students understand.
2. Write answers to interview questions: After reviewing the job posting with the class, the teacher shares the interview questions with students. The teacher instructs students to write answers to the interview questions as they would answer them in an interview. The teacher explains that each response is an opportunity to highlight their strengths and show their professionalism.
3. Peer mock interview: Students are given the interview rubric, and the teacher reviews the skills that their peers will assess during their interview. The teacher pairs students and asks them to interview each other using the rubric. At the end of the interviews, students will share feedback with their partners. This lesson could be extended an additional day if the teacher would like the students to practice interviewing several of their classmates.

Assessment (formative and summative)

Students will submit the worksheets with answered interview questions and the rubric they used to assess their peer.

INTERVIEW RUBRIC

Interview questions

- Tell me about yourself.
- Why are you applying for this position?
- Do you prefer working alone or with others?
- What are your strengths?
- What is one thing you are working to improve?
- Why do you think you would be a good fit for this position?
- Tell me a time that you helped someone.
- What questions do you have for me?

Name:	Date:	Interviewer: /18		
INTERVIEW RUBRIC	Appropriate 3 Points	Somewhat Appropriate 2 Points	Needs Work 1 Point	Notes
On time for interview				
Eye contact				
Posture				
Discussed employability skills in answers				
Positive attitude				
Answered all questions				
What employability skills were highlighted?				

Teaching students with disabilities often requires adapting or modifying materials based on the needs of individual students. The employability skills curriculum unit was designed with access in mind and can accommodate all students. Assignments that include a lot of reading are recorded to ensure students understand the assignment and can work as independently as possible. All assignments were created to be completed online, allowing students to use assistive technology apps with which they are familiar. The unit can be used in any high school or transition class serving students with disabilities. ■

Conclusion

Students with disabilities who learn and experience opportunities to practice employability skills find higher rates of long-term employment success (Shandra & Hogan, 2008). When individuals with intellectual disabilities, teachers and employers work together to provide opportunities to learn and practice employment skills, students can be successful.

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ISSA helps foreign-born students to SUCCEED

By Michael Maynard & Haowen Ge





“English learner students at Charles F. Brush High School face language and cultural barriers that inhibit them from succeeding in the classroom, exploring career paths, applying for college and, above all, chasing their dreams,” stated Linda Reid, superintendent of the South Euclid Lyndhurst School District in Northeastern Ohio.

English learner students — those who were not raised speaking English as their primary language — are often the children of immigrants. They may be immigrants or refugees themselves. Over the past two decades, the foreign-born population of Ohio has grown by over 50% (Ohio Department of Development, n.d.), yet they often do not find the assistance that they need to learn well in their new environments, leaving them at a severe disadvantage lacking the cultural, social-emotional, and academic resources that they require.

Increase access to high-wage, high-demand career pathways.

International Student Services Association (ISSA) is a growing, national nonprofit organization dedicated to providing low-income, English learner students with the information, inspiration, and motivation to better themselves and the community. ISSA works with schools to provide students with the assistance needed to accomplish their goals by giving them support for life after secondary education — whether that be in college or the workforce. ISSA, based in Highland Heights, Ohio, currently assists students across 10 school districts in the greater Cleveland, Akron and Chicago areas.

The organization is led by Haowen Ge who emigrated from China when he was 12 years old and grew up in a single-parent, low-income household. Ge's experiences provide him with the ability to relate to the students with which ISSA works and to be an example of the success they can achieve.

He has developed a team of interns, volunteers and professionals and built strong connections with the local community to help hundreds of foreign-born students from more than 20 countries including China, Nepal, Pakistan, Mexico, Ukraine and more. ISSA works with the local school systems to provide two flexible, in-school programs that are customizable for each school and individual.

- The Career Readiness Program prepares students for careers through workshops and lectures that teach 21st century learning skills and the basic elements of job application. Students also benefit from paid internship and job-shadow opportunities with local and national employers like FedEx and Invacare.
- The College Readiness Program focuses on helping students find the college that is right for them. The program assists them in securing acceptance to that college as well as the financial aid necessary to attend.

Develop career readiness skills.

Students typically experience the Career Readiness Program first, as the school requires all English learner students to attend. It is run during the second quarter of the fall semester during school hours. Students learn about:

- Technical and employability skills
- What careers match their own interests and talents
- Different forms of employment, such as part-time jobs, internships and volunteer opportunities

- Various postsecondary options like college and certification programs

The students also take skill assessment exams and even use a virtual reality program to experience job simulations to better understand what's required for certain careers. The workshops use a range of teaching methods — including presentations by ISSA staff and guest speakers, one-on-one meetings, virtual reality and game-based learning platforms like Kahoot! — to engage students and encourage them to apply what they have learned. They discover how to use job application sites, what jobs will provide them with useful experience for their future careers and how to conduct interviews.

All along, the program also helps students to use the English language with more proficiency and to be more confident, even under the stress of presenting to a group of adults in a culture that is different from their own. By the end of the program, all students have learned valuable professional skills.

Plan for college and the future.

During the first half of the spring semester, students advance to the College Readiness Program. This program consists of several workshops that prepare them for college application and provide them with the necessary tools to get accepted into and afford college. The program uses many of the same techniques as the Career Readiness Program. They learn:

- How to make a list of potential schools
- Whether they will gain more from taking the SAT or ACT
- How extracurricular activities can benefit them
- How to proceed with the financial aid process, such as how to apply for the FAFSA as well as finding and applying for scholarships

ISSA understands that college is more than a rite of passage; it is an opportunity for students to prepare for their future careers and life. As such, the College Readiness Program helps to ensure that students receive vital opportunities in order to achieve their goals. Upon completion of the program, the vast majority of the seniors have secured access to their schools of choice, and most receive significant scholarship and grant awards.



Help students navigate a pathway from education to the workforce.

Since their beginning in 2019, both programs have been extremely successful with 90% of ISSA students continuing to certification programs, college and/or internships. Many of the students served are unaware of the financial, educational and cultural tools that can aid them. ISSA helps them to navigate pathways to college and the workforce.

Llse, whose family emigrated from Mexico wrote, “Being a first-generation student going to college, I was completely lost, and they helped so much. I honestly don’t know where I would be without them.” ISSA offers immense value for international and/or immigrant students. The organization’s intimate familiarity with their experiences, and with the postsecondary system and the available financial tools, is of incalculable value to these students.

“I am appreciative of all the resources and guidelines provided to me to receive the scholarship to attend Kent State University,” stated Mohammed, a Saudi-American student. “That is awesome!”

“Our immigrant students and staff have greatly benefited from working with ISSA,” commented John Hayes, a school counselor at Mayfield High School and the lead counselor at Excel TECC, a technical school in Northeast Ohio. “I give my highest recommendation for ISSA as your source for helping immigrant students.”

Look ahead.

ISSA provides invaluable support to foreign-born students like Llse and Mohammed and the academic professionals who work with them. Over the next five years, Haowen Ge hopes to transform the nonprofit into a training center for low-income immigrant students. Imagine a one-stop-shop for all of the training



resources that they need for future careers. While attending ISSA, students would be able to take part in career development and college prep programs and potentially earn an associate degree upon high school graduation. As such, ISSA students would find themselves in competition for high-wage, high-demand careers with an ever-growing list of industry partners like Google, In-vacare and FedEx. ISSA would, in turn, provide these organizations with an extensive network of trained professionals from which to recruit their workforce.

We hope to inspire career and technical educators to recognize the needs of low-income immigrant students as they try to adjust and succeed in the United States. We seek to share the tools offered by ISSA and its partners — so that you, too, can help to spark student development and present opportunities for increasing access and equity in your own communities. By working together, we can help these students achieve their dreams and, in so doing, nurture the leaders that they can become. ■



Develop education & industry partnerships.

Through partnership with 26 universities, ISSA provides foreign-born students many tools, including financial aid and educational resources. ISSA also benefits from the support of partner organizations.

- Thanks to partners like Big Brothers Big Sisters of America and Junior Achievement, ISSA helps students learn important life skills, such as personal finance and entrepreneurship and provides them with good mentors and role models.
- Industry and workforce development partners, such as Youth Opportunities Unlimited, Invacare, Google and FedEx, provide access to internships, job shadowing, volunteering and mentorships that will be extremely beneficial as they advance in their careers and lives.
- Another partner — ScholarMatch, a California-based nonprofit — works with students whose parents have not attended college. They are a very helpful ally as many of ISSA's students fit into this category.
- With organizations like Seek Common Ground, National Alliance for Partnerships in Equity and ACTE, ISSA also works to advocate for better education practices that will assist immigrant students.

Further, ISSA supports open system techniques, wherein parties exchange information freely and continuously (Authenticity Consulting, n.d.). ISSA and other education and immigrant-based organizations help each other through extensive networking and partnerships to make communication more effective and increase the knowledge that they can access.

Learn more at internationalstudentsvc.org/

Michael Maynard is a senior at Ave Maria University where he studies economics and history. Maynard has always had a love of education which has inspired him to work with students of all ages and backgrounds. He has worked with several organizations, including a small nonprofit in Florida where he supported the families of migrant workers and a local homeschool cooperative where he tutored in math and history.

Haowen Ge is originally from China and moved to Shaker Heights with his mother when he was 12 years old. He is the executive director of ISSA. Ge received a bachelor's in business administration from the University of Mount Union and a master's degree in business administration from Baldwin Wallace University. Currently he is also a second-year doctoral candidate in strategy and innovation at the Harbin Institute of Technology and a visiting scholar at Kent State University.

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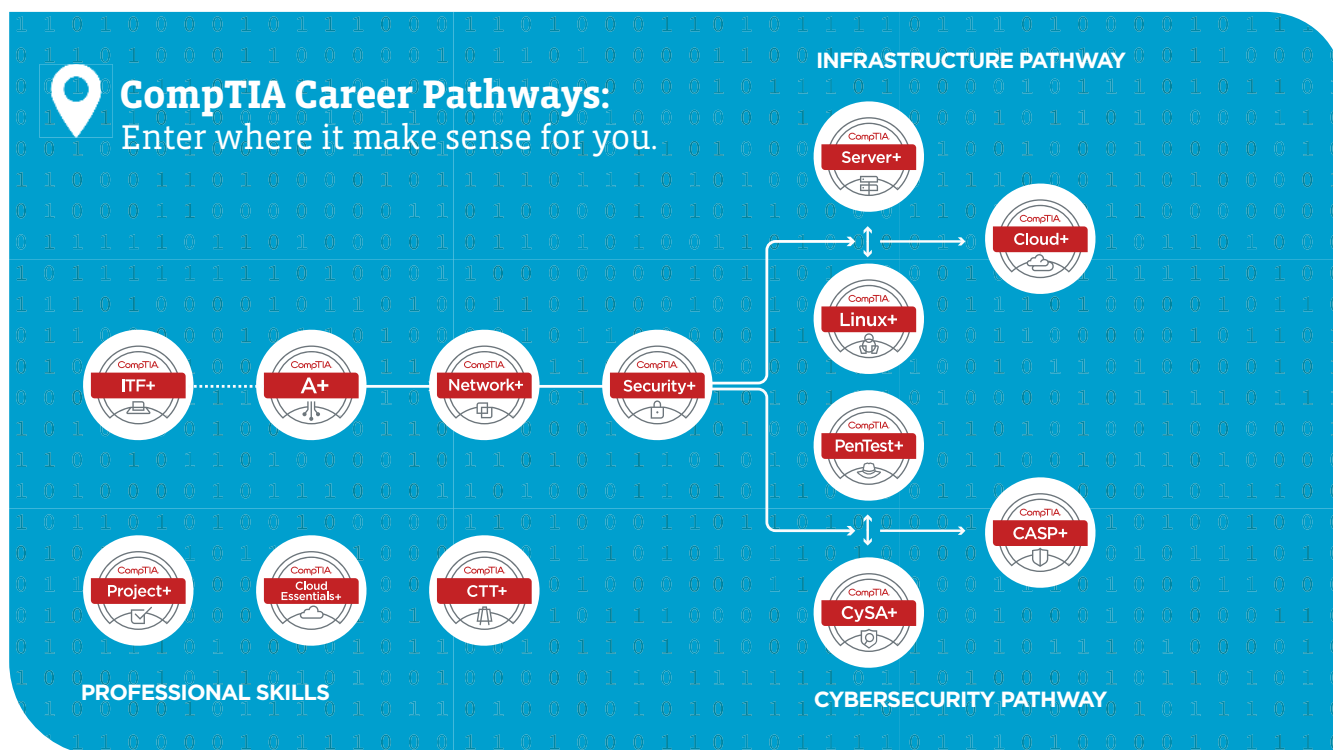
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2022 ACTE BOARD OF DIRECTORS ELECTIONS

YOUR VOTE, YOUR VOICE



As in years past, the Association for Career and Technical Education (ACTE) will select officers for the following board of directors' positions:

- **President-elect**
- **Region IV Vice President-elect**
- **Family and Consumer Sciences
Education Division Vice President**
- **Business Education Division Vice President**

ACTE individual professional, retired, educational institution members, and national affiliate organizations whose membership dues are received by Nov. 3, 2021, are eligible to vote. Please review the biographical information and platform statements for the nominees and exercise your right to vote for ACTE's leadership. Learn more at acteonline.org/board_election_candidates

The election process will be conducted via electronic ballot only. Ballots will be sent to member email addresses listed in the ACTE database. ACTE works with Survey and Ballot Systems (SBS) to manage the board of directors' elections. You will receive an e-signature via email that must be used with your member number to vote electronically.

If you do not receive an e-signature by midnight on Dec. 4, please contact support@directvote.net. Electronic ballots must be cast by 11:59 p.m. ET on Jan. 3, 2022. Ballots will be counted and audited at the offices of SBS. The results will be posted on ACTE's website and announced in *Techniques*.

Facilitate a smooth election process.

- Verify your email address with ACTE. If ACTE does not have your email address, it is imperative that you update your member profile immediately. You can do this on the ACTE website:
 1. Visit acteonline.org
 2. Log in.
 3. Click on "View Profile" and make the appropriate edits.

Or you may email acte@acteonline.org

- Make sure Survey and Ballot Systems' contact is placed on your email server's safe list; otherwise, your voting information may be marked as spam. The email will come from noreply@directvote.net.
- Remember that you must be a member of ACTE as of Nov. 3, 2021 to vote. Members only vote in elections for their region and any divisions of which they are a member.



PRESIDENT-ELECT

Chaney Mosley

Region: II

Divisions: Administration; Agricultural Education; New and Related Services (NRS); Post-secondary, Adult and Career Education (PACE)

Occupation: Assistant professor

Employment history

Assistant professor, agricultural education, Middle Tennessee State University: 2018–present; assistant principal, Nashville Big Picture High School: 2016–18; senior college and career readiness specialist, American Institutes for Research: 2016; CTE director, Metro Nashville Public Schools: 2012–16; CTE program consultant, Tennessee Department of Education: 2011–12

Education

Ph.D., agricultural education, Virginia Tech; Ed.S., educational leadership, University of West Georgia; M.Ed., administration and supervision, Middle Tennessee State University; B.S., agriculture business, Middle Tennessee State University; A.S., medical laboratory technology, The George Washington University

National ACTE involvement

Board of directors: 2019–present; virtual professional development task force member: 2016; research task force member: 2012; Inclusion, Access, Equity and Diversity (IAED) Advisory Group member: 2018–present; National Leadership Fellowship Program fellow: 2012; VISION presenter: 2013–2020; VISION attendee: 2009–2020; CTE Support Fund supporter: 2012, 2019–present; National Policy Seminar attendee: 2012–13, 2015–16, 2019–2020; IAED Mentorship Program mentor: 2020–current, *Techniques* writer: 2012, 2014–15, 2018–19; *Techniques* Editorial Advisory Board member: 2014–18; webinar presenter: 2020

Regional ACTE involvement

Policy committee member and chair: 2019–present; conference attendee: 2018–2020

Divisional ACTE involvement

Counseling and Career Development Division Business Meeting keynote speaker: 2018

State ACTE involvement

Tennessee executive committee member: 2014–16

Other CTE involvement

Board of directors, National Career Academy Coalition: 2015–17; research committee chair, National Career Academy Coalition: 2017; conference planning committee, National Career Academy: 2016; National Association for Agricultural Educators (NAAE) inclusion and diversity task force member: 2018; NAAE National Teach Ag Campaign task force member: 2012; NAAE conference workshop presenter: 2010, 2017–19; *The Agricultural Education Magazine* writer: 2013, 2016, 2017, 2020; assistant director, Tennessee STEM Education Center (TSEC): 2021; National Board for Professional Teaching Standards (NBPTS) advisory group member: 2016; NBPTS CTE standards revision committee member: 2013–14

Association for Career and Technical Education Research (ACTER) conference presenter: 2019; ACTER award winner, Outstanding Research Poster: 2013; American Educational Research Association CTE special interest group conference presenter: 2014; Nebraska Career Education Conference presenter: 2015; Washington Association of Vocational Administrators Spring Conference keynote speaker: 2015; American Institutes for Research Education Policy Center CTE blogger: 2016; Arkansas Association of Career and Technical Education Administrators Conference keynote speaker: 2016; National Career Academy Coalition Conference keynote speaker: 2017; Education Week guest blogger: 2018; Tennessee Army National Guard: 2001–08, 2015–present

Application summary

I currently work as an assistant professor of agricultural education at Middle Tennessee State University where I prepare future CTE teachers and conduct research on topics related to CTE, leadership development and military leadership. Throughout my career, I've served as a middle and high school CTE teacher, a high school assistant principal, a system-level CTE director, and a state and national levels CTE consultant while also serving in the military. Much of my work has involved providing instructional leadership for teachers, advising students and working with the community to create real-world learning opportunities with an emphasis on helping states, districts and schools be highly effective in increasing students' preparedness to succeed in postsecondary education and training and careers. Having been involved with ACTE at the state, regional and national levels for more than a decade has inspired me to run for president-elect so that I can continue to serve our members and profession as a voice for high-quality career counseling and teaching through inclusive, accessible and equitable practices for diverse populations.

Platform statement

When I joined ACTE, I didn't realize how valuable membership was. After completing the fellowship program and realizing there were many opportunities, I became very involved with the organization and hope others will do the same! By serving on the ACTE board of directors for the past two years, I've worked to increase the engagement of members by communicating, collaborating and creating. I want to carry that same purpose into the office of president-elect.

Sharing opportunities with members and communicating about ACTE programs is important, but communication must be two-way. Therefore, I want to ensure ACTE has systems in place to gather input from members about their interests in CTE, their perspectives on programs, and to learn more about how ACTE can better meet their professional needs.

Given the accessibility of online methods for working together, collaborating with members across the country could be accomplished with ease. Asking board members and others to serve on committees or task force groups and present at conferences will allow ACTE to assemble collaborative teams of people who want to be involved.

Committee and task force work often results in recommendations, policies and programs. Creating these products demonstrates how the voices of members affect decisions and actions.

I seek the office of president-elect to promote member engagement. Engagement will increase when we communicate with members, collaborate with members and create opportunities for members.



PRESIDENT-ELECT

Jon Quatman

Region: I

Division: Administration

Occupation: Retired

Education

M.Ed., educational administration, Xavier University; B.A., secondary education, mathematics, Thomas More College; A.A., economics, Thomas More College

National ACTE involvement

Board of directors, Region I vice president: 2017–20; executive committee member, finance chair: 2018–19; legislative committee chair: 2001–08; allowable expenses task force member: 2018; division affiliate task force member: 2019; Educators in Action volunteer: 2015–2021; Educators in

Action Blog writer: 2021 (contributed a blog on professional organization membership, engagement and leadership), 2020 (EIA highlight); CTE Support Fund supporter: 2003–2021; NPS attendee: 2001–2019; VISION attendee: 1996, 2002–2020; ACTE/NCLA Best Practices & Innovations in CTE Conference attendee: 1996–2015, 2019; ACTE workforce coalition: 2021–present; Assembly of Delegates: 2010–16; public policy advocate: 1996–present, a responsibility of all CTE professionals

Regional ACTE involvement

Policy committee member: 2015–present; conference planning committee member: 2015–present; policy and bylaws revision task force member: 2018; Region I awards revision task force member: 2018; committee chair: 2016–18; Scott Westbrook Award winner: 2015; Jim Hanneman Memorial Award winner: 2021

Divisional ACTE involvement

VISION planning committee for Administration Division: 2004–08, 2015; policy committee member: 2002–2015, 2021; legislative committee member; legislative committee chair: 2004–06; policy and bylaws revision task force chair: 2014

State ACTE involvement

Ohio ACTE (OACTE) board of directors, past president: 2011–12; OACTE president: 2010–11; OACTE president-elect: 2009–2010; OACTE Administration Division president: 2004–05; OACTE Council of Presidents president: 2004–06; OACTE Beryl Shoemaker Leadership Advisory Committee member: 2011–13; Assembly of Delegates: 2006–2011; leadership task force member: 2011; testified to the Ohio House Education Committee on behalf of OACTE: 2010; testified to the Ohio House Education Committee on behalf of High Schools That Work and CTE: 2007; OACTE professional development committee member: 2004–05

Other CTE involvement

NCLA conference presenter: 2001–2010; NCLA board member and officer

Application summary

I have been involved in education for 45 years in various positions in both middle and high school. My experiences include urban, suburban and rural schools. Twenty-three years ago, I was hired by Great Oaks Career Campuses, and I found my passion, career and technical education. I discovered how the educational system makes sense for the students I served. It links the academic and technical skills with the passion of each student and allows the student to participate in the economic system. I immediately joined our Association, recognizing the importance it plays in professional development and advocacy for the students, instructors, administrators and communities we serve. For nearly 25 years, I have actively served on the state and national level as president of Ohio ACTE, president of the National Council of Local Administrators (NCLA), committee chair for ACTE, as finance chair on the executive committee, and as vice president of Region I.

Through the efforts of many, CTE made significant progress as an important integral component of the educational and legislative environments. Through our strategic plan, we need to increase our member engagement, grow our high-quality CTE program work, look to expand our professional and leadership development, and build on our advocacy and awareness efforts. I would look forward to continuing to serve our members and building on this momentum by serving as president-elect.

Platform statement

I have been a member of ACTE for 24 years. I recognize the important role the Association plays in supporting our members in professional growth, leadership development and advocacy at the local, state and national levels. As a candidate for president-elect, it is my goal to grow this support for our members. To do this, I will work not only to expand the current activities but to identify new and innovative ways for our members to be engaged and supported.

When I ran for Region I vice president I said, “Career and technical educators have dramatically changed the face of education. First, hands-on learn-

ing with integrated academics and measurable outcomes has been proven to be an effective educational model. Secondly, leaders now realize that students need to be prepared for a career, not just the next educational step.” As Mark Perna says, “Students must have an education with a purpose, not an education for the sake of education.” That is what we provide as career and technical educators. I believe the same should be said for our Association. That is why, as a board, we established a robust comprehensive strategic plan that has allowed ACTE and career and technical education to make significant progress in the educational and legislative environments. Our challenge is to keep this momentum moving forward and not rest on our current successes, implementing innovative approaches and programs for membership growth, engagement and ACTE awareness. I will work to ensure all our members’ voices are heard through the board of directors, vice presidents of the regions, and divisions.

I would be honored to serve as your president-elect of ACTE to meet the challenge of continuing the momentum forward for you, our members, and the Association.



PRESIDENT-ELECT

Linda Romano

Region: I

Division: Health Science Education (HSE); Administration; New and Related Services (NRS)

Occupation: Health science/nurse aide program instructor

Employment history

Health science/nurse aide program instructor, Newburgh Enlarged City School District, 2006–present; director of Elant Academy (staff development) and director of home care, Elant Inc.: 1993–2006; branch manager/director of nursing; New York Health Care: 1992–93; had my daughter and worked inside the home: 1991–92; registered nurse, Anytime Home Care: 1987–1991; registered nurse, Tuxedo Hospital: 1984–87

Education

Bachelor’s degree, nursing, American Sentinel University; vocational teacher preparation, SUNY Oswego; associate degree, applied science, SUNY Orange; practical nursing, Orange Ulster BOCES; diploma, John S Burke Catholic High School

National ACTE involvement

Board of directors, Health Science Education Division (HSE) VP: 2018–2021; executive committee member, division representative: 2020–21; nominating committee member: 2019–2020; IAED task force member: 2019; IAED Advisory Group member: 2020–present; Teacher of the Year award winner: 2018; VISION presenter: 2015–19; Educators in Action volunteer: 2018–present; Educators in Action/ *Techniques* writer: 2016, 2020–present (Dear Linda); CTE Support Fund supporter: 2019–2021; NPS attendee: 2018–19; VISION attendee: 2013, 2015–2020

I am a volunteer for ACTE. I am ready for anything — project, webinar, presentation — to serve ACTE. I have been from the moment I became a member, and I plan to continue. Proudly, I represent ACTE at the Career and Technical Education Research Network, where I have participated in research and module development since 2018. Currently, I am working on work-based learning and equity initiatives.

Further, I have supported ACTE’s awards program by serving on the nominating committee and through participation in the awards education video

presentation. These efforts encourage others to nominate themselves or others for Excellence Awards. I continue to present this at VISION along with colleagues from ACTE.

I have represented ACTE as a judge for National HOSA as well as Harbor Freight Tools for Schools Prize for Teaching Excellence. Additionally, I have represented ACTE as a judge for video and national award contests.

Regional ACTE involvement

Awards committee member: 2017–2020; nominating committee member: 2017–2020; Teacher of the Year award winner: 2017; conference presenter: 2018; Region I conference planning through New York State ACTE (NYS-ACTE): 2017

I make myself available to any region for projects and other presentations. I believe in CTE and helping others through challenges as well as providing support.

Divisional ACTE involvement

Policy committee member: 2015–18; nominating committee member: 2015; VISION attendee supporting Health Science Education Division; eager volunteer for past president Gina Riggs and past VP of HSE Cindy McConnell; helped revise operations manual and participated in VISION activities prior to being HSE VP; worked alongside both national and division leaders to assist with several projects when asked (judging scholarships, presenting awards)

State ACTE involvement

NYSACTE board of directors: 2015–present; NYSACTE conference presenter; support and attend conferences, participate in projects, volunteer to speak at other division conferences on behalf of NYSACTE; represented ACTE HSE Division at the Pennsylvania ACTE conference as a presenter in 2021; presented for state events in North Carolina

Other CTE involvement

Achieved Master Teacher designation from National Consortium for Health Science Education (NCHSE): 2015; NCSHE conference presenter: 2015; National Consortium for Nurse Educators conference presenter: 2005; NYS family and consumer sciences conference presenter: 2019; NYS clinicians' café (monthly educational offering for health science educators) presenter: 2019–2021; Excellence in Education award winner, given by the Boys and Girls Club of Newburgh: 2018; HOSA advisor; NY HOSA board member

I am a willing volunteer for our state education in Albany. Additionally, I serve as New York State Health Science Educator Association (NYSHSEA) president: 2017–present. I have and continue to participate on several task forces and committees – most recently the work-based learning task force for our New York State (NYS) Department of Education. I have written NYS curriculum for the certified nurse assistant program and served on committees and task forces to develop and align National Health Science Standards to the NYS health science curriculum.

Additionally, I contributed to a textbook published by Goodheart-Willcox in 2015, *Health Science Concepts and Applications*. I also contributed to Cengage's online textbook *MindTap for Nursing Assistant: A Nursing Process Approach*.

Application summary

"Tell me and I forget, teach me and I may remember, involve me and I will learn" Benjamin Franklin. This is a quote meaningful to me. It not only describes my position as a CTE teacher, but it describes me. I was a struggling student, throughout high school, challenges with academics, attendance, and finding my place in the competitive high school environment. It was a CTE licensed practical nursing program that paved my path toward a successful career in nursing, strengthened my confidence as a leader, and led me to become ACTE's Teacher of the Year.

I am a registered nurse. I teach health science education in an inner-city school district in New York. In 2006, I started a nurse assisting program that

grew from 12 to 300 students. My program was selected and awarded the New York State Model CTE Program in 2019 and became part of a research study for SREB High-quality CTE Standards.

I have served in leadership nationally as ACTE VP of the Health Science Education Division, ACTE IAED advisor and mentor, an Educator in Action, NY Health Science Educator Association president, HOSA executive board, school leadership team, health and safety representative, and in other school leadership roles.

I developed a program, Scholars in Scrubs, for which I volunteer to teach K–8 inner-city students: health, wellness, science and literacy. I wish to serve the members of ACTE as a leader who nurtures, respects diversity, listens to individual needs, and brings forth innovation and action that promotes CTE initiatives.

Platform statement

Passion, drive and dedication to the service of others is not only my mission but my lifestyle instilled through my strong faith in God, my family, and my professional experiences as a teacher, a leader, a nurse and a volunteer. I listen with kindness, empathy, compassion and respect for individuality. My mission is to serve with a humble heart while being a voice on behalf of our members.

As described in a quote by Maya Angelou, "A leader sees greatness in other people. He nor she can be much of a leader if all she sees is herself." As a leader, I believe that empowering and lifting up others is most important. In my role as ACTE HSE VP and division representative on the executive committee, I have provided a voice of encouragement and support for the development and mentoring of our members. CTE is the birthplace of incredible talent. I see this talent in our membership, and I plan to support and encourage professional growth/leadership.

My experience working in an inner-city community has given me the drive to work hard to act on behalf of equity, recognizing the issues that affect our children and doing my best to address the challenges that exist in education for many. Our CTE community needs nurturing and support. The pandemic presented new challenges for our students and teachers.

As your president-elect, I will listen with openness, provide support, address concerns, offer innovative/creative solutions, and engage in continuing the positive direction as stated in the ACTE mission. I believe in the values of kindness, empathy, compassion, love and respect. My mission is to serve with a humble heart while being a voice on behalf of our members!



PRESIDENT-ELECT

Lisa Stange

Region: III

Division: Family and Consumer Sciences (FCS) Education

Occupation: Retired

Education

M.A., education, Viterbo University; B.S., home economics education, Iowa State University; National Board Certification, Career and Technical Education/Early Adolescence – Young Adulthood 07–17

National ACTE involvement

Board of directors, Region III vice president: 2019–present; executive committee member, finance chair: 2021–22; affiliate task force member: 2019; CTE teacher shortage advisory group member, 2016–present; VISION presenter (on CTE teacher shortage): 2017, 2019; VISION attendee: 2009–2020; CTE Support

Fund supporter: 2014–present; NPS presenter (panel on CTE teacher shortage): 2017; NPS attendee: 2011–2021; completed ACTE State Leadership Training Program: 2011–13; ACTE mentor for postsecondary fellows: 2019–2020

Regional ACTE involvement

Policy committee member: 2014–present; policy committee chair: 2019–present; policy committee secretary: 2014–19; audit review committee member: 2013–15; regional teacher shortage task force member: 2016–present; regional teacher shortage task force chair: 2016–19; conference presenter: 2016, 2018–2021; conference attendee: 2008–2016; Award of Merit award winner: 2013

Divisional ACTE involvement

Policy committee member, representative from National Association of State Administrators for Family and Consumer Sciences (NASAFACS) — now LEAD FCS Education — for FCS; nominating committee member: 2018–19

State ACTE involvement

Iowa ACTE executive board member: 2007–2020; president: 2011; first vice president/president-elect: 2010; Iowa ACTE second vice president/conference chair: 2009; Iowa ACTE Department of Education liaison: 2016–2020; presented at conference and helped organize and set conference agendas yearly since 2007

Other CTE involvement

LEAD FCS Education member: 2012–present; LEAD FCS Education past president: 2019–2020; LEAD FCS Education president: 2018–19; LEAD FCS Education president-elect: 2017–18; American Association of Family and Consumer Sciences (AAFCS) conference presenter: 2013; AAFCS conference attendee: 2013, 2019; Iowa AAFCS former student member; Iowa AAFCS current member: 2010–present; Iowa AAFCS student unit supervisor: 2010–16

Family, Career, & Community Leaders of America (FCCLA) state board, secretary: 2011–15; FCCLA state board member: 2008–2020; Iowa Family and Consumer Sciences Educators (IFCSE) member: 1997–present; IFCSE president: 2008–09; IFCSE vice president/president-elect: 2007–08; IFCSE secretary: 2004–07; IFCSE key leader: 1998–99; IFCSE state consultant liaison: 2016–2020; state of Iowa career and technical education task force member: 2013–15; National Association of Teacher Educators of Family and Consumer Sciences (NATEFACS) member: 2010–16

Application summary

My career has been devoted to advancing and advocating for CTE at the local, state and national levels. I have a comprehensive background in CTE, having served first as a middle school and secondary CTE classroom teacher and work-based learning coordinator in districts of varying sizes. I followed that with work as a professor and program coordinator preparing CTE teachers at the university level where I grew a program that had fallen in numbers to one of the top programs in FCS teacher education. I recently retired as a state CTE consultant. During that time, I served CTE nationally as president of LEAD FCS Education and ACTE Region III VP. My willingness to serve ACTE in the variety of roles I have within the organization and the knowledge gained by these experiences gives me a unique insight to the many different skills and duties expected of the president of ACTE.

I view myself as a CTE educator first and foremost and am passionate about fostering quality CTE for all. I have an additional focus and passion to help cultivate the growth of a strong, qualified group of CTE educators so that the work of CTE can continue to positively affect our workforce, employers and communities. I believe that my professional affiliations and experiences, combined with my varied teaching and mentoring experiences strengthen the impact I have as a leader who will passionately and faithfully serve the CTE community as ACTE president-elect.

Platform statement

I am devoted to transforming the future of CTE and will help lead ACTE to achieve our mission of “empowering educators to deliver high-quality CTE programs that ensure all students are positioned for career success.”

As an association, I believe our CTE Learn platform as well as virtual and in-person conferences can help foster stronger professional development opportunities for

our state leaders and members at the national, state and affiliate CTE levels. We can also work to increase our membership numbers to help further the goals of ACTE across the nation by developing marketing toolkits and providing additional incentives and membership levels. We can enhance CTE programming by developing programs to mentor CTE educators early in their careers to aid in their success.

I am dedicated to helping us all work to transform the future of career and technical education together — not only with like CTE educators, but educators in general, the workforce that we support and the very institutions that prepare our educators to help people to meet their career and life goals successfully. My varied professional experiences, paired with the passion I have for CTE, strengthens my knowledge of our members and the impact I have as a leader who serves the CTE community. My willingness to serve ACTE in the variety of roles I have served within the organization at the local, state and national levels and the knowledge gained by these experiences provide me with a unique insight to the many different duties expected of the president-elect of ACTE. I am prepared to help lead ACTE in supporting and advocating for our members across the nation.



Region IV Vice President-elect

Michael Culwell

Region: IV

Division: Administration

Occupation: Campus director

Employment history

Campus director, Kiamichi Technology Center — Poteau Campus: 2016–present; assistant campus director, Kiamichi Tech — Poteau: 2011–16; principal, Heavener High School, 2007–2011; assistant principal, Heavener High School, 2005–07; principal, Bokoshe High School, 2001–05

Education

M.Ed., school administration, Northeastern State University; B.A., Northeastern State University; A.A., Carl Albert State College

National ACTE involvement

IAED Advisory Group member: 2019–present; National Leadership Fellowship Program fellow: 2014; VISION presenter: 2015; VISION attendee: 2014–2020; NPS attendee: 2014, 2019; Educators in Action volunteer: 2016–present

Regional ACTE involvement

Policy committee member: 2014–17; audit review committee member: 2015; nominating committee chair: 2016–17; conference presenter: 2015; conference attendee: 2012, 2014–2020

Divisional ACTE involvement

Supported administration division activities at VISION; ran for Administration Division VP in 2019

State ACTE involvement

Oklahoma ACTE (OkACTE) president: 2019; OkACTE fellows coordinator: 2018–present; OkACTE Administration Division Administrator of the Year award winner: 2020

Other CTE involvement

Oklahoma TechCAP graduate: 2014; Oklahoma CareerTech perspectives program graduate: 2012; Dave Berryman Scholarship Award recipient for Leadership and Development, given by NCLA: 2019

Application summary

I believe leadership is about service and not a position. I am currently serving as the OkACTE fellowship coordinator, a program I co-developed to cultivate new leadership into our state association. I am a former ACTE national fellow and served as OkACTE president. I want to run for the position of Region IV vice president, so I can continue to be of service to ACTE, learn from other talented individuals on the ACTE board of directors, and have a larger voice to promote CTE across Region IV and the nation.

Platform statement

As the ACTE Region IV vice president, I would vow to continue the strong line of quality leadership the region has experienced over the past several years. In order to accomplish this, I will focus on the following:

1. Concentrate on offering quality professional development to our membership.
2. Create new and sustain existing partnerships within the CTE community, higher education and business and industry partners.
3. Encourage career awareness at the elementary level for all students.
4. Provide opportunities for leadership development, such as state fellowship programs, to develop and grow new leaders within the association.
5. Promote the inclusion, access, equity and diversity task force by modeling participation in their activities as a board member.
6. Be a strong advocate for equal access to quality CTE programs for all students by lifting any existing negative stereotypical perceptions related to CTE.
7. Communicate effectively with the members of Region IV and the ACTE board of directors.



Region IV Vice President-elect

Lakshmi Mahadevan

Region: IV

Division: New and Related Services (NRS)

Occupation: Associate professor and extension specialist

Employment history

Associate professor and extension specialist — special populations, Texas A&M AgriLife Extension Service: 2016–present; assistant professor and extension specialist — special populations, Texas A&M AgriLife Extension Service: 2008–2016; program coordinator, Texas A&M AgriLife Extension Service: 2006–08; program coordinator, Texas A&M University: 2002–06

Education

Ph.D., career development education, Texas A&M University; M.A., special education, Women's Christian College; B.A., psychology, Sophia College for Women

National ACTE involvement

Virtual professional development advisory group member at-large: 2020; VISION #ACTEengage panel moderator: 2020; VISION presenter: 2014; ACTE and NCLA's Best Practices and Innovations in CTE Conference presenter: 2018; Educators in Action *Techniques* writer ("CTE and IEPs: Making the system work for all"): 2014

Other CTE involvement

Equity researcher, Manhattan Strategy Group — Strengthening Career and Technical Education in the 21st Century Act (Perkins V) quality indicator workgroups: 2020–present; reviewer, Perkins innovation and modernization grant proposals, U.S. Office of Career, Technical and Adult Education (OCTAE): 2019; consultant, Manhattan Strategy Group — National Center on Education and the Economy — Carl D. Perkins CTE evaluation contract submission: 2019; subject matter expert, advancing equity in CTE, U.S. OCTAE 2018; technical working group member,

advancing equity in CTE, U.S. OCTAE: 2015–17; national equity symposium planning committee member, advancing equity in CTE, U.S. OCTAE, 2016

National Alliance for Partnerships in Equity (NAPE) executive committee member, 2014–16; NAPE member service committee co-chair: 2014–16; NAPE awards committee member: 2013–16; NAPE professional development committee member: 2016; NAPE conference presenter: 2011–14, 2016; conference presenter, Pacific Rim International Conference on Disability and Diversity: 2017; AAFCS conference presenter: 2015; Advance CTE (formerly National Association of State Directors of Career and Technical Education) conference presenter: 2013–14; Career and Technical Education Equity Council Conference presenter: 2012; National Association for Bilingual Education conference presenter: 2011; led AAFCS webinar on best practices for FCS teachers attending IEP meetings: 2013

Texas Industrial Vocational Association (TIVA) conference presenter: 2015, 2018; Texas Career Education Conference pre-conference presenter: 2017; Texas Career Education Conference presenter: 2015–16; American Association for Family and Consumer Sciences Texas conference presenter: 2017; Texas Transition Conference presenter: 2016; Texas Council of Administrators of Special Education conference presenter: 2016

Invited to present or conduct workshops on the following: utilizing CTE teacher needs assessment data to drive professional development, at the Data Quality Institute, OCTAE: 2015; strategies for working with special populations in CTE (emphasis on English language learners and students with disabilities), organized by the CTE in the government of the District of Columbia: 2011; working with English language learners in CTE settings, at the Louisiana Community and Technical College System: 2011; instructional techniques for CTE teachers, at Del Rio Independent School District (ISD): 2018; working with special populations in CTE, at various sites in Texas: 2016–18; accommodations and modifications for students with disabilities in CTE, at various sites in Texas: 2016–17; great behavior can be taught, at a conference for new CTE teachers: 2016; and more.

Application summary

I am applying for the vice president of Region IV nomination because the position will afford me an opportunity to advance equitable educational practices and maximize the benefits of innovative CTE for students. In developing and delivering programs in Texas, I employ the principles of universal design for learning, adult learning theory, continuous quality improvement and needs-based instructional design. The role of Region IV's VP — its functionality and impact — will be greatly optimized by these same philosophies. Furthermore, as a provider of professional development for CTE teachers, I believe I am uniquely qualified to enhance ACTE's vision of empowering educators to deliver high-quality CTE programs. I have been involved with ACTE since 1998 as a student member, professional member, a VISION presenter, advisory group member and a panel moderator for #ACTEengage. Noting ACTE's positive influences on the field, it is indeed an honor to apply to serve on the board of directors.

Platform statement

As the vice president of Region IV, I will work to:

1. Redefine CTE such that it is recognized as a versatile avenue for accomplishing academic and professional goals for a diverse group of youth and adult learners.
2. Ensure that CTE programs of study are universally designed and thus equitably accessible.
3. Establish partnerships to identify CTE ambassadors and mentors among critical stakeholders such as CTE graduates, educators, parents/guardians, business and industry representatives, and community leaders.
4. Empower ACTE members to self-identify existing resources that allow for them build on their current CTE strengths, improve resilience and establish a toolbox of best practices.
5. Empower ACTE members to ask for and receive new resources such that their immediate CTE instructional and assessment needs are met in real time.
6. Help identify subject-matter experts and materials to supplement ACTE's cache of professional development specifically addressing equitable access, student persistence and academic resilience.

Family and Consumer Sciences Education Division Vice President

Two candidates did not apply for the position of Family and Consumer Sciences Education Division vice president. Per ACTE bylaws and the board policy and procedure manual, if there are not two candidates, the office shall be declared vacant by the board of directors. The divisional policy committee reviewed one candidate to recommend for appointment.

The ACTE board of directors voted to appoint Katy Blatnick-Gagne. She will serve as Family and Consumer Sciences Education Division vice president for a term dated July 1, 2022–June 30, 2025. As a result, no vote will occur for this division.



Katy Blatnick-Gagne

Region: III

Divisions: Administration; Counseling & Career Development (CCD); Family and Consumer Sciences (FCS) Education

Occupation: Education consultant

Employment history

Education consultant, FCS, Iowa Department of Education: 2019–present; director, The Curriculum Center for Family and Consumer Sciences, Texas Tech University: 2017–19; FCS teacher, Bayfield High School: 2014–15; FCS program director, Colorado Community College System: 2008–2013; FCS teacher, Chaparral High School: 2000–05, 2006–08

Education

Ed.D., educational technology leadership, New Jersey City University; M.A., education — administration and supervision, University of Phoenix; B.S., consumer and family studies, Colorado State University

National ACTE involvement

Bylaws committee member: 2020–present; nominating committee member: 2019–present; young professionals committee chair: 2010–13; National Leadership Fellowship Program fellow: 2009; VISION presenter: 2017; VISION attendee: 2001–05, 2008–09, 2017–2020; NPS attendee: 2007–2010, 2015, 2021; *Techniques* writer: 2011, 2020; mentor for postsecondary fellows: 2020–21

Regional ACTE involvement

Region III bylaws committee member: 2020–present; Region III conference presenter: 2021–21; Region V awards committee member: 2005; Region V conference attendee: 2003, 2018; Region V New Professional of the Year award winner: 2003

Divisional ACTE involvement

FCS nominating committee member: 2019–present; supported FCS at VISION conferences: 2001–09, 2017–2020; reviewed applications for scholarships: 2020

State ACTE involvement

Iowa ACTE Department of Education representative: 2019–present; Colorado ACTE president: 2016–17, 2009–2010; Colorado ACTE past president: 2010–11; Colorado ACTE president-elect: 2015–16, 2008–09; Colorado ACTE treasurer: 2012–14; Colorado ACTE secretary: 2002–04; served as the Colorado ACTE virtual conference tech coordinator: 2020

Other CTE involvement

Texas Association of FCS secretary: 2018–19; Colorado Association Teachers of FCS (CATFACS) president: 2005–06; CATFACS legislative committee: 2007–09; CATFACS membership committee: 2007–09; CATFACS secretary: 2002–04; CATFACS public relations committee chair: 2000–01; CATFACS professional partner: 2008–2013; CATFACS website consultant: 2006–2017; Advance CTE member at-large; FCCLA A&A member; Iowa Family and Consumer Sciences Educators member; American Association of Family and Consumer Sciences member

Application summary

Through my past experiences, first as a student, and now as a professional in education, I have continually demonstrated my ability to be a creative thinker, innovator and effective communicator. I have served in more than 20 leadership positions with professional organizations and other nonprofits at the state and national levels. I have seen FCS and education from the classroom, state-level administration and the postsecondary realm — all of which are an important view for the FCS VP. I believe leadership is one of my natural characteristics, but it is through the leadership opportunities that I have had with organizations and my career that I have honed my abilities. My knowledge of and enthusiasm for family and consumer sciences, and CTE, combined with my willingness to get the job done make me an excellent candidate for the position of Family and Consumer Sciences Education Division vice president.

Platform statement

In this position, one must be knowledgeable, collaborative and focused. It is essential to understand how challenges and opportunities play a role in the continued professional development and advocacy of FCS and CTE.

As vice president, I would focus divisional work on:

1. Continuing the work that has been taking place over the past few years like policy initiatives, increasing scholarships to FCS postsecondary students, and collaborating with FCS related organizations.
2. Communicating, connecting and supporting our multigenerational members in NATFACS, NATEFACS, and Lead FCS Education, while taking into consideration equity, inclusion and access for the diverse populations we serve.
3. Increasing our ability to effect change by using research, data, success stories and partnerships that support the FCS mission.

Through continued strategic planning, the FCS Education Division will stay true to its mission, collaborate with a broad constituency, meet needs of current and future members, and move the division into the future.

My knowledge of and enthusiasm for FCS education, combined with my willingness to get the job done make me an excellent candidate for this position. I look forward to demonstrating my ability as a team player, a visionary and a strong agent for change.

Business Education Division Vice President

Two candidates did not apply for the position of Business Education Division vice president. Per ACTE bylaws and the board policy and procedure manual, if there are not two candidates, the office shall be declared vacant by the board of directors. The divisional policy committee reviewed one candidate to recommend for appointment.

The ACTE board of directors voted to appoint Sean Crevier. He will serve as Business Education Division vice president for a term dated July 1, 2022–June 30, 2025. As a result, no vote will occur for this division.



Sean Crevier

Region: III

Division: Business Education

Occupation: Business teacher, instructional technology coach

Employment history

Business teacher & instructional technology coach, Vernon Hills High School: 2000–present; educational consultant, American Institute of Certified Public Accountants: 2017–present; educational consultant, Accounting Pilot & Bridge Project: 2008–2017

Education

B.S., business, Purdue University; M.A., secondary education, Roosevelt University — Chicago; M.A., school administration, Concordia University — Chicago

National ACTE involvement

Bylaws committee assistant chair: 2020–present; bylaws committee member: 2016–present; VISION presenter: 2015–18; VISION attendee: 2014–present; Educators in Action *Techniques* writer: 2016, 2018

Other CTE involvement

I have spoken — led keynote sessions as well as workshops — at the Kentucky, Louisiana, and Wyoming state CTE and business education conferences.

Application summary

As a long-time member, and regular VISION attendee & presenter, I appreciate all that ACTE does for schools, teachers and our students. Serving on the bylaws committee has given me great insight to the work that goes on to support members on a national level. Running for this position brings me great excitement when I think about the opportunity to give back to the organization and its members. ACTE has given me so much as a CTE educator for so many years. I look forward to the opportunity to serve ACTE and its amazing members, especially our incredible business educators, to help bring stronger CTE opportunities to more students.

Platform statement

As Business Education Division vice president, my number one goal will be to bring ACTE to the forefront of business teachers' minds. I will work to create value in ACTE for business teachers so that they think about and use the organization — more than when *Techniques* arrives and when it's time to register for VISION.

I plan to reach out and listen to our members to find out what they need. Then I'll work to help ACTE serve that need in a way where the resource becomes a regular go to for our members, utilized like a web browser bookmark opened daily. Regular interaction between our members and the organization will create stronger membership value perception and stronger education experiences for our business education and all other CTE students.



2022 ACTE BOARD OF DIRECTORS ELECTIONS

YOUR VOTE, YOUR VOICE



Ensuring greater access to career pathways via registered apprenticeship

By Amy Kardel

AS UNEMPLOYMENT PERVADES — WITH 8.4 MILLION PEOPLE UNEMPLOYED IN AUGUST

(U.S. Bureau of Labor Statistics, 2021a) — paradoxically, job vacancies stand at a record 10.9 million nationwide (U.S. Bureau of Labor Statistics, 2021b). And more people than ever are asking, “What’s next?”

Increasingly, people are considering alternative pathways to fulfilling careers.

Research by Gallup and Carnegie Corporation (2021) shows that some 46% of adults want their children to pursue alternative pathways into the workforce. In

the business world, three in four human resources professionals support eliminating the four-year degree barrier for job candidates, according to the “Workforce and Learning Trends 2021” report, published by CompTIA. But misconceptions remain — specifically regarding how alternative pathways function and how learners benefit.

Only 9% of parents in the Gallup/Carnegie survey reported knowing a lot about apprenticeship. Many employers are similarly unaware of how this pathway works in practice.

Apprenticeship — the “earn while you learn” model — delivers significant value in the hands-on trades like construction and manufacturing. Further, it holds much promise in current and emerging tech fields like health care, robotics, green infrastructure and artificial intelligence. Of the \$48 billion President Biden proposed for workforce training, a large amount is dedicated to an ambitious goal: creating between 1–2 million new registered apprenticeship roles in the United States. This would essentially quadruple the number of apprentices currently in the workforce (Cooper, 2021).

This newfound focus represents an opportunity for employers to fill their most

pressing needs with workers who possess high-demand and relevant skills. It also represents an exciting opportunity for the 4.6 million “opportunity youth” — those aged 16–24 who are neither in school nor in the workforce (Aspen Institute Forum for Community Solutions, 2021) — to find realistic points-of-entry into careers that otherwise might have been inaccessible. This opportunity can offer particular promise for those from historically underserved communities and for those who have been barred, by circumstance or by hiring bias, from the workforce.

Pathways like apprenticeship are vital to the health of our economy.

With tech sector best practices and norms constantly evolving, much of what a person needs to learn often isn’t found in the classroom. Career and technical education (CTE) professionals understand that real-time work experience is one of the most efficient ways to skill a person in the competencies that employers need. Some 92% of registered apprentices retain employment after the end of their program, and the average apprentice earns a starting salary of \$70,000 (U.S. Department of Labor, n.d.). This data renders apprenticeship both a highly effective recruitment and retention strategy.

Among its most promising attributes, though, is the apprenticeship’s ability to attract and retain people from communities that have been woefully underrepresented in the workforce. In tech, the model may help to solve a sector-wide and longstanding bias against women, people of color, those with disabilities, and members of the LGBTQ+ community.

Yet, as more learners consider alternative pathways with a view toward achieving their short- and long-term employment goals, employers and providers must take care to not inadvertently perpetuate an all-too familiar phenomenon: screening out people from underrepresented groups, preventing them from accessing these pathways. In other words, if the talent pool now includes a greater volume of, say, high-GPA, white, male students, will alternative pathway providers hire those candidates instead?

Build a stronger ‘ship.

It is critical that anyone building and delivering apprenticeship programs understands that apprenticeships are designed to be a great equalizer, with more weight given to the aptitude of a candidate than to their prior work experience or education.

Apprenticeship breaks the “I can’t get a job because I don’t have experience, and I can’t get experience because I don’t have a job” paradox.

It may feel a bit tiresome to belabor the point in 2021, but the more diverse an organization’s employees are, the better the entire organization will fare. (Research from McKinsey & Company (2020) shows that companies in the top quartile for gender diversity are 25% more likely to have above average profitability, and those in the top quartile for ethnic and cultural diversity outperform those in the fourth quartile by 36% in profitability.)

“If I build it, more diverse people will come and stay.”

Right? Not exactly. Tech giants have learned how surface-level efforts to recruit more diverse hires can backfire, as complaints emerged about the companies’ willingness to listen to, and value, the contributions of their diverse hires (DeArmas, 2021). In other words, many companies have spent much time focusing on the D in diversity, equity and inclusion (DEI), without giving much thought to the E and I.



Some apprenticeship providers, however, are doing it right. They're designing programs that strive to operate in a manner that is free from bias, with DEI baked into their very fabric and recruiting structure. For some, that means a mandate that at least 50% of apprentices will be from underrepresented backgrounds. Others raise the bar for diversity even higher.

"Design with diversity in mind," explained Lateefah Durant, vice president of innovation at CityWorks DC — a major youth apprenticeship provider in the District of Columbia.

"At CityWorks DC, we intentionally partner with local education agencies that are predominantly made up of students of color (80+%) and schools serving low-income communities."

Meet learners' needs to engage them in CTE.

When someone joins a new team (no matter how welcoming) and they discover that no one looks, sounds or thinks like they do, feelings of overwhelm and isolation could quickly set in. The registered apprenticeship features built-in safety nets that promote the sustained success of diverse apprentices and those with little or no work experience. Thoughtful features include structured mentorship (pairing a new apprentice with an experienced team member who can help them learn the ropes and offer valuable career advice) as well as rigorous and ongoing training that leads to industry-recognized certifications.

For too long, only those with financial means could take time off to attend training or become certified. And only those with degrees or existing contacts in the tech sector could find employment. Even simple considerations like the cost of transportation or the need for business casual clothing have served as barriers to entry.

For many apprenticeship providers, a collaborative, community-based approach will be key to solving those challenges and ensuring the success of their apprentices.

"There is a cost of working — transportation, work clothes, child/sibling/elder care, and so on," Durant emphasized. "At CityWorks DC, we've collaborated with our school and employer partners to help solve these challenges."

Forward-thinking apprenticeship providers like CityWorks DC create a welcoming environment for apprentices from diverse backgrounds. As evidenced by their diversity-first program design, they do more than provide apprenticeships. Their work aims to solve workforce-wide diversity shortcomings. CityWorks DC helps a growing number of young people gain access to fair pay, invaluable training and certification programs, and mentorship. CityWorks DC even gives apprentices the opportunity to earn debt-free college credit and nationally recognized certifications as they work, ensuring that the apprenticeship isn't a terminal step in students' work

experience but can be the start of something even bigger.

Today, there are also ongoing considerations around COVID-19 risk and disease transmission in the workplace. Apprenticeship providers must bear in mind that the pandemic has been particularly damaging for people from underserved communities. Quick thinking and adaptability are proving to be key components for an apprenticeship program to withstand this crisis and any unforeseen crises in the future.

"We launched our youth apprenticeship program, CareerWise DC, in the midst of a pandemic," Durant said. "Last year, all of our apprenticeships were virtual with students working 12–15 hours a week. This year, as some businesses return employees to the office, most of our apprentices will work in a hybrid format — working both on location and from home or school."

"We encourage apprentices to follow the current health guidance of the city in which we operate, the safety protocols of their school, and the COVID guidelines for their place of employment."

Diverse apprenticeship programs support the future of the workforce for all.

The unfortunate reality is that under-diversity is often built into hiring and training mechanisms. If we're honest, not only has hiring bias in tech perpetrated a systemic wrong that hurts diverse communities, but many of our greatest challenges have stemmed from our under-diversity.

As the business world faces a rise in the number of cyberattacks and emerging threats, amplified by a widespread shift to digital work, organizations cannot afford to remain under-diverse and to offer only one on-ramp to good jobs.

The proliferation of the registered apprenticeship, with built-in diversity mandates and deep support systems for those who need them most, will benefit not only underserved communities, but also employers, who have so much to gain from welcoming new perspectives and ideas into the mix. ■

Amy Kardel, J.D., is vice president of strategic workforce relationships at CompTIA. Kardel became a true technologist when she developed a language translation business using software while in college. She later cofounded information technology (IT) services firm Clever Ducks and served on CompTIA's board for six years, including two terms as chair. She believes in lifelong learning, went to law school in her forties and passed the California Bar exam. In her current role, Kardel develops practical solutions to transform the IT industry and is committed to giving everyone a seat at the table with a focus on registered apprenticeships.

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About CompTIA Apprenticeships for Tech

CompTIA Apprenticeships for Tech is a national initiative to increase the number of skilled technology workers and expand tech career opportunities for diverse populations, including women, individuals with disabilities and people of color. It is funded by the U.S. Department of Labor, led by CompTIA — the non-profit association for the IT industry and workforce — and Maher & Maher, a recognized leader in building innovative and successful apprenticeship initiatives. For more information, visit comptia.org/content/lp/apprenticeships-for-tech



Innovation and inspiration at CareerTech VISION 2021

Join career and technical educators for our largest event of the year at ACTE's CareerTech VISION. This dynamic event happens **Dec. 1–4** in-person in New Orleans, Louisiana. Or attend virtually and experience an immersive virtual environment. The 2021 conference will offer new CTE innovations that have emerged from one of our most challenging times. Featuring inspiring keynote speakers:

- Kevin Brown, author of *The Hero Effect: Being Your Best When It Matters the Most*
- Anne Grady, entrepreneur and author of *Mind Over Moment: Harness the Power of Resilience*

VISION will provide unparalleled networking, concurrent program sessions covering best practices in multiple learning environments, an Expo featuring the latest CTE products, and more! To learn more about the event and register, visit careertechvision.com

New student video contest

ACTE, host of CTE Month, and NASA HUNCH are excited to announce the 2021–22 student video challenge. The contest engages students to showcase CTE and project-based learning programs in high-demand career fields on Earth and in space. This year's theme is "How Can Space Solve Climate Change?" Students are asked to demonstrate how CTE pathways help us understand and provide solutions to global warming and climate change. Submit a two-minute video by **April 1**. Learn more at acteonline.org/video-challenge



Engaging policymakers on key CTE issues at NPS

Join CTE professionals from across the nation to voice your vision on key

education policy topics. Attendees will also learn about best practices for influencing federal policy, related to CTE advocacy and messaging. ACTE's National Policy Seminar 2022 happens **March 21–23** in Arlington, Virginia. Learn more at acteonline.org/nps



Deepening engagement with learners, families and communities

ACTE recently published two publications aimed at helping CTE educators better engage key stakeholder groups to foster inclusion, access, equity and diversity.

- Developed with Advance CTE, *With Learners, Not for Learners: A Toolkit for Elevating Learner Voice in CTE* provides CTE leaders with actionable resources, guidance and tools to ensure CTE learner voices are elevated and heard in order to improve CTE policies and practices.
- *Engaging Families and Communities to Support Special and Underserved Populations in CTE* describes strategies for communicating with, collaborating with, and supporting CTE learners' families and communities, particularly for learners and communities who have been historically underserved.

Learn more at acteonline.org/policy-advocacy-publications

Advocacy for CTE

ACTE's Public Policy Department has updated its advocacy resources pages to help you advocate for CTE! Becoming an advocate is one of the most important actions you can take to secure the future of CTE. ACTE has developed a wide variety of tools to assist you in your advocacy activities, keep you in-

formed and promote ongoing support for CTE. The tools provide step-by-step guidance and examples that will help you reach out to policymakers at the local, state and federal levels, as well as your community and the media. To learn more, visit the updated pages at <https://www.acteonline.org/advocacy/advocacy-resources/>

No bylaws amendments

No bylaws amendments were received or approved by the 2021 deadline. As a result, none will be considered at the Assembly of Delegates.

Applications now open for a new class of postsecondary leaders

The Postsecondary Leadership Success Program at ACTE – Sponsored by ECMC Foundation offers a yearlong professional development experience intended to develop the organizational leadership and management skills of postsecondary CTE professionals, with an emphasis on addressing the needs of underserved populations. Twenty selected fellows will build their leadership skills by working as a team with a dedicated mentor, attending workshops and completing a rigorous curriculum. They may be eligible to earn two semester hours graduate education from The Ohio State University and earn a stipend upon completion of the program. Submit applications for the fourth cohort through Jan. 21, 2022. To learn more, please visit acteonline.org/plsp-ecmcf

Developing definitions: Access

What does access mean to you? ACTE recently began a project to develop definitions for inclusion, access, equity and diversity (IAED) in the context of career and technical education. Aligning this with print issue themes in *Techniques* in 2021–22, we seek to define access in November/December. Contribute to the conversation; please visit forms.office.com/r/iR3TnQhRhD ■

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Using virtual reality to inspire the next generation of surgeons

FOR TECHNIQUES, SURGICAL SCIENCE TALKED WITH RILEY JOHNSON, PRINCIPAL OF A CAREER ACADEMY

in Fort Wayne, Indiana, about his bright idea to use virtual reality (VR) surgical simulators to inspire students toward career pathways in health science.

Riley, tell us about what you do and the Career Academy?

The academy is a career and technical education (CTE) program focused on skills training for secondary students aged 16–17, in preparation for college or work. Our program in Fort Wayne covers more than 20 careers pathways, including electrical, auto mechanical and health science programs. My role is to get students interested and to help them

identify a career path using one of our training programs.

I have also started a new program — Younger Age Exploration — that exposes younger students, 12–14 years old, to different careers they may not otherwise have access to.

How do these programs benefit students?

Young adults can find it challenging to discover what they're interested in, and how to turn an interest into a career. CTE programs help students realize what they can and what they can't do.

CTE programs also help students navigate successful pathways into fulfilling careers. We have seen students pick and choose jobs after finishing our certified nursing program. Facilities here can't hire enough!

The academy program has also helped change the narrative on CTE. The community demonstrates an increasing willingness to support students stepping into fields such as mechanics or surgical tech. It is now seen as a positive opportunity.

Clearly, CTE creates sparks of interest to inspire young adults. Is this where the idea for VR simulation came from?

I was looking to identify different opportunities across different industries. We wanted to create emotive interactive experiences that could expose students to op-

portunities and skills from high-demand, high-wage jobs.

We had already purchased virtual welders and robotic coding devices. Then, for health science, I looked at blood pressure simulators or an automated external defibrillator simulation. But I wanted something transformational! And I thought a surgical simulator could provide a really cool experience.

The LapSim simulator offers benefits for a 17-year-old in a training program as well as a 14-year-old showing interest at a school demo. We'll be able to use the simulator across a wide range of ages, and that's exciting.

And how will you use the simulator?

First, we are going to take it on the road to our traditional high schools. To spark students' curiosity in health as a career. In our school district, more than 4,000 15-year-olds will be exposed to the LapSim simulator over the next year. It will be fascinating to see their reactions.

We will also host a series of workshops, where students come to a central location and check out the simulator. Finally, we will use the LapSim in some of our CTE pathway training programs.

When you first experienced the simulator, what did you think?

I was blown away. I thought I'd be way over my head as an educator with no experience





in the health field. But within five minutes, I was able to step in and accomplish some of the tasks — after many attempts!

I knew straight away that we had made the right decision. I knew the younger students would be interested and excited. And the older students, in more structured learning environments, could make progress and gain valuable skills. That's what I was most excited about. The simulator can be used as a learning tool and a career exposure tool.

It's amazing that we can excite young adults about laparoscopic surgery and all the other types of health careers.

How will you measure the success of this initiative?

We're going to monitor it in two ways. First, getting student feedback about their experience will be vital to help decide what we do next. Then, long term, we have a Meaningful Future Plan that we'll follow to track how many of the younger students end up in one of our health programs.

We really want to make sure we're using the simulator in the most effective way. We want to measure how it influences and supports the decisions students make as they progress in their education.

I look forward to the results. What do you think you they will show?

Optimistic is the word. I think we can say the results will match what we think. It's a

cool thing to have. It's something a 15-year-old may never see otherwise. We think how immersive it is will spark a lot of interest and curiosity.

And when you start to peel back the potential impact, the financial investment offers a lot of potential! We have roughly 30,000 students from five to 18 in our school district. To help develop the future of the health sciences workforce, I could see us expanding our portfolio of simulators.

Do you think it's also a good marketing tool for your Career Academy?

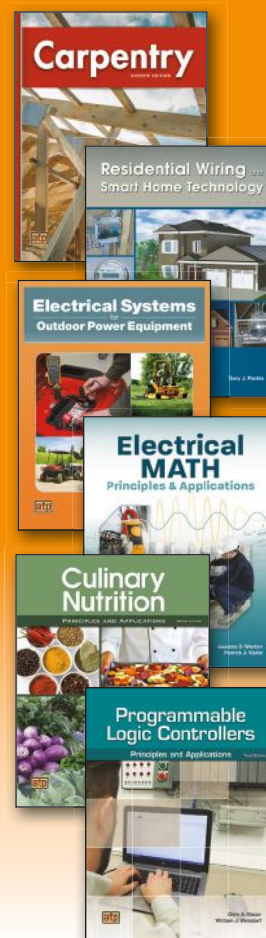
Definitely. The LapSim is in my office right now. And, since last week, the number of people who have stopped in my office — wondering what it is — has been astounding. It's not something people are used to seeing. I think the wow factor is really going to help shift some people's perspectives about what teenagers can do.

If that's the reaction we get from adults, then imagine the reaction we will get from the students. And since it is essentially a computer game, they'll pick it up a hundred times faster than most adults! ■

EXPLORE MORE

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ACTE's CareerTech VISION

Nov. 30–Dec. 3
Las Vegas, Nevada

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[acteonline.org/
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Region II Leadership
Conference 2022
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Virginia Beach, VA



Region III Leadership
Conference 2022
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Des Moines, Iowa



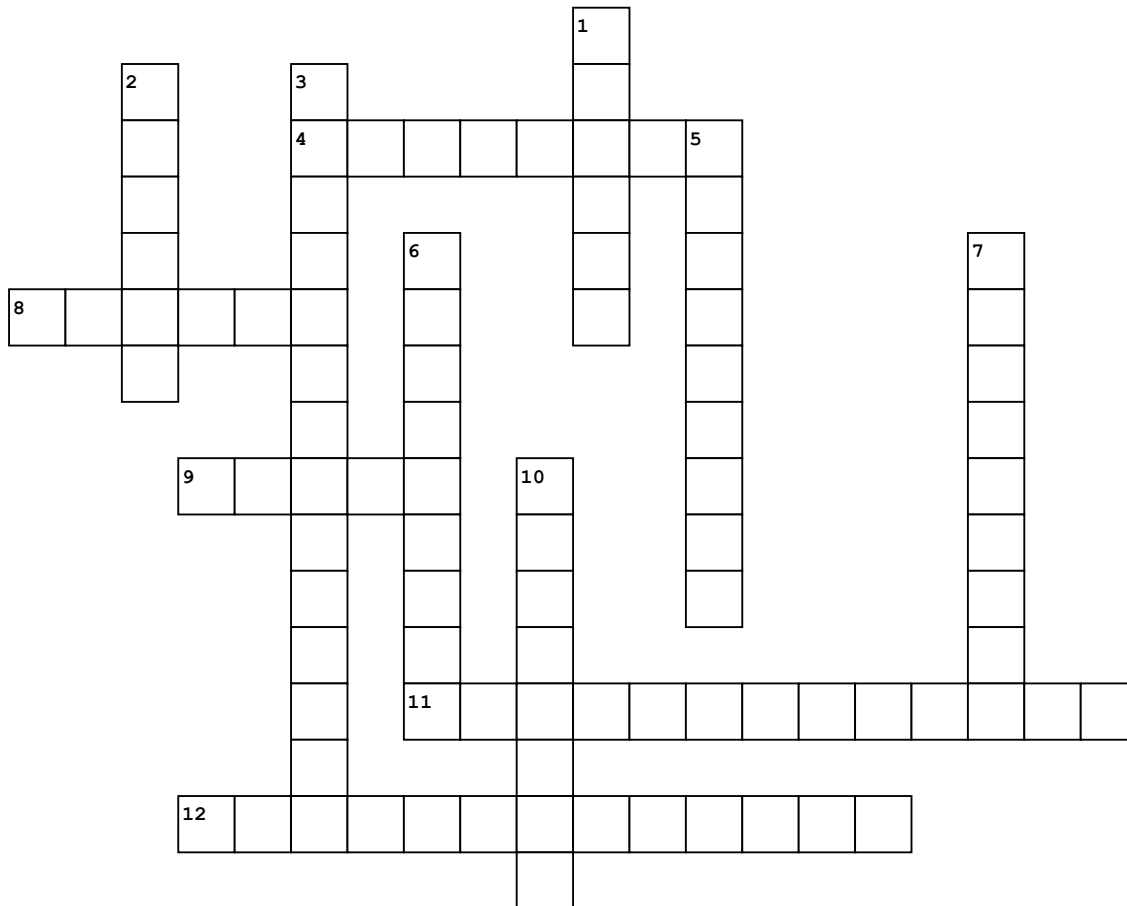
Region IV Leadership
Conference 2022
April in Texas (date & city TBD)



Region V Leadership
Conference 2022
April 6–9
Rapid City, South Dakota

Please check acteonline.org for the latest event information.

The Access Issue



Across

4. He/him/his, she/her/hers, they/them/theirs
8. Where *Techniques*' January 2022 issue will be published
9. Your vote, your [blank]. Review the board of directors election candidates on pp. 40–47 and make a plan to vote.
11. Students will propose pathways and solutions for this global crisis in short videos submitted for the CTE Month and NASA HUNCH student video challenge. (Two words)
12. Skills identified as “a set of achievements that make graduates more likely to gain employment and be successful in their chosen occupations.”

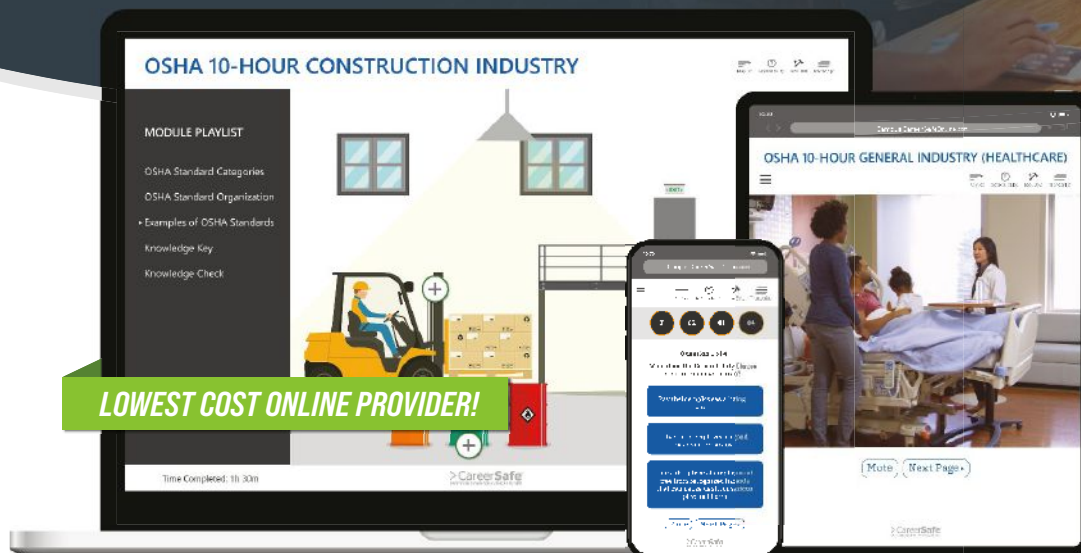
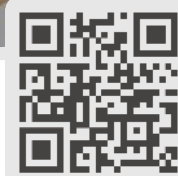
Down

1. The E in IAED; also the theme of *Techniques*' February 2022 issue
2. Search industry giant; also a partner in helping foreign-born students succeed
3. The “earn while you learn” model
5. This approach to “Workplace” learning turns CTE classrooms or labs into student-led companies.
6. What student experiences must be in order to ensure they “graduate... ready for careers in the interconnected global economy”
7. Where ACTE's National Policy Seminar 2022 will be held
10. Type of simulator newly acquired by Riley Johnson, career academy principal in Fort Wayne, Indiana

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- Discover how districts, technical centers, and community colleges are supplementing workforce development programs in person, remotely, and in hybrid learning settings
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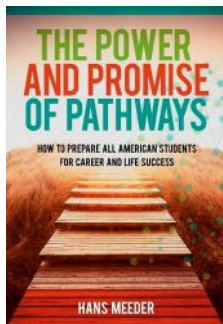
CareerTech VISION Spotlight Session: *Innovative Minority Leadership in CTE* Friday, 12/03/2021, 11:00 AM CST

Join our all-female panel of women who have spearheaded the workforce development strategy in rural, suburban, and urban districts. Hear their inspiring stories to discover best practices for recruiting minority subgroups and embracing new technology.



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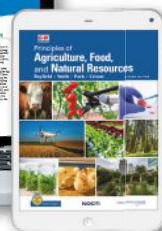
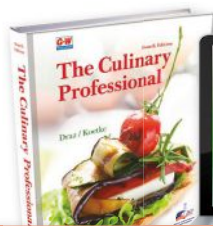
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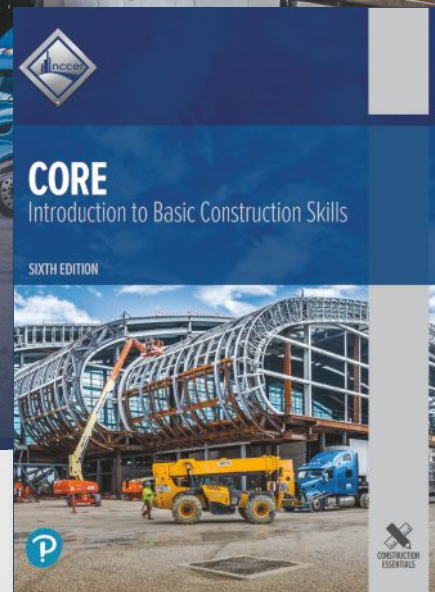
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