

Oregon ACTE Speaker Sessions

Explore New Tools and Resources for Designing Meaningful Work-Based Learning Experiences

Delivering quality Work-Based Learning matters. Our students count on us to connect them with opportunities and resources that open doors to their future careers. ODE's Work-Based Learning Specialist, Brandie Clark and Eric Juenemann, Career Connected Learning Specialist with HECC, will provide an overview of a new WBL toolkit to help you build high quality, equitable WBL experiences that engage students in relevant career development. You will leave with access to short videos, guidance, tools, and resources to support the planning, implementation, and continuous improvement of WBL. The toolkit includes an activity for planning experiences that meet the WBL criteria, steps for transforming an existing classroom opportunity into a workplace simulation, a deep dive into each type of WBL experience, as well as processes for ensuring nondiscrimination, gathering feedback, reviewing data, and more. We hope participants will join us to both share and receive examples as we all work together to ensure Oregon's students thrive in their transition from school to work or postsecondary education and training.

Brandie Clark, Eric Juenemann, ODE/HECC

Equity, Diversity, and Inclusion in Unmanned Aircraft Systems Education

We will cover how our program educates modern, cutting-edge operators and maintainers in the aviation UAS field with hands-on, applicable, and innovative methods that enhance student engagement and success through project-based learning that ensures quality aerospace education.

Solomon Singer, Lane Community College

Human-Centered Leadership (Regional Coordinator Session)

In this session participants will be introduced to some mindsets and practices of Human-Centered Leadership. Through Human-Centered Leadership leaders can better understand the needs of those in their system and build goals and action plans with those they aim to serve rather than for them.

Julie Smith, Community Design Partners

Raising the Expectation: The Connection between Pre-Employment Transition Services (a VR funded service) and CTE

Your statewide Pre-Employment Transition Services (Pre-ETS) representatives want to share how we can partner together with you for increased post school outcomes. Our goal is to create greater access to CTE programs for students with disabilities. We are a resource for CTE Coordinators and school personnel and provide training around disability, workplace accommodations and support services for students.

We want to raise the expectation for a more diverse, inclusive, and equitable future workforce.

Jodi Johnson, Desiree Berry, Toni DePeel, Donna Lowry, Sherri Townsend,
C.J. Webb, Jon Williams, Mandy Younger

CTE Signing Day: Honoring and Celebrating Graduate Commitments to Community College CTE Programs and Exciting Careers!

Want to offer an event that honors high school graduates committing to career technical programs at the community college? An event that brings together student family and friends, local employers, and community members to celebrate the graduates' decision to enhance their training and embark on an exciting, well-paying career? One that increases the visibility of and enrollment in your CTE programs? Look no further. Linn-Benton Community College (LBCC) is a National CTE Signing Day Leadership School through partnership with the National Coalition of Certification Centers (NC3). Amy Burbee (Cooperative Work

Experience) and Deron Fort (Career Connected Learning) will show you how it's done! Attendees will leave this session with an understanding of the value and positive impact of CTE Signing Day in your region, a practical roadmap to putting on the event, and how you can get involved, regardless of your role in the community.

PRESENTERS

Amy Burbee

Department Chair, Cooperative Work Experience and Credit for Prior Learning
Linn-Benton Community College

Deron Fort

Career Connected Learning Systems Navigator
Linn-Benton Community College

Partnerships for Students

Sustainable CTE Programs are driven by Industry. Partnering with industry benefits all stakeholders, especially students, to understand the needs of industry, it helps businesses build their talent pipeline, and offers authentic, real-world opportunities. However, too often students with high demand skillsets are stranded and unaware of the opportunities. This session will discuss proven best practices of partnering schools, community, and industry that provide students with a better education while meeting federal and state education mandates.

Ross Rector, NCCER

Why Teach with Humanoid Robots?

Humanoid robots are gaining popularity in retail, hospitality, and education, among other sectors. What's the appeal and what are the benefits of teaching with humanoid robots? Connect with students who have used Marty the Robot from Robotical and are creating their own humanoids using VEX Robotics. Learn how you can help students think critically to solve problems using robotics and exploring robotics as a career.

Sherie Moran, North Marion School District

The Art of Hustle: Working on Behalf of Your Students to Build a CTE Program

Descriptions: Are you getting started building a CTE/workplace learning program? Or have you thought about how to scale up your program to accommodate more students and business partners? Join this session to discuss ideas on recruiting students, building classes and finding materials to generate interest in your CTE pathways. We will provide ideas based on our experience on how to promote your programs to your students and the greater community in order to increase enrollment and engagement. You will leave with ideas to help create a sustainable CTE program that fits both your students' and school's needs.

Takeaways:

- Ideas for Recruiting and Retention of Students
- How to Implement Industry Certifications into Your Program
- Be a Lifelong Learner. "If you don't continue to grow, your program won't either."

Aaron Olsen, Ida B Wells High School, Health Sciences CTE Teacher

From the Ground Up: Panel of Student Leaders from CTE and STEM

A panel of student leaders from Chief Science Officers, Skills USA and other Student Leadership Organizations supporting CTE and STEM exploration and pathways will share with you why they are interested in various pathways, how their involvement in the various organizations and CTSO's has helped them with class engagement and excitement around careers. They will share how they became interested in the pathway, what "AWARENESS and EXPLORATION" opportunities led to their involvement. If they are involved in any "PREPARATION or TRAINING" or "WORK BASED LEARNING" opportunities, they will share these too.

What a session attendee can expect as a take a way or outcome to apply in their own setting:

Session attendees will hear from youth (talk show host with panel style) about how being a part of a student organization that builds on their own personal Career Connected Learning Journey has provided them with confidence, belonging, excitement to show up each day, and something to look forward to. In addition, they will hear what drew youth to these programs and also how being a part of these student organizations might have helped each student with their education and career pathway planning.

Karla Clark, CCL/STE(A)M Program Manager, SOESD

CTE Licensure: Removing the Mystery and Opening Opportunity

CTE teachers play a critical role in supporting students as they explore and develop their career interests while building essential skills that enhance future career and education success. Obtaining a CTE License is a two-part process that involves both the Oregon Department of Education (ODE) and the Teacher Standards and Practices Commission (TSPC). It often feels complicated! This

session will provide a basic overview of CTE Licensure and walk participants through "what comes next" once the license application has been submitted. Presenters will talk about TSPC renewal deadlines, working with your Regional/CTE Coordinator, keeping up with professional development requirements, moving from the Restricted CTE License to the Preliminary CTE License, and more.

Margaret Mahoney, ODE, Elizabeth Keller, Director of Licensure, TSPC

Mentorship within Nursing & Allied Health Programs - A Retention Model

We will present a mentorship model that we have created within the nursing program. The focus of this model is to improve engagement, retention, and attrition with Nursing & Allied Health programs. It is a model that can be easily transferred to other programs as the focus is on student tracking and success

Crystal Bowman, Oregon Coast Community College, Megan Cawley - Nursing faculty/Clinical Coordinator

System Conditions for Teams to Thrive (Regional Coordinator Session)

In this session participants will be introduced to the six conditions of systems and how they apply to teams. We'll explore how policies, practices, resource flow, relationships, power dynamics, and mindsets help or hinder the impact teams can have.

Julie Smith, Kari Nelsestuen, Community Design Partners

Creating a Student Team/Mentor Model Project for Work Readiness Skills

The Youth Transition Program, VR and Amazon/local business collaborated for a two-day student summit for high school students with disabilities in Eastern Oregon to develop an end product with student teams and mentors. The team roles and project goals fostered learning around work readiness skills. This session will share the project, outcomes, and the curriculum/materials to do your own version in your school.

Lon Thornburg, InterMountain ESD

Open Educational Resources: Important Tools for Diversity, Equity, and Inclusion in Career Technical Education

Perkins V legislature included a focus on providing opportunities for special populations including economically disadvantaged students, students with disabilities, and students coping with houselessness. Open Educational Resources, provided free of charge to students, begins to address the equity gap in serving these students, but doesn't address the lack of diversity and inclusion in many traditional commercial texts.

This presentation will discuss the development of free open electronic resources that focus on diversity, equity, and inclusion for Human Services programs in the State of Oregon. This grant-funded project was led by Open Oregon and included authors from many of the colleges and universities in Oregon. The goal of the project is to provide open materials, including texts and curriculum, to human services instructors around the world.

The presenter will focus on her role in the writing and piloting of a text for a human services internship course, as well as piloting and curriculum development for an introductory text.

The presentation will include strategies used to ensure a DEI focus in the project, as well as lessons learned in creating Open Education Resources for CTE programs.

Yvonne Smith, Clackamas Community College

iCEV, your one stop shop for your CTE Programs

Scan through *iCEV's* Comprehensive Online Resource for CTE Educators and Students. We will go through the basics, the subject matter Libraries, a standard-aligned interactive lesson/course, and the built-in teacher management system. In addition, we will look at the Industry Certification testing available on our platform and the ease of integrating iCEV with your school's LMS. Everyone will leave with free trial access goods through August 15, 2023. Please use this link to learn about the CTE content areas we provide, www.icevonline.com/curriculum.

Steve DeRose, ICEV, CTE Curriculum Consultant

PACE: A Trades Mentorship Program model

The Plumbing, Air, Carpentry, and Electric (PACE) mentorship program is a career exploration model that works.

The PACE Mentor Program introduces Portland Public School students to the Plumbing, Heating Ventilation, Air Conditioning, Carpentry, and Electrical trades through eight after-school sessions with trades professionals and apprentices. Teams of students work with these industry mentors to frame a wall, install a heating duct, electrical switch, and plumbing fixture before hanging their perfectly cut drywall to fit precisely over the fixtures. Students visit active construction sites on the last day to see tradespeople at work.

The PACE program is a collaboration between Portland Public Schools, the

Associated General Contractors of Oregon, four Union apprenticeship training centers (the Sheet Metal Institute, NECA-IBEW Electrical Training Center, UA 290 Plumbers, and the Pacific NW Carpenters Institute), and an industry champion: P&C Construction.

The industry partners involved with the program supply PPE, tool belts, hammers, and other tools which program completers will receive once they graduate from the mentorship program.

We will share our 8-week model and recruitment, application, and selection process to inspire you to collaborate and create a similar partnership model that will work for your school.

Raquel Laiz, Lisa Klingsporn, Portland Public Schools

Student success tools you can build in 5 minutes

Graphic organizers, checklists, lesson plans, objectives are all things teachers hear to support students, but how do busy teachers quickly implement these strategies without feeling overwhelmed? Using a free resource that is web based we will explore some simple ways to develop these tools that will support all students in your classroom, especially our SPED, ELL and socio-economically diverse students. Bring a lesson plan, lesson idea or a standard/objective and we will work on creating a few tools that you can take with you and implement immediately.

Bekki Tucker, Caldera High School- Bend La Pine Schools

Don't Trip Up the Stairs

In this session, participants will hear more about Oregon's 2+1 initiative for high school mathematics. The Southern Oregon STEAM Hub is working with educators across the state to develop industry aligned algebra and geometry applications. The implementation of the 2+1 will require that CTE and math educators collaborate on providing meaningful learning opportunities for all students. In this session, participants will begin to address barriers and develop an intentional plan for the transition to the 2+1 model. We know our students are struggling in math classes (they're tripping up the stairs). We know that when students learn math through application, they "get it." Let's work together to create access for each student to engage in meaningful math learning and to help them build their own stairway to success.

Heather Armstrong, Southern OR ESD

Meet the Career Connected Learning System Navigators

Join a panel discussion and Q & A to meet the newly formed team of CCL System Navigators and learn more about the goals of the CCL System to support Oregon's students as they transition from school to career.

Beth Molenkamp, Eric Juenemann & Susan Samek, Oregon Department of Education

Pre-Apprenticeship That Works

This panel will include a cross section of regional pre-apprenticeship programs that are successfully working with companies and industry partners to bring career awareness and options to those seeking to enter construction, manufacturing, nursing, and other skilled careers.

Myra "Frosti" Adams, Chemeketa Community College

Breaking down barriers between CTE and Core classes: YouScience and intentionally teaching professionalism in Junior English class.

Advance your students toward high wage, high demand jobs through an integrated unit combining CTE and junior level English. Learn how to integrate classes so students get exposure to all aspects of professionalism using the YouScience Aptitude Test & Career Discovery Platform and various professional writing tools and projects all packaged to take back to your programs and schools. The goal is a personal education plan for every student with connections to post-secondary apprenticeship, medical science earn-to-learn programs, and colleges jointly accomplished through CTE and general ed.

Adam Randall, CTE Coordinator, Shannon Carlson, English Language Arts Teacher
Henley High School, Klamath Falls

Program models and how to collaborate with other CTE programs to prepare for a career in the field.

In this session we will show program models and how to prepare students for a career in the trades. We will show how joint collaboration between CTE programs and intergraded models across programs can support students as well as students supporting students.

Ricky Valdez, Joseph Billington, Salem Keizer School District

A Pathway for Increasing Access to Health Career Education in Rural & Frontier Schools in Eastern Oregon

Purpose of Presentation:

To share how a long-standing partnership between Eastern Oregon University (EOU) and Northeast Oregon Area Health Education Center (NEOAHEC) has expanded access to health career education through a dual credit course and associated career exploration pathway.

Learning Objectives:

- Introduce and overview the critical need to provide students health career information and the education pathways required to enter professional health career areas.
- Understand the multi-phase health career education program that we provide students through the partnership between NEOAHEC and EOU
- Present evidence supporting the integration of our dual credit health career exploration course to increase access to health career education for a diverse array of students.

Description:

Growing and diversifying Oregon's healthcare workforce and retaining healthcare providers in rural areas is important and requires long-term, sustainable programming and planning. Additionally, it is well known that students from rural, underserved, and disadvantaged backgrounds are more likely to stay in or return to their home community following health professions education and training. However, the majority of students in Oregon have not had access to high-quality, meaningful, and consistent health career education programs. Our program aims to address this concern by introducing students to health careers in a high impact manner. Our process of developing grassroots health care professionals starts with early exposure to health career possibilities, understanding regional health care needs, and advising students on the training and pathways required to achieve their health career goals. The process requires connecting with and supporting students as they progress along their pathway. A cornerstone of our health professions development program is our dual credit course offering titled

HHP131 Professional Careers and Foundations in Health and Human Performance. This course has grown from a decade old dual credit course formally called Future Health Professionals of Oregon. This two-credit university course is a critical component of an intentionally designed pathway as it links students to careers, teachers to resources, and communities to future health care providers. Prior to the COVID-19 Pandemic, the course enrolled 250 students per academic year in 18 schools throughout the Eastern Oregon region. While participation declined during the pandemic, we took the opportunity to re-develop the course, recruit new teachers, and solidify this dual credit offering. Our revamped HHP-131 offering has been expanded and redesigned and now better meets EOU program and general education criteria. This gives the class significant and meaningful dual-credit programming at the University. Overall, HHP131 is a powerful example of how organizations can collaborate to offer students high impact, necessary, and meaningful health careers education that addresses community needs, particularly underserved and rural communities.

Kyle Pfaffenbach, Ph.D., Associate Professor, Department Chair
Health & Human Performance Dept., Eastern Oregon University

Grouptrail: Simplify and make it easy to record and automatically report on ODE WBL participation right now and learn about CCL trends for next year and how to capture them in Grouptrail.

With the ODE funded rollout of Grouptrail's WBL tracking software across most of Oregon, this interactive session will cover ODE WBL definitions and reporting requirements, share examples of how districts are implementing Grouptrail, and provide Oregon-specific Grouptrail training resources for school staff. You'll come away from this session ready to implement new time-saving ways to record and report on WBL participation and learn about CCL trends and how to capture them in Grouptrail as you plan for next year.

Justin Yuen, Grouptrail, Brandie Clark, Oregon Department of Education

PPS-Goodwill Industries of the Columbia Willamette: Strong School–Community Partnerships are Part of the Fabric of the School System

School–industry and community organizations partnerships play an essential role in successful schools, often providing support and resources to meet staff, family, and student needs beyond what is typically available through the school.

Starting from the partnering principle that the focus is always on student success, Portland Public Schools in collaboration with Goodwill Industries of the Columbia Willamette has developed and implemented a curriculum to help students to meet their graduation requirements as part of their Educational Plan. Goodwill’s Employee and Community Education Program has provided the foundations for our resume building curriculum that is now widely used by our high school educators when teaching resume building classes and workshops.

We will share the principles of our partnership as well as resources to inspire other school districts to collaborate and create a similar partnership model that will work for their schools

Raquel Laiz, Faith Avery, Portland Public Schools

Job Corps Information Session

Learn how Job Corps' helps young people ages 16 through 24 to improve the quality of their lives through vocational and academic training aimed at gainful employment and career pathways.

Fred Keene, Glenn Williams, Job Corps

Baby Shark Tank

Baby Shark Tank is a "Shark Tank" simulation that I run in my class where students build a business using additive manufacturing. Students are asked to 3D print an item they could sell and then make a shark tank presentation to local business leaders that I invite to my class.

Doug Hanson, Medford School District - South Medford High School

Industry Recognized Credentials and your CTE Program of Study

Industry Recognized Credentials (IRCs) provide evidence of learner achievement and can be a power signal of readiness to transition to career and postsecondary education and training. But which credential, and why? Join us for this presentation and panel discussion to explore all aspects of the IRC process, including historical information and data, selection, industry validation, and use within your CTE program. Leave with tools you can use and an effective way to build the future for your CTE learners.

Dan Findley, Carly Sichley, Liz Rain, ODE

NDT (NonDestructive Testing) - a High Wage, High Demand Career Path

Learn about the exciting NonDestructive Testing Program at Linn Benton Community College and the very high demand jobs available for graduates.

Jason S. Ballard, LBCC

Next level career exploration and forecasting: YouScience at Henley high School and Henley Middle School

Henley High School and Henley Middle School are state leaders using YouScience Aptitude Tests and Career Discovery software. Join us to see how Henley's career exploration and professionalism plan is implemented in grades 8-12, ensuring that our graduates are employable and ready to take the next step towards high wage, high demand jobs. Our goal is to provide a step-by-step framework that you can take back and adapt to meet the needs of your school.

Adam Randall, CTE Coordinator, Henley High School, Klamath Falls

Jerica McMahon, Customer Success Manager, YouScience

Kristine Creed, Principal, Henley Middle School

Radically Rehumanizing Healthcare Education

How do we recruit and retain future healthcare professionals who reflect the diversity of the populations they serve?

How do we acknowledge inequities within our discipline and decenter Whiteness in health services courses? How do we communicate antiracist principles in our course policies and learning goals? How do we teach with humility acknowledging our biases and challenging students to encounter their own? How do we elevate student voice and provide multiple means of engagement and expression of learning and equity advocacy? How do we create assessments that enable students to demonstrate multiple ways of knowing?

Takeaways: Easy to embed Culturally Responsive Teaching and Universal Design for Learning instructional strategies. A wealth of resources on strategy implementation. Time to practice and plan where these can be implemented. Establishment of a professional cohort with whom to share resources and ideas. Primary resources and sample lessons with focus on representation and student voice. Powerful personal narratives from the student and patient perspective.

Time to collaborate to process and plan how and where these resources and experiences might fit within your context.

Keri Pilgrim, Eugene 4j, Dr. Leah Dunbar Language Arts/Social Studies/Lane Regional Promise Specialist, Lane Education Service District

Developing a High-Quality Program of Study

This session is designed for new CTE teachers, CTE teachers interested in improving program quality, CTE teachers undergoing Program of Study Renewal, and administrators supporting CTE programs. We will provide an overview of the definition of a Program of Study and High Quality Program of Study Rubric, time for discussion and self-reflection with colleagues, and an opportunity to develop strategies and explore resources for improving program quality over time.

Megan Helzerman, Clackamas Community College, Kealani Balfour - Regional Coordinator, Mt Hood Region

Land Surveying as a Career

Presentation and panel discussion about the land surveying profession and the various career paths that the panelist have taken.

Mike Berry, Russell Dodge, Scott Freshwaters, Professional Land Surveyors of Oregon

Bridging the College and Career Readiness Gap through Blended Learning

Are your students equipped with the critical life skills they need to thrive beyond the classroom? From financial literacy to digital citizenship, and business planning, EVERFI courses help tackle the career and college preparedness issues

facing students today. Participants will learn how to integrate EVERFI's no cost, online courses to work in their classrooms to enhance current curriculum and student engagement.

Jesse Poquette, EVERFI

Preparing Today's Students for Tomorrow's Clean Energy Future

This session will offer an introduction into how to prepare high school, postsecondary, and adult learners for careers in energy through the current national Career Clusters® Framework. Kristie Kelley, a former educator and the current Director of Workforce Development for the Center for Energy Workforce Development, a non-profit organization committed to a skilled, diverse energy workforce, will also provide information on Energy Industry Fundamentals, a complete energy curriculum that is being revised for availability in time for the 2023-2024 school year. This student-centric program encourages participants to earn stackable credentials focused on America's Clean Energy future while learning about the business, technical, skilled trade and engineering opportunities in energy.

More than seven million people work in energy careers in the United States. These men and women are highly trained, highly skilled, and in high demand. Because of the knowledge and skills that are required, energy employees are well compensated, often earning above national averages. Energy professionals are proudly leading the country's attainment of climate change goals while maintaining energy reliability, resiliency, safety, and affordability. The industry expects to fill hundreds of thousands of positions in the next few years.

Kristie Kelley, Center for Energy Workforce Development, Dan Findley, ODE

10 Things to Know as a New CTE Teacher

In this session, the Oregon ACTE President and Vice President will walk through some key things to know for new CTE teachers, including funding sources, instructional strategies, partnerships and more. All attendees will leave with a copy of the book "10 things to know in your first year" that is written specifically for CTE teachers.

Alan Kirby, North Santiam Principal, CTE Coordinator, Ed Pathway Teacher, Caitlin Russell, Dual Credit and Regional CTE Coordinator, InterMountain ESD

Building the Future...Together.

The Oregon Department of Education and Oregon Higher Education Coordinating Commission have collaborated to develop a Statewide Program of Study Framework to bring greater consistency to CTE programming statewide, provide stronger support for CTE educators, increase business and industry engagement, and promote equitable student access to high-quality coursework. Join us to hear how you can use the Framework as part of your program approval process to promote CTE as both a program for students seeking to focus their studies in a discrete pathway and strategy to expand student understanding of employability skills and engagement in career development programming. This interactive session will underscore the importance of CTE educators in helping to shape Framework development and message the contribution that CTE can make in preparing all youth to make more informed college and career decisions.

Steve Klein

Education Northwest

Dan Findley

Oregon Dept. of Education

Margaret Mahoney

Oregon Dept. of Education

Embracing Future Technology in the Health Care Classroom

Healthcare Education and Therapeutics are embracing Robotics, Augmented Reality, Virtual Reality, Artificial Intelligence, and future Web 3 spaces. Overview of what you need to know and practical examples for incorporation in Middle School, High School, and Post-Secondary Programs to help you visualize how you can embrace these technologies to assist in preparing students of today to adapt to tomorrow's workforce needs.

Sandi Kellogg, Dean of Health Sciences, Chemeketa Community College
Kelsie Powell, RN

Challenge Students with Design Thinking

At Catalyst High School, students routinely run through Design Challenges that promote Design Thinking. These challenges support student engagement and learning while connecting them to a greater understanding of what careers are available to them in the future. Teachers and Administrators can learn how one alternative high school embeds this type of learning into the school year.

Connie Rice, Newberg Public Schools

Creative Work-Based Learning Opportunities

Partnering with various industries in an unconventional manner has allowed us to create unique and student-directed work-based learning opportunities. We have tools and resources to share that could help a school or region engage with their community differently. The strong relationship between our STEM hub and CTE programs in our region has been pivotal in building these opportunities. Join us to learn more about Tech Zoomers, Innovation CoLab and Spark Oregon.

Tracy Willson-Scott, Brook Rich, Lisa Meredith, High Desert ESD

Aligning Accelerated Adult Credential Attainment Strategies for Student Success

Noncredit and Credit Pathways, Competency Based Education, and Credit for Prior Learning are unique postsecondary credential and degree attainment strategies that can provide adults with the opportunity to accelerate their progress toward their educational goals. Leveraged and aligned together, these strategies can support student success by reducing education costs and time to credential and degree attainment. The advantages to alignment include opportunities to close gaps in achievement, attainment, opportunity, and skills. This presentation will show how high-level policy alignment and recommendations for program alignment can translate into the real world. The innovation being implemented at Rogue Community College will be shared to illustrate how colleges can engage students in co-creating their learning experience and achieve their goals. The session will conclude with national resources and best practices to support students using these strategies.

Shalee Hodgson, Kim Freeze, Oregon Higher Ed Coordinating Commission

Let's build a Makerspace

Thinking about implementing a Makerspace? Have a Makerspace and want to expand it? In this session we will discuss different aspects of a Makerspace, equipment, curriculum, certifications, and training.

Andrew Hill, Luke Cain, NW Tech Products

Guide Passion to Purpose

CTE is not an event, but a process that should be continuous throughout a student's career in Middle School and High School. Please join High Desert ESD and eDynamic Learning this year as we discuss the grant opportunities and programs available for Oregon schools who are interested in supporting Middle School students find their passion.

David (Buzz) Reasoner, Lisa Merideth, eDynamic Learning.

Career and Technical Student Organization (CTSO) Chapter Success Development Model

Equip yourself with the resources and support needed to teach and integrate a Career and Technical Student Organization into your classroom and/or school campus. Whether you are a brand new CTSO advisor wondering where to start, an administrator looking to grow engagement with the CTSOs on your campus, or an experienced advisor with years of CTSO experience, we invite you to join us for this session. The Chapter Success Development Model is an approach designed for CTSOs and developed by a team of educators, former CTSO members, and industry professionals who have spent years developing the minds, leadership, and skills of our CTE students. Take our Chapter Success Development Model assessment to learn more about the strengths and opportunities for your CTSOs, and learn more about resources, tools, and approaches you can use with your CTSO!

Trent Misak, Executive Director, Oregon CTE Student Leadership Foundation

Welcome to Fun in Accounting!

This session for classroom educators will provide resources and activities to engage your accounting, entrepreneurship, or personal finance classes. Lesson plans on how to use "Shark Tank" and "The Profit" to engage students and help them understand the finances of a business including balance sheet, profit/loss statement and other financials will be shared. Resources from the professional organization, AICPA will also be provided for educators to take back and use in their classroom.

Brent Leong, Oregon City High School, Joey Running, Greater Albany Public Schools/West Albany High School

Building a Strong Workforce WESD

Cherie Clark, from Willamette ESD will be providing an overview of the Oregon Employability Skills, *Work Readiness Curriculum*, a free and open resource, developed in partnership with Oregon industry partners. Cherie will lay out the OES and WBL Strategy designed to move students from knowledge to successful demonstration in the workplace.

Following this brief overview, an educator panel will talk about how they infuse and teach Oregon Employability Skills in the classroom.

When you leave you will have access to:

- Curriculum
- SEL and CTE Crosswalk
- What's coming: Website, Middle School Curriculum

Cherie Clark, Willamette Education Services District

The Opportunities of the John Deere Tech Program

An overview of the John Deere Tech Program, to include opportunities offered by the participating employers Pape Machinery and Coastline Equipment.

Barry Payton, Linn-Benton Community College

Get Up and Move with Personal Finance and Economics

As educators, we love when our students are engaged and excited about our classes. What if we could improve performance and behavior as we deliver key concepts all while moving and having fun? Movement while learning has many benefits for you and your students. It ignites the brain, relieves stress, and improves cognitive function while personal finance and economics concepts are being discovered and processed. Join me for some hands-on learning and moving with my favorite PF and Econ resources that encourage students to increase their understanding of these important topics.

Joey Running, Greater Albany Public Schools/West Albany High School

Career Navigation 101

What opportunities do your students have to explore careers? Join us to see the tools that we use to support our students in exploring, preparing and training for various careers across our region. We will have school and district personnel on hand to share in their experiences, as well.

Brook Rich, Regional Director of CTE and STEM, Lisa Meredith, Kim Bezdek, Tracy Willson-Scott, Kathy Alexander, High Desert ESD

Teaching Heavy Equipment Operation with PC Based Simulators

Learn about PC Based Heavy Equipment Simulators and how they are making a difference in Middle Schools, High Schools and Colleges in the NW.

Tom Diehl, Klein Educational Systems

Using AR/VR to Engage Students in CTE Content and Career Pathways / Exploration

Description: Students today, especially Gen Z and Millennials, consume content in a multitude of ways and primarily digitally. Are we reaching those students in innovative ways to help them learn about certain careers and help them find their potential and perhaps a passion? Come learn how districts across the country are using augmented and virtual reality (AR/VR) in their CTE programs to explore pathways and explore potential careers for students. From disassembling a car in a virtual auto shop to operating on human hearts in the medical field, Elementary, Middle and High School students are exploring career pathways and preparing for industry credentials in Health Science, Advanced Manufacturing, Agri-Science, and Transportation pathways through immersive learning.

Objective: Making sense of the AR/VR space and how it can develop students' knowledge of careers.

Dee Dixon, zSpace

Tour the new Career Connected Learning Resource Hub

Career Connected Learning includes all experiences that connect Oregon youth to their futures. Funded by the Oregon Department of Education, the CCL Resource Hub is a web-based platform that will enable students, families, educators, business, and industry partners to access tools and resources that support

engagement and participation in CCL.

The Hub will provide free, equitable access and serve as a connecting point to CCL. The Hub will enable its stakeholders to establish a cohesive and branded online presence, communicate with one another, and engage with community partners.

Come learn about the design and development of your new CCL Resource Hub. We need your help to produce a robust and equitable CCL Resource Hub for all Oregonians. We seek stakeholder feedback to ensure a diversity of voices in our foundational planning. Come review our prototype and share your stories!

Heidi Lee, Karla Clark, Southern Oregon ESD

Oregon Apprenticeship 101 with Apprenticeship and Training Division

The Bureau of Labor & Industries, Apprenticeship and Training Division (BOLI-ATD) would like to invite you to join us for an informational session on apprenticeship opportunities in Oregon. We will discuss apprenticeship, youth apprenticeship, and pre-apprenticeship programs. Illuminating the benefits of registered apprenticeship as a career pathway, how to start a registered program in your school or ESD, and best practices for fostering relationships with your local registered programs.

This presentation will be hosted by ATD Director Lisa Ransom, Bilingual Operations Manager Irene Aviles, and Apprenticeship Innovation Specialist Kimberly Farris.

Robust and Relevant Internships through Strong K-12 & Industry Partnerships

Learn how HSD has partnered with industry to develop a robust industry-centered internship program, allowing students the opportunity to connect their industry-standard classroom learning in the workplace. HSD has leveraged industry partner relationships to create year-round opportunities for students in all CLA areas. They look forward to sharing "hot tips and tricks" for making your internship program a success, whether you are just starting or are looking to refine and take programming to the next level.

Melissa Pendergrass, Coordinator of Career and College Pathways, Sheila Vega, Internship Specialist, Hillsboro School District

Emerging Work Based Learning Strategies:

This panel, hosted by WESD, will provide you with insights into breaking barriers around work-based learning. Many of our association partners are ready and eager to help build the future workforce across the state. Hear about our innovative approach to work-based learning and meet the partners that are helping us make it happen. You will hear specifically about the Industry Connected Classroom Projects and summer work-based learning opportunities for 16- and 17-year-old students to demonstrate employability skills in the workplace.

Emerging Work-Based Learning Strategies:

You leave the session with new friends and partners along with some innovative ideas to help you make advancements in work-based learning.

Hosts: Amy Caulder and Johnie Ferro, Willamette ESD

Open labs in CTE: A lot you may want to know but were afraid to ask.

Presentation to share our 13-year experience operating a Community College Welding program in a blended standard setting/ open lab format and its effect on FTE, industry partnership, high school participation and job placement. During a time of declining enrollment numbers in RCC's Welding program have grown dramatically.

Todd Giesbrecht, Department Chair for Welding, Anthony Knight, Rogue Community College

YouScience: Discovering how interests + aptitudes = Career Pathway Confidence

Are your students confident in their career path? Do they sample classes looking for a pathway or are they digging in and becoming concentrators and completers? Using fun, engaging 'brain games' YouScience captures real measures of aptitudes (natural abilities most important to career choice) and translates those talents into real world, high-demand careers. We'll share how our school(s) are harvesting this data to connect students to career pathways and are transforming recruitment strategies into programs of study. We are still learning, but we are excited to share the resources that we have created along the way.

Kirsten Barnes, Silverton High School, Jerica McMahan, YouScience

Empowering Students with Principles, Markets, and Mindset

Empowered classrooms are truly unique, creating an engaging and energetic classroom environment. Join us to learn about the "Do first, talk later" approach of Empowered activities. This free curriculum offers hands-on activities, foundational principles, and incentives to help students find and develop their unique talents and then use those gifts to create value in society.

Kim Bezdek, High Desert ESD/Empowered, Joey Running, Albany HS Business Teacher

Find Your Grind: The Learning Journey for Future Readiness

Find Your Grind helps students figure out who they are and where they want to go by flipping the script on traditional career planning and focusing on a lifestyle-first approach.

Tyler Harrington, Find Your Grind

Perkins Funding, Work Based Learning, Simulations, and Student Success!

Join for an interactive workshop-style session to hear from each other as well as learn about course resources that can be funded by Perkins grants. Simulated hands-on and real-life experiences and/or work-based learning support can enrich your students' pathway journeys and can be funded through Perkins V.

Nicole Robinson, National Geographic Learning | Cengage

Using Oregon Connections to Help Students Find Their “Why”

Join Penny Jahraus and Amy Lukens in an exploration of Oregon Connections: a convenient virtual tool for providing career awareness and exploration for students from elementary school to high school. Oregon Connections addresses the perception gap between what students are asked to learn, and WHY it's relevant. WHY it's important.

Oregon Connections is an equitable tool for K-12 students, providing career connected learning to all, regardless of demographics or location. The platform provides access to professionals who may reflect their race or culture.

Remote/rural students can be exposed to the breadth of careers available: careers they may not see in their community.

Oregon Connections provides scope and versatility in the classroom across the arc of a student's educational path. Educators can curate CCL experiences, from broad introductions to focused investigations, job shadows, project mentoring, or internships. This can stimulate student interest and increase enrollment in CTE programs.

Oregon Connections offers unlimited opportunities to join live, virtual chats with professionals in CTE-specific sessions, or topics like Women in STEM careers, Employability skills, Healthcare pathways, Financial Literacy, Virtual tours of workspaces etc. Recordings of these live sessions are available if the day and time offered don't accommodate your schedule. Other uses for Oregon Connections? Find guest speakers for CTE/STEM career days, form industry panels for CTE capstone project presentations, or get industry support for AVID, DECA, GT and other CTSO's.

Bring a laptop to this session to get started using Oregon Connections. You should be able to leave this session having already submitted a request for an upcoming live, virtual session. We will also explore the 17,000+ Video Library of all previous live sessions.

Oregon Connections is currently a pre-paid resource for ALL educators in six STEM Hub regions across Oregon: Frontier/Malheur County, Greater Oregon/Eastern OR, Oregon Coast, South Metro-Salem, Southern Oregon, Umpqua Valley/Douglas County.

Amy Lukens, Southern Oregon/SOESD, Penny Jahraus, Director of Career-Connected Learning Strategies, South Metro-Salem STEM

Emergency Medical Responders in High School

Learn how your school could create a partnership with local fire agencies and certify students as Emergency Medical Responders. In Oregon students can be certified at age 16 as an EMR.

Leah Rainey, Lebanon School, Casey Topp, Russell Duerr, McKenzie Crenshaw, Lebanon Fire District, Lebanon, Oregon.

Launching Hillsboro's Registered Advanced Manufacturing Youth Apprenticeship

The Hillsboro team from HSD, City of Hillsboro, and key Advanced Manufacturing industry partners look forward to sharing an update on the BOLI-registered Hillsboro Advanced Manufacturing Youth Apprenticeship that launched in the fall of 2022. The team will share the steps taken to launch the youth apprenticeship from the first planning meetings to the present day, tips for success, barriers being addressed, and the next steps for expanding and strengthening the program. HSD hopes that sharing progress made and lessons learned along the way will lighten the load on other districts interested in taking a step toward launching a registered youth apprenticeship, therefore opening doors for more students in Oregon to have this invaluable opportunity.

Melissa Pendergrass, Hillsboro High School, Claudia Rizo Mendoza - Youth Apprenticeship Project Management, Kristi Wilson - City of Hillsboro Workforce Development

