ACTE Postsecondary Concurrent Session Presentations and Roundtable Presentations

Concurrent Session I: (Thursday September 21: 10:15-11:15)

Racial and Ethnic Equity Gaps in Postsecondary Career and Technical Education: Considerations for Online Learning

This presentation will share research and data insights from the CTE CoLab project, which supported community and technical colleges in identifying racial equity gaps and supporting the success of students of color—especially Black, Latinx, and American Indian students—in credit-bearing, online CTE programs. We will provide insights from student data and explain how others can use institutional data to identify opportunity gaps; share perspectives from instructors; and describe strategies deployed by CTE CoLab colleges to leverage data to support racial equity goals in their programs.

Dr. Theresa Anderson
Principal Research Associate
Urban Institute

Collecting and disaggregating data for special populations Performance Indicator CLNA

This presentation will focus on how we collected and disaggregated data for each NC Community College by the three postsecondary performance indicators by special populations. The 2022 USDOE audit allowed for changes in the NCCC procedures to ensure gaps can be identified for all CTE students and the special populations for each of the performance indicators. Bar charts and system data dashboards will be shared, as well as the college's activities undertaken to review and address gaps.

Patti Coultas
CTE Coordinator
NC Community College System
Bob Witchger
Postsecondary CTE Director
NC Community College System

Using Data Analysis Tools to Support Oregon's Postsecondary CTE Leaders: Closing Equity and Opportunity Gaps

Oregon provides several data reports to Postsecondary CTE Leaders to inform programmatic decisions. These reports and tools have evolved with feedback from CTE Leaders and through state team participation in Advance CTE's Postsecondary CTE Data Quality Initiative and

Opportunity Gap Analysis Workshop. In this presentation we will share the current tools and our efforts to engage CTE Leaders in using these tools to make programmatic decisions that will help close equity and opportunity gaps.
Kelly Zinck
Education Team Research Analyst
Oregon Higher Education Coordinating Commission

A National approach for supporting Data Center Operations (DCO) an Emerging Engineering Technology Discipline
This presentation will provide postsecondary educators with a baseline understanding of the data center industry with an opportunity to discuss data center educational needs with Industry representatives and postsecondary professionals. Data centers are large, centralized clusters of computing hardware. As computing continues to move to the cloud, the data center industry is slated to grow significantly over the next decade. This presentation will introduce data center operations as an emerging discipline focusing on the growth patterns of the data center industry including primary, secondary, and emerging markets in the US; the skills required for technicians; and postsecondary curriculum.
Josh Labrie
Director of NOVA SYSTEMIC
Northern Virginia Community College
TJ Ciccone
Vice President, Critical Operations, STACK Americas
Adjunct Faculty, Data Center Operations

Roundtable Presentations (13) Thursday September 21st (3:25-4:40)

Building Non-Credit Remote Programs for the Adult Learner
This session will be focused on the successes, challenges, and new opportunities the Rapid IT Training and Employment Initiative grant has opened to the Denver metro area. Our grant serves underemployed and unemployed individuals looking to launch a career in IT. We have developed a fully remote program with a success coach for our learners and other unique opportunities. We plan to present this to our audience as well as send them home with takeaways and how to launch this in their own communities to build remote non-credit pipelines.
Torrie Costantino
IT Pathway Program Manager
Colorado Community College System

Using Student Organizations to Promote Academic Achievement in CTE Programs and Bridge the Workforce Gap
Career technical student organizations (CTSO) can have a huge impact on the lives of students enrolled in postsecondary CTE programs. This session will highlight advantages of involvement in CTSOs and the impact it can have on the lives of students and educational institutions. It will further provide an understanding of the alignment of CTSOs to the 16

Career Clusters and provide an understanding of CTSOs impact on the labor market and workforce.
Dr. Kimberly Jones
Director of Postsecondary Student Organizations
Mississippi Community College Board

Using Publicly Available Data to Focus our Impact on our Most Important Audiences
This presentation demonstrates how to use readily available and free GIS tools and emerging AI technologies to identify priority audiences, partner school divisions and schools, and even individual administrators and teachers for your special programs. Identify correlations and reduce the effects of confounding variables in establishing metrics and indicators, data analysis, and in program evaluation.
Jim Egenrieder
Research Faculty and Director, Technical Education and Workforce Development Labs
Virginia Tech Center for Enhancement of Engineering Diversity

Pathway to Workforce Readiness
This presentation will show how colleges can reimagine employer and public partner engagement to implement strategies that effectively prepare students to enter today's fast-evolving workforce. Miami Dade College's (MDC's) proposal will provide quantifiable data on new workforce partnerships established, student placement outcomes, and key metrics around return on investment. In addition, MDC will offer examples of work-based models including apprenticeships used to address employer's need to obtain skilled talent and increase retention.
Dr. Alexia Rolle
Dean, Career & Technical Education
Miami Dade College

Performance-Based Education: Foundations
Performance Based Education (PBE) allows faculty additional time to work with a variety of students, including those in special populations. With a self-guided approach, faculty can continuously assess student performance and understanding. They are also afforded more time to provide individual and/or group assistance as determined by the student(s). In this session, attendees will gain an understanding of the benefits and implementation of performance-based education (PBE), including how to get started, deployment, lab scheduling, and integration of emerging technologies.
Renee Blackshear
Professor
Texas State Technical College

How Best Practices in Employer Relationships Support Student Success in Ohio's Technical Centers
Ohio's Career and Technical Centers (OTCs) provide credentialing programs for accelerated workforce entry. Strong, long-standing partnerships with local employers are key to OTCs' ability to meet local workforce demands. In this presentation, we will draw on interviews conducted as part of a study of OTCs to share best practices of employer-OTC relationships that strengthen hiring pipelines and produce positive workforce outcomes. We will discuss what strengthening relationships with employers can mean for audience members' organizations.
Sarah Woodruff
Director, Discovery Center for Evaluation, Research, and Professional Learning
Miami University
Matthew Regele
Assistant Professor
Xavier University

Best Practices in Industry and Education collaboration: Co/constructing the workforce of the future.
Ford Motor Company and Ford Next Generation Learning (NGL) are working together to bring digital scalable learning modules to communities to support career and workforce readiness in the EV industry. This program is currently in a pilot phase; however, it presents with broad scalability and connectivity for CTE and postsecondary education.
Dr. Laura Demarse
Director of Workforce Development & STEM Education Office
Ford Motor Company
Ford Next Generation Learning (NGL)
Marc Hill
Consultant
Ford, Next Generation Learning (NGL)

The Great Divide: Bridging the Gap Between Telling and Teaching
Learn how to use high impact teaching practices and research-based lesson plans to help new career and technology instructors connect to adult learners, grow their programs, and increase graduation rates.
Sheila Hyde-Clower
Department Chair
Dallas College

Special Populations Data: How to collect and use special populations data effectively
Special populations data is important to post-secondary administrators to support student success. In this session we will discuss best practices for collecting special populations data as well as how to effectively use this data to plan for additional student support options. We will also discuss and collaborate to share what others have done to effectively turn this data into meaningful support.

Brian Rick
CTE Navigator
Southern Illinois College

Unlocking the Door to Workforce Readiness – and Beyond
Knowledge as a Service is part of an experiment in readying students for the workforce in a way that's never been done before. Experiments in Kansas, Louisiana, and Arkansas with stakeholders at high schools, a two-year technical college and global non-profit have just delivered the first round of results that we'd love to share with an audience excited to know what's possible for the future of work.
Robert Feeney
Chief Vision Officer
Knowledge as a Service, Inc.

Project E.A.R.N.E.D (Enrollment, Achievement, Retention, Negotiation, Employment and Development)
An institution's success is contingent on enrollment, retention, and completion rates, which heavily rely on the efficacy of academic advising, coursework, and instruction. Institutions benefit from a comprehensive understanding of industry data, trends and updates within the workforce that impact the overall infrastructure of programming, enrollment, retention, and completion rates. An analysis of individual Perkins Grant Evaluation Improvement Plans and data resources allows institutions to identify the greatest areas of need.
Dr. Crystal D. Gardner
Instructional Supervisor
Houston Community College

Building External Bridges: Jobs for America's Graduates (JAG) Postsecondary College Success
With a committed service to over 1.5 million young adults, Jobs for America's Graduates is strongly invested in helping nontraditional students achieve success in education and on-the-job training. JAG is strategically working with State Affiliates to bridge gaps among targeted populations. The state of Arkansas is identified as one of the states to implement JAG Postsecondary College Success Programs, and utilize strategic measures to effectively recruit, enroll, and retain students based on the JAG Model.
Shelsi Barber-Carter
Special Projects Coordinator
Arkansas Department of Education/Department of Career and Technical Education

May the Workforce Be with You – Accelerating Successful Transitions for Adult Learners
The pandemic reinforced the importance of employers being adaptable and willing to pivot to provide their employees with the opportunity to learn new skills. Integrated Education and Training (IET) and Workplace Literacy Programs (WPL) provides an opportunity for employers to reprioritize based on immediate needs. May the workforce be with you as you join this

session to learn about best practices to increase adult learner access to high-quality IET and WPL programs in your state.
Dr. Luv'Tesha Robertson
Deputy Executive Director
Kentucky Education and Labor Cabinet - Office of Adult Education

Concurrent Session II: Best Practices Friday September 22, 8:45-9:45am

Increasing Access, Equity, and Inclusion to Students with Intellectual Disabilities in Career and Technical Education
Comprehensive transition and postsecondary programs were established through the Higher Education Opportunity Act (2008) to provide equity to students with intellectual disabilities through access to postsecondary education in an inclusive environment. This session will provide information on established career and technical education programs for students with intellectual disabilities as well as supports and technical assistance to those interested in interested in understanding the process for developing new programs.
W. Drew Andrews
Assistant Director
Florida Center for Students with Unique Abilities at the University of Central Florida
Bailey Smith-Invited
3D Program Director
University of Arkansas - Pulaski Technical College

Reimagining CTE through Culturally responsive teaching with Pacific students
This presentation will attempt to discuss in detail how using cultural responsiveness in CTE classrooms with Pacific students namely Marshallese students will provide a strong foundation for the student to excel. It will also discuss the traditional CTE skills that these locals possessed which should be used as a build up for modern CTE skills.
Rigieta Lord
Dean- Workforce, Adult and Vocational Education Services
College of the Marshall Islands

Creating Inclusive Pathways to CTE and Apprenticeships for Immigrants and Refugees
CTE and Earn-and-learn models increase access to careers with family-sustaining wages. However, many immigrants, refugees, and speakers of other languages are unable to access these programs, because English is a barrier. Learn about how to offer flexible, blended English on-ramps to CTE programs and apprenticeship programs. The discussion will center on practical, evidence-based ways of delivering career-specific English language training at scale, with a focus on models that can work across sectors and contexts.
Tadd Wamester
Director, Partnership Development
EnGen

Increasing Accessibility to Improve Student Success
Our students come from a variety of backgrounds with various experiences leading them to pursue their educational dreams. Part of our responsibility is to ensure they have the resources to accomplish this. Accessibility goes hand in hand with all diversity, equity and inclusion activities, statements, and strategic initiatives. This workshop will provide starting points, ideas, and an opportunity for discussion on what has worked, and what we need to be doing.
Christine Storms
Lead Program Development
Western Governors University

Concurrent Session III: Friday September 22, 10-11am

"Here's Your Keys, Good Luck": Successful Onboarding of CTE Instructors
Instructors in CTE programs work with a distinct population of students who benefit most from a hands-on approach and are more likely to succeed if they are properly trained and motivated. The presenter will share details on a basic introductory training program for postsecondary institutions to use when recruiting and onboarding new, diverse CTE instructors with little to no classroom teaching experience.
Dimitria A. Harding, DBA, Ed.D
Interim Vice President for Academic and Student Affairs
Anoka Technical College

New CTE Instructor Workshops
Come learn how to address CTE staffing issues and retention through hosting new CTE Instructor Workshops. This session will showcase the implementation of quarterly workshops for new CTE instructors entering the teaching field that explore best practices in CTE, creating a new instructor cohort with mentor support, and working with diverse learners and special populations. Attendees will have the opportunity to learn about how these workshops were implemented in the Central Ohio Region and how they plan and host them in their area for new CTE instructors.
Carrie Scheiderer
Chief Administrator
Central Ohio Technical College

Utilizing Creative Pathways to Develop Emerging CTE Educators
Many CTE faculty and instructors are not educators by trade, rather, they are experts in their field of study. This keeps many talented candidates at arm's length or discourages them from applying for CTE educator roles. Historically higher education has been accustomed to targeting occupational experts who are nearing retirement as one strategy to help fill this gap, however given the impact of the Great Resignation, that is no longer a viable option for CTE recruitment. As one of the leading challenges in CTE, postsecondary education is faced with having to step away from archaic traditions and seek alternative methods that will support the development of emerging CTE Educators. When Community Colleges and

Universities work together to develop creative educational pathways for faculty or incumbent workers to build a strong foundation for teaching and learning, classroom management, research, assessment, and instructional technology, it opens doors to many possibilities.
Jennifer Kline, Healthcare Program Manager-invited
GateWay Community College
Nicole Hampton
Associate Teaching Professor
Northern Arizona University
Tabitha Hatfield-invited
Allied Health Program Director
GateWay Community College

Empowering Women to Join CTE Programs
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, including augmented and virtual reality, to prepare female students for careers in Health Science, Advanced Manufacturing, Agri-Science, Transportation, and more.
Nikki Lester
Executive Director of Career and Technical Education
zSpace, formerly with District 49 CO