

Name:	Theme:	Title:	Description:
Mark Covelle Jeanise Dimitri	Student Leadership	Hacking Attention: Including Student Voice in Your Social Media Presence	<p>Storytelling is essential to sharing our authentic message in career and technical schools. Join us for a thought-provoking presentation, "Hacking Attention," where we explore practical strategies to improve your social media presence by incorporating the authentic voices of students, including employing student media associates and utilizing emerging media platforms like TikTok to engage younger populations.</p> <p>Our approach is grounded in established principles, focusing on effectiveness over trendiness. Discover how building trust and autonomy, embracing authenticity, and involving students in content creation contribute to a more compelling narrative. We'll delve into the strategic selection of platforms, content ideas, and various outputs to strengthen your message.</p>
Malcolm Roach Jr.	Work-Based Learning	The Hard Hat Challenge and the Importance of Student Engagement	<p>After years of academic study students often are excited about the idea of CTE. Engaging students in the program of study or your curriculum can be a challenging feat. Often students look at CTE as an escape from the norms of standard educational experiences they have had in the past. As an educator rethinking our approach, words and learning environment can result in high outcomes and student achievement. The art of deception comes into play in a unique way. Come with me as I introduce you to my students as they explain their educational past and what an engaging classroom looks like to them.</p>
Janine Lalia	Diversity	Supporting Special Populations in CTE Programs	<p>Research has shown that students who participate in CTE programs are more likely to succeed academically and less likely to drop out of high school than their counterparts who do not. Educators need to provide equity in and access to these programs for all students. Once students are enrolled, teachers must have the resources to respond effectively to their diverse needs. To do this, teachers need to have information to gain understanding and develop strategies appropriate to the various student populations. During this session, attendees will be exposed to various resources available to teachers on how to address the individual learners in their classrooms, expand their understanding, and make real changes that will impact not only the Special Populations, but all of their students.</p>
Tina Haney	Student Leadership	Advocacy: The Transformative Power of Student Engagement	<p>This presentation explores the pivotal role of student engagement in advocacy, examining its transformative impact on individuals and communities. From fostering critical thinking to nurturing leadership skills, we delve into how active student participation can drive positive change in the classroom and industry. Join us in exploring strategies to harness the full potential of student engagement as a catalyst for advocacy and societal transformation. For example, using a letter-writing campaign to capture the attention of local politicians and changemakers, creating opportunities for them to visit our classroom.</p>
Mckale Jones	Work-Based Learning	Employability Skills Using Game-Based Learning	<p>Connect employability skills using Game-Based Instructional Strategies within the classroom. Game-Based Learning creates engagement levels for all learning levels. Learn strategies that will give students a chance to provide visual workforce skills and apply them daily.</p>
Jill Ranucci, Ph.D.	Diversity	"The Exploding Esports Industry and Academic Esports Pathways"	<p>How does the multi-billion-dollar esports industry affect CTE pathways as well as the hundreds of orbital careers? In-demand tech related careers is at an all-time high and will increase as technologies dominates all industry. Today's students can explore high tech, in demand careers as they engage in academic esports.</p> <p>Esports has become an all-inclusive pathway for students of all learning styles and skills gleaned from these experiences include problem solving, teamwork, collaboration, and a plethora of skills mastery which leads to certification in a variety of careers. Academic esports is inclusive, diverse, and the possibilities for access increases daily. Academic esports students are passionate about gaming and orbital careers must be made evident through an academic delivery. Students will be able to connect these high wages and in demand careers and be ready to begin mastering skills and earn certifications to enter the workforce and/or pursue higher education.</p> <p>Integrating Science, Technology, Engineering and Math (STEM)/Career and Technical Education (CTE) programs into our curriculum offers endless opportunities for all learners. Certification courses that incorporate state standards and capstone portfolios with an industry recognized certification can help influence district support for new and innovative CTE products.</p>
Richard D. Jones Ph.D. Jill Ranucci, Ph.D.	Business Partnerships	Industry Partners: More Than A Technical Resource	<p>Industry partners are invaluable to CTE programs in setting up work-based learning and assisting in keeping the curriculum current based on the needs of the workplace and changing technology. The industry partners are also helpful in another role of CTE, connecting applied academics in CTE. The Perkins legislation and state accountability requirements for CTE continue to affirm the importance of academic communication, thinking, and problem-solving skills to overall student career readiness. There are many options for schools to integrate academics with CTE, whether it is adding context to academics, creating new academic courses, or modifying CTE lessons and assessments. An ACTE committee is currently developing a publication defining 17 models for academic integration and describing best practices in implementing each model. Industry partners are valuable resources in helping schools consider which options to pursue and the essential application of academics related to their industry. In addition, community representatives can be advocates for bringing school staff together to develop programs that will meet student needs.</p>
Richard D Jones, Ph.D.	Work-Based Learning	Measuring What Matters in Work-based Learning	<p>Work-based Learning has the potential to be a valuable part of every students' learning experience. To advocate for and support high-quality WBL programs requires the thoughtful collection and analysis of essential data on WBL results and practices. Think beyond data for accountability and consider data needs to improve WBL practices.</p> <p>Measuring WBL quality depends on who is asking the questions. The data which is vital to state education leaders is not necessarily the same data that is important to a student. While the state can mandate some accountability data, a system works best when it also provides useful data to local teachers, administrators, and students.</p> <p>Time, type, alignment, and process are measures of inputs to work-based learning. In contrast, there are three types of desired results data of work-based learning; 1) acquisition or added proficiency in technical skills, 2) elevation of professional work habits, and 3) economic impact. It is a comprehensive system of data inputs and results which define a strong data approach.</p>

Stacey Thomas Alidad Ghiassi, M.D.	Business Partnerships	AI in the Classroom: CTE Students Lead The Way	Over the course of the spring 2023 term, approximately 30 talented high school students from across the New York City metropolitan area participated in a highly coveted competition, jointly organized by HIA Technologies and the United Federation of Teachers. The competition was aimed at fostering innovation and promoting diversity in education. Under the guidance of Stacey Thomas from Chelsea CTE High School and Margaret MonteLeon from Tottenville High School, the students set out to evaluate the role of AI in the classroom and determine whether AI education was a viable option for complementing lesson plans and creating learning opportunities for students of all ages. Student leaders from Tottenville High School in Staten Island, New York, emerged as the winners of the 2023 competition. The Tottenville team, comprised of six 11th and 12th grade students, designed an interactive education session powered by Author-Controlled AI. The interactive session was specifically tailored to empower and inspire females interested in pursuing Science, Technology, Engineering, and Mathematics (STEM) fields in their post-secondary endeavors.
Michael Herrera Meg Burke Jennifer Dobberfuhr Quinlan	Business Partnerships	A New Employability Asset: Multilingualism	Do you know how many multilingual learners you might have in your CTE program? As global and local industries increasingly seek or require bilingual employees, CTE programs can improve job opportunities for students by certifying their language skills. CTE holds the key to providing a pipeline of frontline workers and meeting industry needs. In the spirit of improving economic mobility for students, Upper Bucks launched a testing initiative to measure language ability of students and were shocked by what they learned and how it affected student engagement.
Cynthia Thomas	Diversity	Using ChatGPT as a Tool for Equity in Adult Learning	This session is designed to equip educators, trainers, and facilitators with the knowledge and skills to harness the potential of ChatGPT as a powerful ally in promoting an equitable learning experiences. This transformative session will explore the intersection of technology and inclusivity, providing participants with practical strategies to promote equity and inclusivity in the context of career and skills development.
Sarah Grossi	Diversity	Universal Design for Learning (UDL) & Career and Technical Education (CTE)	Description: CTE instructors and administrators will learn that Universal Design for Learning (UDL) is a framework for creating instructional goals, methods, materials, and assessments that work for everyone. Instructors will gain an understanding that variability among learners is the norm rather than the exception. Participants will learn how to remove barriers so that all students can reach their goals while respecting students' learning experiences and diversity. Participants will leave with a toolbox of strategies that they can use in their CTE classrooms to create expert learners.
Dr. Kelynn Edmond-Orsittel RN-BC,DDN GNP, APRN- BC,D.Min (hc)	Diversity	Building Bridges: Using AI to Enhance Communication with Diverse Patient Populations in a Secondary Nursing Education Program	In the wake of a pandemic that forced isolation and disrupted traditional learning, high school students entering nursing programs face a unique challenge: a deficit in crucial communication skills necessary to connect with diverse patients. During lockdowns, crucial in-person experiences grounded in personal and professional socialization (internships, academic enrichment programs) were lost, limiting opportunities to develop those foundational skills for purposeful communication, particularly data collection.  This presentation explores how AI can bridge this gap and empower future nurses particularly in CTE programs to effectively connect with patients from varied backgrounds and experiences.
Tracy Gyoerkoe Tanner Thompson	Credentials	Assessing Student Learning with Employability Profiles	Employability Profiles are a key component of many high quality CTE programs. They have been used to document student skill attainment for many years and are a required component of any New York State approved program. Aligning to employability and content-specific standards and curriculum, they have often been used as an end of program assessment, rather than a formative assessment that can enhance student learning. The NYS CTE Technical Assistance Center (CTE TAC) has been helping schools to transform their profiles into an even more effective tool. Tracy and Tanner will engage the audience in a reflection on skills to include in a high-quality profile and strategies to use one as a formative assessment and as a teaching tool.
Adam Canter	Work-Based Learning	Classroom 2 Career: A State-wide Model for Work-based Learning	During this session, educators and school administrators will receive a comprehensive introduction to the Classroom2Career initiative in West Virginia. This statewide program aims to offer and monitor work-based learning opportunities for students. Participants will have the chance to familiarize themselves with the online platforms that enhance the student experience and aid teachers and administrators in tracking work-based learning hours. The session will delve into the achievements and obstacles encountered by the Classroom2Career initiative, as well as discuss strategies employed to secure state and federal funding and ensure accountability. Additionally, successful public policies that highlight the significance of work-based learning will be explored.
Diana Allard, Mikki Spagnoli	Credentials	Using Industry Credentials to Start and Promote your CTE Program	Participants will learn how to utilize credentials to promote CTE programs or start a new CTE program with strong employer partnerships. Specific examples in Public Safety and Health Science will be shared. Presentation will include evaluating interest utilizing career planning data, marketing program information to students and finally engaging employers in hiring.
Dr. Patrick Dunphy	Student Leadership	The transformative potential of CTE environments when they become affinity spaces	This proposal aims to empower CTE educators to harness the unique strengths of their learning environments. The first objective involves discussions on how CTE's emphasis on shared interests can break down traditional educational barriers, promoting a more unified learning experience. Following this, educators will examine how CTE's interactive and interest-driven settings initiate a self-reinforcing cycle of engagement among students.  In meeting these objectives, educators will reflect on how collaboration and inclusivity within their CTE programs not only engage students but also expand their academic and professional pursuits. This proposal will thereby highlight the critical role of CTE in fostering educational experiences that are both personally relevant and career-oriented.
Dr. Jean-Paul Cadet	Diversity	CTE: Pathways to Success for All Students	Providing access to high-quality training programs requires a definitive approach to ensure students of color are not being tracked and marginalized into low-wage, low-skill job sectors. This is a topic that needs to be explored to ensure students of color are not being pushed into professions that perpetuate poverty and low standards. As the national mandate is shifting back to utilizing schools to fill the workforce development pipeline, we must establish guard rails and protective practices that support the advanced educational experience for all children of color.  In Prince George's County Public Schools (PGCPS), the Department of Career and Technical Education has reimagined and rebranded Career and Technical Education as a highly sought-after instructional strategy that ensures not only graduating on time (93% grad rate) but doing so with a certification, license, or endorsement to pursue a career, enter college/university with a fixed focus (91% grad rate), or continue to a trade school, community college, or the armed forces.

<p>Erica Schoff Michelle Hall</p>	<p>Business Partnerships</p>	<p>CTE K-12- It takes a village!</p>	<p>We work in a small city school and the need to provide career awareness, exposure, and development at all levels in the District is a top priority to change the profile of a graduate.</p> <p>The Utica City School District is in the process of designing and building a new addition onto our existing high school for 12 new Career and Technical Education (CTE) pathways, creating a local pipeline of workforce talent that can meet the needs of industry. To determine what CTE pathways will be offered in the District, we asked local stakeholders to participate in a Blue Ribbon Task Force study. Our goal was to include representation from all stakeholders including: business and industry, college partners, community members, legislative members, NYSED, OHM BOCES, component districts, parents, Utica CSD employees and students. As a result, we have determined the CTE pathways that will be implemented in the new addition at Proctor High School that will open in September of 2025.</p> <p>Utica CSD will follow a systematic approach that creates vertical alignment by starting with CTE career awareness and exploration with grades K-8 staff that began the summer of 2023. The middle school will implement CTE modules representing various career clusters the following year with a focus on project-based learning to introduce students to the high school CTE pathways that will be available to them. Early exposure to career readiness initiatives that also includes options for students to attain college credit will prepare students with the skills that are necessary to support workforce development in the Mohawk Valley. Our belief that workforce development begins well before a student graduates from high school and our commitment to closing the gap between education and industry, is the mission of the District so we can fulfill our vision that all students will attain the knowledge, skills, and character necessary to become productive members of society. We look forward to future partnerships that will assist us as we become disruptors of education through a reformative approach to teaching and learning across the District.</p>
<p>Matt Sheehan Steve Moschack</p>	<p>Work-Based Learning</p>	<p>Exploring Careers: 5 Years of 5th grade CTE Summer Camp Adventures</p>	<p>"Welcome to the exciting world of our 5th-grade Career and Tech Education Summer Camp! Over the past five years, we've embarked on a journey of discovery, learning, and inspiration. This overview will give you a sneak peek into the wonderful experiences we've crafted for our campers and the amazing lessons we've learned along the way.</p> <p>Camp's Purpose and Mission: Our summer camp is all about exposing young minds to a variety of careers and introducing them to the fascinating world of technology. We aim to spark curiosity, build skills, and nurture passions that will shape their future academic and professional journeys.</p> <p>Camp Highlights: Each year, we've curated an engaging program that offers hands-on experiences in various fields. From operating heavy equipment and installing electrical systems to delving into art and design, campers have had the chance to dive into exciting activities that open doors to countless possibilities. These course are led by our CTE teachers and supported by their top incoming 12th grade students</p> <p>What We've Learned: Through the years, we've honed our approach to ensure that every camper's experience is enriching and unforgettable. We've discovered that hands-on learning and interactive projects captivate our campers' interests the most. Incorporating real-world challenges and team collaborations has proven to be an effective way to foster problem-solving skills and camaraderie.</p> <p>Recruitment and Impact: Our camp's success isn't just measured by the number of summers we've been running – it's the lasting impact on our campers' lives. Many of our former campers have pursued educational pathways in our career and tech education programs.</p> <p>"</p>
<p>Dr. Robert L. Marraccino Tamara Mandell</p>	<p>Credentials</p>	<p>Using the Framework of a High-Quality, CTE Biotechnology Program to Bring Agency and Credentials to Students.</p>	<p>High-quality Career and Technical Educational (CTE) framework cultivate students' imagination and wonder, plus encourages them to enter career pathways aligned with their aptitudes and aspirations. The ability to learn in this context, rather than the traditional, age-aligned "assembly-line" framework, allows for student achievement and success throughout their academic and professional lives. Hallmarks of high-quality CTE frameworks include connecting the curriculum to: professional standards, industry-approved certifications, practices, and articulations with a postsecondary institutions for academic diploma credits. Using biotechnology as a model, I will discuss three new strategies which can be applied to any high-quality CTE program to help "catapult" your students into the 21st-century workforce with the skills and credentials.</p>