



The National Association for Workforce Improvement
presents...

***“Seamless Transitions in
Career and Technical
Education”***

Hyatt Regency Islandia on Mission Bay
San Diego, CA
April 27-29, 2005

NAWI

40th Annual Conference

www.nawi.ws

Lauren Weisberg Kaufman, Vice President, Connecticut Business and Industry Association, Executive Director, CBIA Education Foundation, Hartford

Transitioning to Postsecondary Life Through Personalized Learning and Electronic Portfolios

Lauren Kelley Parren, Educational Technology Coordinator
Addison NorthEast Supervisory Union, Bristol, Vermont
Portfolio Coordinator, Futures Academy, Mt. Abraham Union High School, Bristol

Regency C

12:00 1:00 p.m. Lunch

Regency Patio

1:15-2:15 p.m. Breakout Sessions III

The Three Rs of Articulation: Ready, Reach, Report

Suzette Long, Associate Dean, Business and Information Systems Division
Waubonsee Community College, Sugar Grove, IL
Julie-Ann Fuchs, Ph.D., Director, Valley Education for Employment System (VALEES), Sugar Grove

Regency A

The Next Generation Manufacturing Center: Creating a Workforce in Manufacturing Through a Statewide Business and Education Partnership

Karen Wosczyzna-Birch, Director, Connecticut College of Technology,
PI/Executive Director, Regional Center for Next Generation Manufacturing,
Hartford, CT
Lauren Weisberg Kaufman, Vice President, Connecticut Business and Industry Association, Executive Director, CBIA Education Foundation, Hartford

Regency B

Carousels (three 20-minute concurrent sessions)

Regency C

1. Community College to University: Transfer and Articulation in Illinois

Michael Childers, Ph.D., Assistant Professor, School for Workers
University of Wisconsin-Extension, Madison

2. Advisory Boards: More Than Just a Meeting

Jeanie Newell, Career Guidance Specialist, Tulsa Public Schools, Tulsa, OK

3. Students as “Employees:” Richland County’s Computer Technology Student Support Services (CTS³) Program

Deirdre Appleby, Instructor, Richland School District One, Columbia, SC
David Prigge, Education Consultant, Richland School District One

2:15-3:15 p.m. Breakout Sessions IV

Team Approach to Establishing Business and Industry Educational Partnerships for Workforce Improvement

Leonard Sweeney, Career and Technical Education Adviser
Pennsylvania Department of Education, Harrisburg, PA

Regency A

Using Career Cluster Materials to Develop Problem-Based Scenarios —Fun for All

Frances Beauman, Ph.D., Consultant, National Career Cluster Initiative
Springfield, IL

Regency B

Carousels (three 20-minute concurrent sessions)

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3. Students as “Employees:” Richland County’s Computer Technology Student Support Services (CTS³) Program

Deirdre Appleby, Instructor, Richland School District One, Columbia, SC
David Prigge, Education Consultant, Richland School District One

3:15-3:30 p.m. Break

3:30-4:30 p.m. Breakout Sessions V

New Apprenticeship Opportunities for Transitioning Youth to Work and College

Harry Litwack, Project Coordinator, Communications Workers of America
Transition to Apprenticeship Program, Somerset, NJ

Regency A

California’s Work Readiness Certificate Program

Jennifer Godbold, Sutter County Education/Career Advisor, Yuba City, CA

Regency B

The TECHwize (TW) Solution: A unique approach to Information Communication Technology Assessment

Joselito Lualhati, Ph.D., Vice President, Research, GSX, Inc., Alexandria, VA

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5:30 p.m. Reception

sponsored by Career Communications, NOCTI, and VTECS

Islandia Coastal Grill

THURSDAY, April 28, 2005

7:30 a.m. Continental Breakfast

Regency Foyer

8:30-10:15 a.m. General Session

Regency C

Legislative Update

Kimberly Green, Executive Director
National Association of State Directors of Career Technical Education
Consortium (NASDCTEc), Washington, DC

Break

States’ Career Clusters Update

Kimberly Green

10:15-11:15 a.m. Breakout Sessions VI

Developing a First-Class Work Ethic: A Seamless Transition from High School to the Workplace

George Taliadouros, Coordinator, Science and Technology Division
Chair, Department of Robotics, Automation, and Engineering
Minuteman Regional High School, Lexington, MA

Regency A

California’s Work Readiness Certificate Program

Jennifer Godbold, Sutter County Education/Career Advisor, Yuba City, CA

Regency B

Apprenticeship Programs: Perfect Partnership Between the Community College and Industry

Randy Barnes, Associate Dean, Economic and Workforce Development Services
San Diego Community College District

Regency C

Nancy Helt, Apprenticeship Program Counselor, San Diego Community College District

Dana Levy, Business Representative, United Association of Plumbers and Steamfitters, Local 230

11:30 a.m.-12:45 p.m. Lunch

Islandia Coastal Grill

1:00 p.m. Buses Depart for Tours

Tour 1 San Diego Supercomputer Center at the University of California
San Diego (UCSD)

Tour 2 Solar Turbines

Tour 3 General Atomics

Tour 4 National Steel and Shipbuilding Company (NASSCO)

We thank Richard Smith of the San Diego ROP, who graciously arranged the 2005 NAWI business-industry tours for conference participants.

FRIDAY, April 29, 2005

7:30-8:30 a.m. Full Breakfast

Regency Foyer

8:30-9:15 a.m.

**Stanley E. Foster Construction Tech Academy at
Kearny High School, San Diego**

Glenn Hillegas, Principal

Rick Cole, Coordinator, San Diego Union Carpenter's Apprenticeship Program

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9:15-10:00 a.m.

National Science Foundation (NSF) Opportunities for Technical Education: The Advanced Technological Education (ATE) Program

David R. Brown, Ph.D., Professor of Chemistry, Southwestern College

Chula Vista, CA

10:00 -10:15 a.m. Break

10:15 a.m. NAWI Business Meeting

All NAWI members/conference participants are urged to participate. Conference registration includes a one-year membership in NAWI.

11:30 a.m. Adjourn

Breakout Sessions I

Seamless Transitions from School to Work—The Indiana Approach

This session will feature (1) a demonstration of two Internet-based management systems, one that provides students and employees with a credential (Certificate of Technical Achievement) that will follow them between education levels and into the work world and one that state agencies can use for meeting their Perkins accountability requirements; (2) a brief overview of the successes and progress Indiana has enjoyed, the connections to other national efforts, and the results Indiana has achieved to date. The applicability of these initiatives to other state applications will be discussed; (3) the Indiana Technical Education Reporting System (InTERS), which is designed to help states collect the information they need for fulfilling the Perkins Accountability Requirements while providing an excellent tool for the management of local career and technical education systems; and (4) the use of the Internet to manage students, schools, and employers through providing each student or employee with a seamless transportable credential.

Preparation Is Key to Transition Success

Laurens District 55 High School has developed eight preparation keys that enable students to transition smoothly from middle school to high school to postsecondary or directly into the workplace. Individual student career plans are essential in this model, which involves students and parents in the process of choosing courses that help assist students with career goals. Learn about practical, tried and tested ideas that can be used as is or adapted to fit any school's transition needs.

CTE Online: Helping ALL teachers support students' immediate academic needs AND their future career opportunities

As part of California's world-class academic environment, educators supporting Career and Technical Education programs throughout the state use this interactive tool to access information, curricular tools, resources, and professional development opportunities in an effort to connect their industry specific course work to rigorous English/language arts, math, science, and history standards.

Breakout Sessions II

Connecting Arizona's High School Students to Their Futures Through Summer Seminars

Learn planning, implementation, and evaluation strategies developed by a metro-Phoenix team of Tech Prep consortium directors, a community college partnership director, and industry partners to offer college credit-based summer seminars to high school students. Presenters will describe the planning, implementation, and evaluation strategies used to establish career pathways summer seminars in the high need areas of automotive repair and health care.

The Next Generation Manufacturing Center: Creating a Workforce in Manufacturing Through a Statewide Business and Education Partnership

As a small New England state with a strong tradition in manufacturing, Connecticut was at risk of losing its manufacturing workforce. Through a unique partnership and recent funding from a National Science Foundation Advanced Technological Education grant, Connecticut is developing a seamless pathway to employment through the Connecticut Business and Industry Association, the CT College of Technology, and the state technical high schools. Attendees will learn about effective strategies for partnering with state and local business and manufacturing associations and for the implementation of a seamless 2 + 2 + 2 pathway in manufacturing.

Transitioning to Postsecondary Life Through Personalized Learning and Electronic Portfolios

Futures Academy students know it is likely that they will have five different jobs in their careers, four of which haven't even been invented yet. That knowledge gives them the incentive to develop skills for the 21st Century: communication, problem solving, and technological savvy. In Futures, students select the content to explore, guaranteeing student engagement; and teachers select and assess the skills students will need to succeed, guaranteeing rigorous work toward standards.

Breakout Sessions III

The Three Rs of Articulation: Ready, Reach, Report

Learn the nuts and bolts of what it takes to build the bridge from secondary to postsecondary. This interactive session provides a successful structure to get READY for the necessary partnership, marketing materials to REACH stakeholders, and a database model used to REPORT accountability. Take away a complete tool set of forms, agreements, and a database model on CD to immediately begin collaboration efforts.

The Next Generation Manufacturing Center: Creating a Workforce in Manufacturing Through a Statewide Business and Education Partnership

See description from Breakout Sessions II.

Carousels

Community College to University: Transfer and Articulation in Illinois

Learn about the nature and characteristics of community college graduates in Illinois from 1993 through 2000, with particular attention paid to those students who later transferred to university and completed baccalaureate degrees. Characteristics of the subjects are described, including factors associated with completion of the baccalaureate degree. The commonalities and differences between Illinois transfer (i.e., A.A. and A.S.) and terminal (i.e., A.A.S.) associate degree recipients who graduate from baccalaureate programs in Illinois are also analyzed and discussed. Finally, we examine the average number of semester hours earned by students before and after implementation of the Illinois Articulation Initiative to determine any potential effects.

Advisory Boards: More Than Just a Meeting

This session will provide information on how secondary school advisory boards can use industry members to implement business-industry visits and much more. Tulsa Webster High School uses advisory board members to help develop curriculum, work-based projects, mentoring, and shadowing. Examples of successful projects and industry visits will be presented.

Students as “Employees:” Richland County’s Computer Technology Student Support Services (CTS³) Program

Learn about a unique career and technical school program designed to teach students the A+ and Net+ fundamentals and multimedia systems design and operation and then engage students in practicing those skills as “employees” of a district-wide help desk and multimedia equipment maintenance and repair program. Attendees will learn how such a program is designed and what it takes to garner local public and private support.

Breakout Sessions IV

Team Approach to Establishing Business and Industry Educational Partnerships for Workforce Improvement

This session focuses on how a team of state educational leaders can take a proactive role in working with LEAs, business, industry, trade associations, governmental agencies, and other stakeholder groups in the formation of partnerships that result in new educational opportunities that are aligned to current workforce needs. Participants will explore state-level partnership strategies and how such strategies can become the foundation for “Educational Program Research & Development (R&D)” that is utilized by career and technical schools.

Using Career Cluster Materials to Develop Problem-Based Scenarios—Fun for All

Learn how to develop and use problem-based scenarios in the classroom, how to engage business partners in problem-based scenario development, and how cluster knowledge and skills are authentically addressed in student learning. Become familiar with the first steps of creating a scenario and—equally as important—get ideas that will enable you to use the career cluster knowledge and skills in your instruction and curriculum.

Carousels

See descriptions from Breakout Sessions III.

Breakout Sessions V

New Apprenticeship Opportunities for Transitioning Youth to Work and College

Did you know that for the past several years, the Communications Workers of America Transition to Apprenticeship Program (CWATAP) has been working to find apprenticeship opportunities for New Jersey high school students in the field of Office Systems Technology (OST). Customarily, high achieving students in business education are the most likely to take advantage of the apprenticeship opportunities offered through the CWATAP. Earning of the industrial standard Microsoft (MOS) certifications (WORD, EXCEL, POWER PT, ACCESS -recognized at over 30 NJ colleges for credit via ACE), Internet Computer Core Certifications (IC³), and resume writing and role playing job interviewing training aspects of the pre-apprenticeship program are also geared toward nontraditional and adjudicated students. Get ideas about replicating this program in your state.

California’s Work Readiness Certificate Program: You Can Help Our Students Become Better Prepared for the Work World

The Work Ready Certificate program incorporates SCANS skills into a portfolio project and mock interviews with an employer and is designed to help high school seniors become better prepared for the adult world. This program is

essential for all high school seniors, whether or not they are entering college right out of high school, because most students will work in a summer job or a part-time job during their college experience. Learn more about this program and how you can incorporate the Work Ready program into your community.

The TECHwize (TW) Solution: A unique approach to Information Communication Technology Assessment

The TECHwize (TW) Solution is a unique system of assessments built from the National ICT Skill Standards. TECHwize is delivered using the item-bank approach to test taking and is routinely updated to ensure that its skill information is up-to-date with workplace skills. TECHwize can provide seamless transition in Computer Literacy- and ICT-specific areas from secondary to postsecondary to employment. TECHwize's Computer Proficiency exam is used as a "test out" or placement exam. The TECHwize solution easily adapts and integrates with existing assessment requirements and can be used to "certify" end-of-course outcomes and efficiently define curriculum needs. Learn how the implementation of this system can enhance the information and communication technology training that your programs offer.

Breakout Sessions VI

Apprenticeship Programs: Perfect Partnership Between the Community College and Industry

California's system of apprenticeship training provides an effective way for industry to develop customized, state supported training programs for workers in a variety of trades. The San Diego Community College District has partnered with industry programs to develop trade-specific college credit curriculum and student support services that allow students to earn a degree or certificate upon completion of the apprenticeship program.

California's Work Readiness Certificate Program: You Can Help Our Students Become Better Prepared for the Work World

See description from Breakout Sessions V.

Developing a First-Class Work Ethic: A Seamless Transition from High School to the Workplace

The fundamental elements and practices of appropriate work ethic (with emphasis on teamwork and emotional intelligences) and implementation strategies in the high school curriculum will be addressed. The session will commence with a participatory activity on teamwork from which certain fundamental operational mechanisms of teamwork will be derived. The outcomes of industry surveys on work ethic will be reviewed, and a summary of lessons on "Career Success" topics will be presented.

Friday, April 29 Sessions

Stanley E. Foster Construction Tech Academy at Kearny High School, San Diego

The brainchild of the Carpenters Union Training Trust, in partnership with the San Diego Unified School District, the Construction Tech Academy is designed as a project-based learning environment that engages and supports students in learning while having a positive effect on the school, its students, and its surrounding community. In this unique cross-curricular setting, students work together to solve real-life problems that are present in both the local and global arenas. Large project-based themes are created to integrate all subject matter as well as to prepare students for further education or a professional path upon graduation.

National Science Foundation (NSF) Opportunities for Technical Education: The Advanced Technological Education (ATE) Program

Approximately 15 years ago, the National Science Foundation recognized the vital role fulfilled by science and engineering technicians in the national workforce. From this realization the Advanced Technological Education (ATE) Program came into existence. This presentation will highlight opportunities available to support projects related to technical education through this successful grant program and will provide specific examples of accomplishments achieved with funds from the ATE Program.



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1997-1998	Beverly Fitzpatrick
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