

**SESSION A**  
**WEDNESDAY OCTOBER 7**  
**12:00 pm – 1:00 pm EDT**

**TRACK 1**

***Implicit Bias Training for the Workforce System: Innovation and Community***

STRAND: Equity, Diversity, and Inclusivity

Implicit Bias impacts workforce education and training at every level, from student recruitment and retention to faculty hiring practices. This session focuses on an innovative professional development training model developed by three Washington State Centers of Excellence, delivering an intensive and adaptive cohort-based in-person and virtual training pathway for workforce and apprenticeship faculty, leadership, and others. The model has developed working tools and processes to identify and reduce the unconscious biases impacting program success. This session also explores bias resulting from crises and potential impacts via online instructional delivery. Session provides resources and tools to support this work. Attendees will receive resources and tools to support similar work in their campus or training communities.

***Presenters***

**Ann Avary, Director, NW Center of Excellence for Marine Manufacturing and Technology, Skagit Valley College, WA**

Ann Avary is Director of the NW Center of Excellence for Marine Manufacturing & Technology and is a co-leader for the Workforce Implicit Bias Institutes project. Ann has led multiple research projects focused on the marine industries workforce, emerging technologies, and the development of industry-recognized skill standards.

**Jamie Wells, Director, Center of Excellence for Careers in Education, Green River College, WA**

Jamie Wells is Director of the Careers in Education Center of Excellence and has served in Washington State's community and technical college system for over 24 years. Through innovation and collaboration with our partners, the Center supports the preparation and development of future educators across the state while working to mitigate barriers for students.

**Kristi Grassman, Director, Construction Center of Excellence, Renton Technical College, WA**

Kristi Grassman is the Director at the Construction Center of Excellence in Washington state. Over the course of her career in workforce development, she has been a champion of equity and inclusion. She has been instrumental in pioneering programs that engage and elevate individuals from all walks of life to find meaningful careers and family wage opportunities.

**Shana Peschek, Executive Director, Machinists Institute, WA**

Shana Peschek is the Executive Director of the Machinists Institute, a nonprofit educational institution serving the aerospace, manufacturing, and automotive machinist's industries. Founded by International Association of Machinists, District 751 our mission is to build a better future for workers in our community through dedication to excellence in recruitment, education, and training.

**Lindsey Williams, Director, Agriculture and Natural Resource Center of Excellence, Walla Walla Community College, WA**

Lindsey Williams serves as the Director of the Agriculture & Natural Resource Center of Excellence (ANR), leaning on her background in forestry and agricultural research. She earned her B.S. in Forestry at Washington State University and while doing so, worked for the USDA-ARS in Grain Legume Genetics research, which gave her an unexpected, but welcome, love of agriculture. She is a graduate of

AgForestry, and now serves on the Board, as well as serving on the Marketing and Legislative Outreach committees for the statewide consortium of COEs.

## **TRACK 2**

### ***Statewide Navigation Model for Able-Bodied Adults Without Dependents***

STRAND: Work-Based Learning

Washington State has developed a statewide navigation model connecting ABAWDs to activities and resources to support skills attainment and pathways to employment. Learn about this partnership between the community and technical college system, Department of Social and Health Services, and Employment Security Department that is enhancing community collaboration and expanding resources across systems to address food insecurity and workforce development. In addition to supporting ABAWDs, navigators on college campuses connect individuals experiencing food insecurity, regardless of student status, to resources and assist with applying for the Supplemental Nutrition Assistance Program.

#### ***Presenters***

**Erin Frasier, Policy Associate Workforce Education, Washington State Board for Community and Technical Colleges, WA**

**Corinna Adams, ABAWD Food Program Manager, Washington Department of Social and Health Services, WA**

**Kathi Medcalf, ABAWD Navigation Program Administrator, Washington State Board for Community and Technical Colleges, WA**

## **TRACK 3**

### ***Live Online Collaborative Model: Virtual Training for the Modern Workforce***

STRAND: Emerging and Future Technologies

Live Online is a collaborative training model that uses virtual technology to provide convenient and affordable industry-driven workforce trainings across the state of Minnesota. The Live Online model combines video conferencing technology with online learning platforms and simulations to provide high-quality training to adult learners and incumbent workers with the affordability of an online class, the convenience of attending from any location (including the job site), and the interaction and engagement of face-to-face training. Learn how this model was established as a collaborative partnership between MN State colleges, discover the benefits to employers and colleges, learn how the model can align with apprenticeships and certifications, and get a blueprint you can use to implement a similar model.

#### ***Presenters***

**Emma Baumann, Professional Continuing Education Representative, South Central College, MN**

Emma Baumann has over 13 years of professional experience in marketing and project management, primarily within higher education. She serves as manager of continuing education programs and marketing for South Central College's Center for Business & Industry, in addition to leading a statewide collaborative workforce training program, Live Online, in partnership with a consortium of Minnesota State institutions. Emma is a Certified Program Planner and holds a B.S. in Technical Communication from Minnesota State University – Mankato.

**Matt Leaf, Dean of Workforce Education and Law Enforcement (Interim), Hennepin Technical College, MN**

Matt Leaf has over a decade of workforce education experience under his belt that includes contract training, open enrollment, and both federal and state grants. Before becoming the leader of Customized Training Services, he specialized in the Advanced Manufacturing sector where he has clients ranging from Fortune 500 companies to shops with less than 20 employees. He holds an M.S. in Educational Leadership from Minnesota State University – Mankato and a B.B.A. from the University of Minnesota Duluth.

#### **TRACK 4**

##### ***Apprenticeship: National Trends and Best Practices in Surprising New Careers***

STRAND: Work-Based Learning

Join Arkansas State Director Dr. Dawn Hamby and Program Advisor Rocky Mantooth as they take you through a fun-filled/interactive presentation on one of Today's hottest topics in Business Engagement and Workforce Development - Apprenticeship. Monitoring 146 schools, serving 6,541 apprentices, and working with 632 employers, come hear their tricks of the trade as they help schools meet the highest of industry demands, so students can continue to "earn while they learn" in new career fields!

##### ***Presenters***

##### **Dawn Hamby, Director of the State Office of Apprenticeship, Arkansas Department of Commerce**

Dr. Dawn Tirado Hamby is the Director of the Office of Apprenticeship for the State of Arkansas, with over 28 years of experience in education, administration, and career coaching. As Director of the Office of Apprenticeship, which is part of the Office of Skills Development (OSD), and a division of the Department of Commerce, Dr. Hamby oversees/monitors over 100 apprenticeship schools throughout the state, and is responsible for the disbursement of state funding to those programs, in addition to coordinating the efforts between the United States Department of Labor (USDOL) and OSD. A graduate of Hendrix College, she earned a Bachelor's of Arts Degree in Psychology, followed by a Master's Degree in Secondary Education, and a Doctorate in Higher Education, with a specialty in Secondary Education Teaching and Administration

##### **Rocky Mantooth, Apprenticeship Program Advisor, Arkansas Department of Commerce**

Rocky Mantooth is a Program Advisor for the Arkansas Office of Apprenticeship, which is part of the Office of Skills Development (OSD), and a division of the Department of Commerce. Mantooth monitors apprenticeship programs and schools across several disciplines, including Plumbing, Carpentry, Sheet Metal, HVAC, Painting, Iron Work, Pipefitting, Future Fuel, and Information Technologies. He also runs the State Plumbing Apprenticeship Committee (SPAC). SPAC works with plumbing apprenticeship schools statewide to provide outreach education, experience credit for new students, and advocate for apprentices navigating state licensure.

#### **TRACK 5**

##### ***What Works?: Career Pathways Evidence from What Works Clearinghouse™ Reviews***

STRAND: Expanding Pathways

The What Works Clearinghouse™ (WWC) conducts systematic reviews to assess research evidence on the effectiveness of educational interventions, and maintains an online repository of products to help educators make evidence-based decisions. This session features findings from the WWC's Intervention Report on Integrated Basic Education Skills and Training (I-BEST), based on a review and synthesis of evidence from 12 I-BEST studies. This session also provides an overview of the process the WWC and an expert panel used to develop a Practice Guide on Designing and Delivering Career Pathways at Community Colleges, based on a review of 122 studies.

### ***Presenters***

#### **Sarah Costelloe, Principal Associate, Abt Associates, MD**

Sarah Costelloe, PhD, is a Principal Associate at Abt Associates and serves as the Project Director on the What Works Clearinghouse Postsecondary Education, Postsecondary Preparation, and Evidence Reporting (PEPPER) contract. Dr. Costelloe has more than 15 years of experience in qualitative data collection, analysis, and interpretation and in working with stakeholders to design and implement evaluations of programs and policies funded at the district, state, and national levels.

#### **Allan Porowski, Principal Associate, Abt Associates, MD**

Allan Porowski, MPA, is a Principal Associate at Abt Associates and serves as the Lead Methodologist on the What Works Clearinghouse Postsecondary Education, Postsecondary Preparation, and Evidence Reporting (PEPPER) contract. Mr. Porowski has a wide range of experience in the design and conduct of rigorous research studies, as well as in research synthesis and dissemination. Mr. Porowski has been on the WWC team since 2003 and has served as a reviewer on a number of WWC topic review and practice guide review teams, including Math, Character Education, Out-of-School Time, and Foundational Reading.

### **TRACK 6**

### **PLATINUM SPONSOR**

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### **TRACK 8**

### **SILVER SPONSOR**

#### ***Building a Flexible and Skilled Workforce for Next Generation Manufacturing***

STRAND: Expanding Pathways

Before the pandemic, manufacturers were faced with a skills gap, an awareness gap, and chasm so big that many were not sure how to find people that were qualified to work or even qualified to train. Fast forward to today, and the evolution that many manufacturers are facing is how to have a workforce that is flexible, knowledgeable, and skilled. The challenge to excite and mobilize students into manufacturing fields is real and the ability to fast track learning is an advantage in today's environment. We will share creative programs that both excite and educate the next generation of manufacturers. Our panel brings together an array of visionaries that will share how they saw a need and collaborated to train the next generation of manufacturing employees.

### ***Presenters***

**Greg Surtman, Senior Workforce Education Strategist, Tooling U-SME, OH**

**Sue Mueller, Senior Workforce Education Strategist, Tooling U-SME, OH**

**SESSION B**

**WEDNESDAY OCTOBER 7**

**1:45 pm – 2:45 pm EDT**

**TRACK 1**

***Creating Training Programs with Business Input and Buy-In***

STRAND: Employer Engagement and Partnerships

Every short-term training program at Metropolitan Community College is built with business and career advancement in mind. Not only does business engage in our advisory boards, but they also “buy-in” and participate in our trainings by interacting with the trainees. When training and business align, beautiful things occur - business upskilling their existing workforce, they hire the trainees, and they turn into corporate clients of the college.

***Presenters***

**Lyndsie Gibbs, Manager of Career Placement, Metropolitan Community College, NE**

Lyndsie serves as the Manager of Career Placement Programs for Metropolitan Community College. She has found her passion for creating and supporting local workforce initiatives to connect students and learners to training and career advancement opportunities.

**Tammy Green, Director of Workforce and IT Innovation - Career Skills and Adult Education, Metropolitan Community College, NE**

Tammy serves as the Director of Workforce Innovation and IT-Career Skills and Adult Education for Metropolitan Community College. Her passion for education as a tool for ending poverty drives her to coordinate with local businesses and community agencies to bridge people out of poverty through education.

**TRACK 2**

***This is What Recovery Looks Like: Community College Advocacy During COVID-19***

STRAND: Responding to COVID-19

As the entire country struggles to make sense of our new reality, community colleges are positioned to be at the forefront of the recovery. Elected representatives need to know about the outsized role that community colleges will play in the country’s recovery from COVID-19 in order to support and grow your work. Join us for a workshop where attendees will learn how to make champions of their representatives by sharing stories from the ground and connecting the dots about how your schools can impact the region’s recovery.

***Presenters***

**Jessica Cardott, National Network Manager, National Skills Coalition, DC**

Jessica Cardott organizes workforce development stakeholders to grow National Skills Coalition’s national network and facilitate action-taking on federal policy proposals. Jessica developed a background in workforce development and coalition-building as a social worker and researcher. Jessica holds a master’s degree in social work and social policy from the University of Chicago and a bachelor’s degree in literature from New College of Florida.

**Scott Alsobrooks, President, East Mississippi Community College, MS**

Dr. Scott Alsobrooks began serving as President of East Mississippi Community College in January of 2019. He previously served as vice president at Pearl River Community College. Prior to that, he was the

college's director of Workforce Education at the Woodall Advanced Technology Center. Alsobrooks is a graduate of Pearl River Community College, Mississippi State University, and the University of Southern Mississippi.

**Katie Spiker, Director of Government Affairs, National Skills Coalition, DC**

Katie Spiker works to advance NSC's Washington-based policy efforts through federal legislation, agency regulation and national funding initiatives. In this capacity, Katie provides in-depth analyses of proposed and existing federal workforce, postsecondary education, and human services policies. She holds a J.D. from Georgetown University Law Center and a bachelor's degree from the University of Miami.

**TRACK 3**

***Jobs Automation in the U.S.: How are We Preparing***

STRAND: Emerging and Future Technologies

While concerns about job automation have been widely discussed, the potential magnitude of the impacts across age groups, and what colleges do to prepare workforce are still unclear. This presentation will provide estimated numbers and percentages of jobs at the risk of being automated by age group and industry. In addition, two of the programs from Ivy Tech Community College - Advanced Automation and Robotics Technology and Agriculture/Precision Ag will be described as practical examples.

***Presenters***

**Takashi Yamashita, Associate Professor of Sociology, University of Maryland Baltimore County**

Dr. Takashi Yamashita is an associate professor of sociology and faculty in the Gerontology PhD Program at University of Maryland, Baltimore County. His primary areas of research are social determinants of health and well-being, wider benefits of lifelong learning, and health literacy in older population.

**Todd Roswarski, Vice Chancellor for Academic Affairs, Ivy Tech Community College Lafayette, IN**

Dr. Todd E. Roswarski serves as the Vice Chancellor for Academic Affairs of Ivy Tech Community College-Lafayette, assuming the position in January 2010. In this role, he serves as the Chief Academic Officer for the campus service area overseeing all Academic Programs, Academic Grants, Secondary Initiatives, Library Services, and Testing & Assessment, as well as serves on the Campus Academic Officers' Committee that sets all academic policy for the Statewide Community College System. Dr. Roswarski is also a Professor of Psychological Sciences.

**Phyllis Cummins, Senior Research Scholar, Scripps Gerontology Center, Miami University, OH**

Dr. Phyllis Cummins is a Senior Research Scholar at Scripps Gerontology Center, Miami University, Oxford, Ohio. Her research foci include education and training for older workers, the role community colleges play in education and training for older adults, skill development over the life course, and economic security in retirement.

**TRACK 4**

***Structuring Work-Based Learning: How Is Your College Organized and Why?***

STRAND: Work-Based Learning

Community colleges are increasing their capacity to support work-based learning by hiring staff, procuring new data systems, deepening industry and community partnerships, and better integrating student services and instruction. How is your college organizing these efforts to best support student success? If your college's work-based learning services had to contract, how would you consolidate

effectively? San Francisco Bay Area colleges engaged in a simple org chart mapping process and discussions about different models. Learn what they discovered, have the opportunity to use the template yourself, and connect and share learnings with others who attend this session

**Presenters**

**Beth Arman, Senior Dean Career and Community Partnership, Diablo Valley College, CA**

Dr. Beth Arman is the Senior Dean of Career and Community Partnership for Diablo Valley College, in Northern California's East Bay. She has extensive experience in credit and non-credit workforce education, having worked previously for the Community College of Baltimore County (Maryland) and Renton Technical College (Washington). Beth is the President-Elect of NCWE and a previous Jacobs Award winner for her dissertation on apprenticeship degree completion.

**Carrie Portis, Project Manager Regional Career and Job Placement Initiative, Bay Area Community College Consortium, CA**

Carrie Portis is the Project Manager of the Regional Joint Venture for Workforce Development and Job Placement for the Bay Area Community College Consortium. Carrie's focus is working with the 28 colleges in the San Francisco Bay Area to share best practices, improve coordination and deepen learnings so that more students can attain better jobs in their fields of study. Previously Carrie connected to community colleges when she held positions in philanthropy and creating businesses in low-income communities.

**TRACK 5**

***Aligning Non-Credit Workforce Programs to Degree Programs in Community Colleges***

STRAND: Expanding Pathways

Community colleges must rethink how to prepare students for work and further education, particularly in response to COVID-19 and renewed calls for ending systemic racism. Now, more than ever, there is a need to align and integrate non-credit workforce programs and credit-based degree programs to create more pathways to opportunity and a more equitable experience for students. This requires a new model for alignment and integration. Education Strategy Group will share new research on how to bridge these pathways. Learn about four types of approaches already underway to develop such pathways. Hear from institutions and systems leading this work. Gain practical tips and resources for institutions and states looking to get started or go further.

**Presenters**

**Annie Phillips, Associate Director, Education Strategy Group**

Annie Phillips is an Associate Director at Education Strategy Group where she leverages her professional experience as a teacher and postsecondary administrator to support and lead efforts that foster collaboration among K-12, higher education and workforce stakeholders to advance meaningful postsecondary credential attainment. At ESG, Annie has led projects working with states and communities across the country to identify, develop and commit to actionable, cross-sector strategies to meet postsecondary attainment goals. She played an integral role in the research and development of a playbook for aligning non-credit workforce programs to degree programs in community colleges, which is forthcoming in Fall 2020.

**Christine Barrow, Dean Division of Sciences, Technology, Engineering, and Mathematics, Prince George's Community College, MD**

Dr. Christine Barrow is the dean of the Sciences, Technology, Engineering, and Mathematics (STEM) Division at Prince George's Community College, which includes four departments that educate over 8,000 credit and continuing education students each year. Dr. Barrow promotes the importance of

diversity, mentorship, experiential learning, innovation, and partnership on education and workforce outcomes. During her twenty-year tenure at the College, she has secured over \$27 million in grants for the College and its partners, focused on student engagement, dual enrollment/early college, research, and open educational resources. She has developed STEM programs and strategies with many partners, including the National Institutes of Health (NIH), Lockheed Martin Corporation, the National Security Agency, local school systems, four-year colleges, and several local, regional, and national non-profit organizations. She has received several teaching and service awards, including the 2015 President's Medal, 2009 Faculty Senate Excellence Award, The Daily Record's Leading Women of 2010, and the National Institute of Staff and Organizational Development Excellence Award in 2015. She earned her bachelor's degree at Tuskegee University and her Ph.D. at Howard University.

**Donna Davis, Director Workforce Solutions, Kentucky Community and Technical College System, KY**

Donna Davis is the former Director of workforce solutions at the Kentucky Community and Technical College System (KCTCS) where she helped coordinate the delivery of programs and services that address the full spectrum of needs faced by business and industry, as well as, programs for individuals who want to upgrade their skills. Donna played an integral role in designing training programs to meet the specific needs of Kentucky employers in a location and at a time most convenient for them. With her leadership, Donna helped build KCTCS's track record of success in providing workforce solutions to 5,300 Kentucky companies annually.

**TRACK 6 PLATINUM SPONSOR**

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**TRACK 8 SILVER SPONSOR**

***Reimagining Workforce Services in the Time of Corona***

STRAND: Responding to COVID-19

Due to the COVID-19 pandemic, organizations have had to dig deep into their innovation reserves to figure out the best ways to continue delivering high-quality career services through new platforms and delivery models. Join Grant Associates to learn how we've converted out training to virtual content using an open-source learning management system, and share best practices and lessons learned for remote career advisement, online resume development, job matching, and remote interviewing.

**Presenter**

**Chris Bernhardt, Vice President of Training, Grant Associates, TX**



**SESSION C**  
**WEDNESDAY OCTOBER 7**  
**3:00 pm – 4:00 pm EDT**

**TRACK 1**

***Pathways to Opportunity: Closing Opportunity Gaps Across Oregon***

STRAND: Equity, Diversity, and Inclusivity

Pathways to Opportunity is a statewide initiative focused on closing opportunity gaps and increasing economic mobility by expanding the federal, state, and local resources available to low-income students. Unmet financial needs are a key barrier to attending and completing college, disproportionately impacting students of color, single parents, and other underserved populations. Find out how a coalition of 17 community colleges, state agencies like the Department of Human Services and Oregon Employment Department, community-based organizations, employers, and anti-poverty groups are generating innovative solutions and addressing education and economic inequities in the state.

***Presenters***

**Kate Kinder, Director, Portland Community College, OR**

**Melissa Johnson, Director State Strategies, National Skills Coalition, DC**

**Marc Goldberg, Principal, Skills Strategy Consulting, Portland, OR**

**TRACK 2**

***Steady As She Goes!: One NCWE Exemplary Award Program's Solution + Discussion***

STRAND: Responding to COVID-19

When COVID-19 forced most workforce training programs in the Tampa Bay area to close down, Hillsborough Community College's Non-Credit Exemplary Award winning Workforce Training Center moved online instead, maintaining instructional continuity through the redesign not just of curriculum and program delivery, but also its student support services, wrap-around support, hands on learning models, recruiting and financial aid systems. This session talks about the innovative solutions put into play and how college administration, state, federal and local accreditation organizations, staff, faculty, industry partners and the community partners all rallied to keep HCC's high nontraditional student population in school, regardless of income, access to technology, and resources, not just for their education but for weathering the pandemic in their personal lives. Not everything worked! What did or didn't work? What strategies were implemented? What did we learn? What can we do better? How can we prepare for tomorrow?

***Presenters***

**Dove Wimbish, Student Success Coordinator, Hillsborough Community College, FL**

**John Meeks, Dean of Career Programs, Hillsborough Community College, FL**

**TRACK 3**

***Mutually Beneficial Research: How You Can Help Ensure a Healthy Dynamic***

STRAND: Partnerships

Policymakers and practitioners want to make sure their work is high-quality and informed by research, and researchers want to make sure their work is relevant and timely. Yet there is often a disconnect between those who need the research and those who conduct it. How can you help build and maintain a constructive research dialog? What are some common misunderstandings and tools to help overcome them? This workshop will explore ways that all parties can engage in building and maintain a research agenda that ultimately serves the interests of our students.

**Presenters**

**Meredith Larson, Research Analyst and Program Officer, National Center for Education Research, DC**

Dr. Meredith Larson is a research analyst and program officer at the National Center for Education Research in the Institute of Education Sciences, U.S. Department of Education. Her primary areas are postsecondary and adult education, with a particular focus on building basic skills and encouraging life-long learning for all adults. She has taught postsecondary English language courses and college writing and has tutored students from elementary school through adult secondary education. Dr. Larson earned her master's degrees in English and cognitive and instructional psychology from Northern Illinois University and a doctorate degree in linguistics from Northwestern University.

**TRACK 4**

***Providing ACCESS to Students with Differing Abilities***

STRAND: Work-Based Learning

Harford Community College is excited to announce the development of a new program called ACCESS: A College and Career Experience for Self-Sufficiency. Students in The ACCESS Program will choose a career pathway and will take fully included classes in that pathway. Students will also have an internship in the community to practice the skills they learn in class. This presentation will explain lessons learned so far, discuss types of community partners to consider when developing a new program, and review the requirements of becoming a Comprehensive Transition Program. This session will benefit anyone interested in the process of becoming a more inclusive campus for students with Intellectual Disabilities.

**Presenters**

**Danielle Anderson, ACCESS Project Planning Lead, Harford Community College, MD**

Danielle Anderson has a background in curriculum development for competitive integrated employment as well as special education administration. Danielle worked for Indianapolis Public Schools and Goodwill Education Initiatives before moving to Maryland, where she worked as an Education Program Specialist in the Policy and Accountability Branch for the Maryland State Department of Education. Danielle now serves as the ACCESS Project Planning Lead for Harford Community College.

**Neill Christopher, Training Center Program Manager, Arc Northern Chesapeake Region**

Neill Christopher is a committed advocate for employment of those with differing abilities. Neill is a board member of the Regional Manufacturing Institute and APSE Maryland, as well as a member of the MOSH Advisory Board. A former board member of The Arc Northern Chesapeake Region, Neill now serves as the Training Center Program Manager for The Arc Northern Chesapeake Region.

**TRACK 5**

***Maximize on Educational Pathways - Several Ideas to Share***

STRAND: Expanding Pathways

Clark State Community College has fully embraced different strategies to help students succeed. Our engineering programs have implemented numerous strategies to create alternative pathways that span from 9th grade all the way to our bachelor's degree. The program is crafted from stackable certificates

which align to industry credentials and that roll into the both our associate degrees and applied bachelor's degree. Courses at the associate degree level utilizes the standard IBEST program. For the bachelor's degree program, the IBEST model incorporates management and manufacturing principles. In addition, credit and non-credit departments work collaboratively to create customized training plans that include defined pathways for employees, starting from pre-hire screening to accelerated advancement opportunities.

**Presenters**

**Aimee Belanger-Haas, Dean Business and Applied Technologies, Clark State Community College, OH**

Aimee Belanger-Haas, Ed.D. has served as Dean of the School of Business and Applied Technologies and Workforce Development at CSCC since 2015. She earned her doctorate degree in Community College Leadership is from Ferris State University, and her master's degree in GIS is from Penn State University. Aimee has been with the college since 2010. Prior to joining CSCC, she worked in the private and public sectors in GIS for over twelve years.

**Lesli Beavers, Director of Workforce Solutions, Clark State Community College, OH**

Lesli Beavers is currently the Director of Workforce and Business Solutions at CSCC, serving in the department for five years. Prior to Clark State, Lesli worked in economic development and direct industry. Lesli holds a B.A. from West Virginia Wesleyan College and is a 2019 graduate of the NCWE New Workforce Professionals Academy.

**TRACK 6**

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**TRACK 8**

***Mapping the Wild West: Understanding Noncredit Community College Programs***

STRAND: Expanding Pathways

The Non-credit Program Mapping Project documents a representative sample of non-credit programs to provide state-of-the-industry assessment and identify promising practices. Largely unregulated, these community college programs are ideal tools to stimulate the economy, particularly important in the post-pandemic world. They are often quick, affordable, and geared toward workforce development. However, they vary widely; the NPMP identifies the landscape and promising practices.

**Presenters**

**Sara Haviland, Research Scientist, Educational Testing Service, NJ**

**Steve Robbins, Principal Research Scientist, Educational Testing Services, WA**

**Michelle Van Noy, Associate Director, Education and Employment Research Center, Rutgers University, NJ**

Dr. Van Noy is Associate Director at the EERC at Rutgers, where she is responsible for directing research and evaluation projects on community college workforce education. She has over 20 years of experience conducting research on education and workforce. She has published papers on IT technicians examining the outcomes of students from community college IT programs, employer perceptions of associate degrees for IT technicians, and information technology certification programs. Before joining EERC, Dr. Van Noy conducted research at the Heldrich Center for Workforce Development at Rutgers, and the Community College Research Center at Teachers College, Columbia University.

**Heather McKay, Director of the Education and Employment Research Center, Rutgers University, NJ**

## **SESSION D**

**WEDNESDAY OCTOBER 7**

**4:15 pm – 5:15 pm EDT**

### **TRACK 1**

#### ***Closing the Equity Gap: The Ohio Story***

STRAND: Equity, Diversity, and Inclusivity

In the U.S., there are substantial educational attainment gaps based on race and ethnicity. That combined with attainment goals that have been established in over 40 states and enrollment challenges faced by many colleges requires educational institutions to reconsider how they can better serve racial and ethnic minorities. The Adult Learner Worker Group's Closing the Equity Gap Subgroup addressed five specific topics: connection and recruitment; entry and enrollment; progress and persistence; credential completion; and transition and workforce. Presenters will discuss each of these topics and offer examples and recommendations that resulted from the group's efforts. We will discuss programs implemented at Ohio's colleges to facilitate closing the equity gap and offer recommendations for additional actions.

#### ***Presenters***

**Phyllis Cummins, Senior Research Scholar, Scripps Gerontology Center, Miami University of Ohio**

Dr. Phyllis Cummins is a Senior Research Scholar at Scripps Gerontology Center, Miami University, Oxford, Ohio. Her research foci include education and training for older workers, the role community colleges play in education and training for older adults, skill development over the life course, and economic security in retirement.

**Tiffany Hunter, Vice President of Academic Affairs, Clark State Community College, OH**

Dr. Tiffany Hunter currently serves as Vice President of Academic Affairs at Clark State Community College in Springfield, Ohio. A former faculty member and Dean, she is beginning her second year at Clark State and her 21st year in higher education.

### **TRACK 2**

#### ***How Tuition Reimbursement is a Game-Changer***

STRAND: Employer Engagement and Partnerships

Tuition reimbursement programs provide benefits to the employer, that receives a tax break and a more skilled workforce, and the employee who gets their education paid for. Although many companies, especially large corporations, offer this benefit, fewer than 5% of eligible employees use it. Pima Community College looked into why there is such a low usage and developed a program to help boost these numbers. In this presentation, participants will learn what are the factors that keep usage of this benefit low, and what community colleges can do to improve on it, increasing enrollment and deepening relationships with industry partners.

***Presenters***

**Ana Greif, Business Development Program Manager, Pima Community College, AZ**

**Jessica Normoyle, Business Solutions Program Manager, Pima Community College, AZ**

**TRACK 3**

***Cultivating Readiness for the Transportation Workforce of Tomorrow***

STRAND: Employer Engagement and Partnerships

New transportation innovations, policies and programs will quite literally change the world as we know it. The changing landscape and new challenges that present themselves will inevitably give way to new job opportunities. But these opportunities will not fill themselves. Educating, recruiting, and training new workers will be critical to managing our country's infrastructure safely and efficiently. Academic institutions strive to help develop a transportation workforce capable of designing and maintaining the complex transportation systems of tomorrow. Attend this session to learn about partnerships that demonstrate how industry, workforce developers, and academic partners are working together to prepare workers for this evolving future.

***Presenters***

**Lisa Kay Schweyer, Program Manager Traffic21 Institute and Mobility21 University Transportation Center, Carnegie Mellon University, PA**

Lisa Kay Schweyer is Program Manager for Carnegie Mellon University's Traffic21 Institute, which houses the Mobility21 National University Transportation Center. In 2003, her transportation career began, helping commuters and employers learn about transportation options as manager of the regional CommuteInfo program. In 2020, she earned the Association for Commuter Transportation's (ACT) Transportation Demand Management – Certified Planner certification, as well as a Cribs for Kids Women of Achievement Award. She earned her Bachelor of Arts in Political Science from Indiana University of Pennsylvania and Master's of Public Management from CMU.

**Bob Koch, Professor Automotive Technology Program, Community College of Allegheny County, PA**

Robert Koch (cook), is the department chair for occupational trade programs at the Community College of Allegheny County in Pittsburgh Pa. and a professor/coordinator for the Ford ASSET (Automotive Student Service Educational Technician) training program over 30 years. Bob is also the director for the Pennsylvania State Inspection and Emission Inspection classes at CCAC and an instructor for over 29 years, instructing students on all facets of automotive repair to include diagnosing advanced vehicle systems. He is an ASE certified master automotive technician, L1 advanced diagnostic certified technician, and a NATEF certified team leader that evaluates automotive programs in both secondary and post-secondary schools.

**Missy Blair, Program Manager/Certified MSF RiderCoach and Traffic Survival School Instructor, Pima County Community College, Center for Transportation Training, AZ**

Missy Blair is, in no order of importance, an entrepreneur, higher education leader, veteran of the United States Air Force, facilitator, amateur photographer, volunteer court appointed special advocate for kids in foster care, wife, and mom. Missy was named one of the 2019 Top Women to Watch in Transportation by Women in Trucking for her work on Pima Community College's Autonomous Vehicle Driver & Operations Specialist certificate program and for her efforts to encourage women to join the trucking industry. Missy completes her Northern Arizona University Masters in Educational Leadership (with an emphasis in Community Colleges and Higher Education) in December 2020.

**Robert Brown, Head of Public Affairs and Government Relations, TuSimple**

Robert Brown, Head of Public and Government Affairs is responsible for the federal, state, and local public and government relations for TuSimple. Working with legislators and regulators on best practices for safety, commercial viability, and policies.

**TRACK 4**

***Connecting Education to the Workforce Through Apprenticeships***

STRAND: Work-Based Learning

As part of broad workforce development initiatives, states rely on apprenticeships as one way to meet workforce demand. According to a 50-state comparison conducted by Education Commission of the States, only nine states and the District of Columbia require, at the state level, training to take place within postsecondary education institutions. This session explores key state examples of how postsecondary institutions create on-ramps to employment through apprenticeships.

***Presenters***

**Lexi Anderson, Assistant Director, Education Commission of the States, CO**

Lexi Anderson, Ed.D. is an Assistant Director at Education Commission of the States, a non-partisan, non-profit education policy organization based in Denver, Colorado. In her current role she oversees project management for the organization's policy products. Lexi has more than 10 years of experience working as a higher education administrator and policy analyst, with the past five years focused on postsecondary transitions and workforce development. Lexi works to ensure policymakers receive the best information to create better education policy.

**Tom Keily, Policy Analyst, Education Commission of the States, CO**

Tom Keily is a policy analyst at Education Commission of the State, a non-partisan, non-profit education policy organization based in Denver, Colorado. As a policy analyst, Tom contributes to the work of the policy team on issues across the education spectrum from early childhood education through postsecondary education and workforce development. Before joining Education Commission of the States, Tom taught middle school in Milwaukee, Wisconsin, and worked on financial service policy issues in Buffalo, New York. Tom is dedicated to providing state policymakers with quality research that supports them in making a positive impact on students' lives.

**TRACK 5**

***An Innovative and Replicable Competency-Based Pathway to Student Success***

STRAND: Expanding Pathways

This session will share our innovative and replicable pathway to increase the number of students who complete a certificate or higher credential in information technology (IT) and related workforce disciplines, based on competency-based courses and a registered apprenticeship model. In particular, we will describe how students benefit from three mutually reinforcing aspects of this program: on-the-job training and compensation; CBE course work that is accessible, accelerated, and affordable; and fully

dedicated counseling and advisement personnel. Please join us to learn more about this dynamic and exciting program and how you can implement it on your campus.

**Presenters**

**Kevin Peek, TAB CBE Grants Director and Professor of Economics, South Texas College**

Dr. Kevin Peek has held professorial and/or administrative positions for the last 27 years. He is a nationally recognized expert in Competency-Based Education (CBE) and has collaborated in the conversion of more than 15 workforce programs to the CBE format in different colleges throughout the country.

**Angelita Teniente, CBE Liaison and Computer Information Technology Instructor, South Texas College**

**TRACK 6**

***Breaking Pandora's Box: Taking A Chance On You!***

STRAND: Work-Based Learning

Got talent, but question your skill sets? Then this workshop is for you. Unleashing Pandora's Box is a journey of taking a chance on you. This workshop not only helps attendees unleash undiscovered talents but understand the importance of Employeepreneurship. For once, take a chance on yourself and prepare to break your seal.

**Presenter**

**Crystal Waye, Program Director Human Resource Management Degree, Columbus Technical College, SC**

**TRACK 7**

***Colleges as Economic/Workforce Development Partners: Collaboration v. Isolation***

STRAND: Employer Engagement and Partnerships

Community colleges are a hub for preparing and advancing a workforce with the skills needed for employment and advancement, addressing skills gap and employer needs, and strengthening economic development. Learn compelling illustrations and best practices led by the Economic Development and Workforce Solutions division at Central Ohio Technical College as they demonstrate how to create a community win while generating economic growth and individual development while shrinking skills gaps.

**Presenter**

**Vicki Maple, Vice President Economic Development and Workforce Solutions, Central Ohio Technical College**

Vicki Maple, Ed.D. serves as the Vice President for Economic Development and Workforce Solutions at Central Ohio Technical College, where she also directs the Workforce Development Innovation Centers, acting as a liaison between the institution and business/industry to offer effective, innovative solutions to specific business and industry challenges. Vicki completed a Doctorate of Educational Leadership at Ashland University, with her dissertation research topic being "The Technical College's Role in Bridging the Workforce Gap: A Multi-Case Study on Engineering Technology-Based Employers."

**TRACK 8**

***A Perfect Marriage: Integrated Education and Workforce Training for ELL Populations***

STRAND: Expanding Pathways

Part of Metropolitan Community College's Adult Basic Education best practices has been to build relationships with students right from the beginning of their educational journey. Learn how embedding career skill coaches into our program has increased student engagement and program completion.

**Presenters**

**Lyndsie Gibbs, Manager of Career Placement, Metropolitan Community College, NE**

Lyndsie serves as the Manager of Career Placement Programs for Metropolitan Community College. She has found her passion for creating and supporting local workforce initiatives to connect students and learners to training and career advancement opportunities.

**Tammy Green, Director of Workforce and IT Innovation - Career Skills and Adult Education, Metropolitan Community College, NE**

Tammy serves as the Director of Workforce Innovation & IT-Career Skills and Adult Education for Metropolitan Community College. Her passion for education as a tool for ending poverty drives her to coordinate with local businesses and community agencies to bridge people out of poverty through education.

**Sarah Larsen, Manager of Adult Basic Education, Metropolitan Community College, NE**

Sarah serves as the Manager for Adult Education at Metropolitan Community College. The time she has spent in adult education has been some of the most rewarding experiences in her 15-year tenure in higher education. She found her initial calling while serving in the Peace Corps as an English language teacher in Cambodia.

**SESSION E**

**THURSDAY OCTOBER 8**

**11:45 am – 12:45 pm EDT**

**TRACK 1**

***Richland Community College: Technical + Essential Skills=Changed Lives***

STRAND: Equity, Diversity, and Inclusivity

Focusing on underserved populations, the EnRich program at RCC combines technical skill and trauma informed essential skill training in a short-term program to launch careers for those who are under and unemployed. Come sail with us and learn how the SS Industrial Job Skills Training program has placed 89% while at the same time serving a population that some would rather throw to sea. To date in this voyage, 90% have retained employment and changed their trajectory in life.

**Presenters**

**John Oliver, Director Workforce Development, Richland Community College, IL**

John Oliver is currently the Director of Workforce Development at RCC and has served the college for 10 years in various roles. Prior to Richland Community College he spent eight years working for four-year public university, Murray State University, where he holds a B.S. in Business and an MBA. John is a 2019 graduate of the NCWE New Workforce Professionals Academy.

**Cristobal Valdez, President, Richland Community College, IL**

Cristobal "Cris" Valdez has served as the President of Richland Community College since 2016. Dr. Valdez has focused on expanded internal and external communications, leadership development and raising the regional and national profile of the College through improved instruction, workforce development, student success and student outcomes. Since coming Richland, the College has developed a laser focus on creating a positive culture, growing enrollments and creating fiscal sustainability. He is active in the



community and currently serves on several local, regional, and national boards including Decatur EDC, Illinois Manufacturing Association and AACC Presidents Academy Executive Board and Commission on Diversity, Equity, and Inclusion.

**Courtney Carson, Executive Director of External Affairs, Richland Community College, IL**

Reverend Courtney Carson is an engaged community activist. He serves as an ordained Minister at Antioch M.B. Church, Executive Director of External Affairs for Richland Community College and Vice President of Decatur Public Schools Board of Education.

**TRACK 2**

***What Next? Challenging Tradition with Innovative Multimedia Instruction***

STRAND: Responding to COVID-19

The workshop is designed to share the innovative multimedia content and instructional materials created and offered through the Pima Workforce Division. Specifically, using the Pima Paramedic YouTube channel and reality education videos to offer access and educational opportunities on a global scale, to students, anytime, anywhere.

***Presenters***

**Amanda Abens, Dean Workforce Development and Continuing Education, Pima Community College, AZ**

As the Dean of Workforce Development and Continuing Education Division at Pima Community College, Amanda provides leadership for a variety of Career and Technical Education training programs. This variety includes credit, clock hour, noncredit, transfer, direct to employment, dual enrollment, online, hybrid and face-to-face. Instructional locations under her purview include four campuses, multiple employer sites, and two prisons.

**Devin Marble, Advanced Program Coordinator for Multimedia Instruction, Pima Community College, AZ**

Devin Marble worked in film and television from 2006-2014 in Los Angeles, CA. After becoming a professional paramedic, a clinical researcher at the University of Arizona, and adjunct faculty for Pima Community College, he has since blended his multimedia skills with remote video education by developing training videos for the Mayo Clinic and NIH, and building the popular Pima Paramedics YouTube channel for Paramedics students around the world in 2017. On YouTube, Pima Paramedics is innovating virtual content delivery with Virtual Reality Lectures and 360 VR videos. Today, the YouTube channel has over 20,000 subscribers, 1.9 million views, and an active audience in 114 countries.

**TRACK 3**

***Utilizing Credit, Non-Credit and State Funding Sources for Employer Success***

STRAND: Employer Engagement and Partnerships

The State of Ohio has implemented the innovative TechCred funding program, charging community colleges to partner with industry to utilize the program. We will highlight one success story, where credit and non-credit collaborated, to create and deploy a training that was highly successful, receiving outstanding feedback from the company. We will explore how collaboration, customer service, and external funding sources can work together to create successful programs and strong partnerships.

***Presenters***

**Lesli Beavers, Director of Workforce Solutions, Clark State Community College, OH**

Lesli Beavers is currently the Director of Workforce and Business Solutions at CSCC, serving in the department for five years. Prior to Clark State, Lesli worked in economic development and direct

industry. Lesli holds a B.A. from West Virginia Wesleyan College and is a 2019 graduate of the NCWE New Workforce Professionals Academy.

**Aimee Belanger-Haas, Dean Business and Applied Technologies, Clark State Community College, OH**  
Aimee Belanger-Haas, Ed.D. has served as Dean of the School of Business and Applied Technologies and Workforce Development at CSCC since 2015. She earned her doctorate degree in Community College Leadership from Ferris State University, and her master's degree in GIS is from Penn State University. Aimee has been with the college since 2010. Prior to joining CSCC, she worked in the private and public sectors in GIS for over twelve years.

#### **TRACK 4**

##### ***Measuring Work-Based Learning in Community Colleges***

STRAND: Work-Based Learning

Across the country, work-based learning is expanding to ensure that students have access to opportunities to learn career relevant skills and good jobs. Community colleges are at the center of expansion efforts, but we need better data and strategies for measurement to support these expansion efforts. This session will explore what some colleges are doing to expand, improve and measure work-based learning.

##### ***Presenters***

**Shayne Spaulding, Senior Fellow, The Urban Institute, DC**

#### **TRACK 5**

##### ***Student Decision Making About Programs and Careers: Pathways into IT Careers***

STRAND: Expanding Pathways

How do students decide among many community college pathways? This session will share insights on how students make decisions about programs and careers. Rutgers researchers in partnership with faculty from Ivy Tech Community College will report on findings from a research project focused on Information Technology academic and career pathways, including what drives students' decisions and how institutional policies and practices impact these decisions.

##### ***Presenter***

**Michelle Van Noy, Associate Director, Rutgers, Education and Employment Research Center, NJ**

Dr. Van Noy is Associate Director at the EERC at Rutgers, where she is responsible for directing research and evaluation projects on community college workforce education. She has over 20 years of experience conducting research on education and workforce. She has published papers on IT technicians examining the outcomes of students from community college IT programs, employer perceptions of associate degrees for IT technicians, and information technology certification programs. Before joining EERC, Dr. Van Noy conducted research at the Heldrich Center for Workforce Development at Rutgers, and the Community College Research Center at Teachers College, Columbia University.

**Matthew Cloud, Department Chair of the School of Information Technology and Assistant Professor, Ivy Tech Community College, IN**

Matthew Cloud (Co-PI, Ivy Tech) is Assistant Professor and Department Chair in the School of Information Technology at Ivy Tech Community College. He was the Project Director of the Ivy Tech TAACCCT grant for the School of IT. He has had project management and research roles in IT and Engineering with Texas A&M University, University of Texas at Houston and Arlington, and University of Notre Dame. He was also CEO of the software company C9R for over 12 years. He is an advisory Board

Member for CISCO Academy US/Canada, a US representative for C++ Institute, a reviewer for the IEEE journal Neurophotonics, and an Advisory Board Member for the Indiana Governor's Executive Council on Cybersecurity.

**TRACK 6** **PLATINUM SPONSOR**

*Title*

STRAND:

*Presenters*

Presenters

**TRACK 7** **GOLD SPONSOR**

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**TRACK 8** **SILVER SPONSOR**

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STRAND:

*Presenters*

**SESSION F**

**THURSDAY OCTOBER 8**

**2:00 pm – 3:00 pm EDT**

**TRACK 1**

*Launching Healthcare Careers with English Language Learners*

STRAND: Expanding Pathways

Join us to discuss the strategies Anne Arundel Community College used to design and implement a Central Sterile Processing for English Language Learners program. This session highlights the program architecture that enabled strong English Language acquisition and employment outcomes. Participants will identify tactics to maximize student recruitment efforts, deliver contextualized ELL instruction, maintain strong employer partnerships, and engage students in effective career readiness activities

*Presenter*

**Owen Silverman Andrews, Instructional Specialist, English Language Learning, Anne Arundel Community College, MD**

**Hannah Hollamon, Success Coach, Anne Arundel Community College, MD**

**Steven Wagoner, English Language Learning Instructor, Anne Arundel Community College, MD**

**Tammy Valko, Program Coordinator, Anne Arundel Community College, MD**

## **TRACK 2**

### ***Do Not Waste A Crisis: PowerSkills™ for the New World***

STRAND: Responding to COVID-19

The key to workforce agility during these precarious times is the mastery of soft skills or PowerSkills. Join us to discuss their importance to workforce productivity and an organization's competitiveness in this day and age.

#### ***Presenters***

#### **Michelle Eppler, Assistant Vice President Human Capital Lab and Dean of the College of Continuing Professional Education, Bellevue University, NE**

Dr. Michelle Kempke Eppler was appointed Executive Director of the Human Capital Lab in January 2018. She also serves as the founding Dean of the College of Continuing and Professional Education at Bellevue University. She has more than 20 years of experience in higher education, much of it devoted to expertise in teaching adult learners. Her Ed.D. in Educational Leadership & Policy Analysis from the University of Missouri. As Director of the Human Capital Lab, she is working to expand the scope and depth of research studies on the impact of learning on workforce effectiveness and personal success and fulfillment.

## **TRACK 3**

### ***The Impact of Technology on the Future of Learning at Community Colleges***

STRAND: Emerging and Future Technologies

This presentation will explore the impact of technology on the future of learning at community colleges by describing findings from two recent research studies by the Urban Institute. The presentation will explore promising practices for learner success via online and technology-enhanced instruction, three types of supports that could make online learning more effective for students, and key knowledge gaps to address with further research.

#### ***Presenters***

#### **Amanda Briggs, Research Associate, Urban Institute, DC**

Amanda Briggs is a research associate in the Income and Benefits Policy Center at the Urban Institute. Her research focuses on workforce development policy analysis and program evaluation, employer involvement in workforce training, and online learning. She is currently co-directing a project focused on best practices for providing critical services to youth through technology.

#### **Theresa Anderson, Senior Research Associate, Urban Institute, DC**

Dr. Theresa Anderson is a senior research associate at the Urban Institute. She is a member of the Building America's Workforce cross-center initiative and is affiliated with the Income and Benefits Policy Center and the Education Data and Policy Center. She conducts in-depth, mixed-methods research on important policy issues, primarily evaluations of workforce, education, and social safety net programs and policies.

## **TRACK 4**

### ***Interdisciplinary Work-Based Learning - Dental Services for the Deaf***

STRAND: Work-Based Learning

Learn how two programs from Community College of Baltimore County, Interpreter Preparation and Dental Hygiene, team up to create a unique learning experience for students. Presenters will describe the goals and challenges of creating this unique interdisciplinary activity and share student feedback from the activity. Participants brainstorm innovative ideas for how they can create their own collaborative learning activities to benefit their students and community.

**Presenters**

Rebecca Minor, Program Coordinator Interpreter Preparation Program, Community College of Baltimore County, MD

Jeffries-Beatty, Program Director Dental Hygiene Program, Community College of Baltimore County, MD

**TRACK 5**

***Dual Credit Online, Simulated and F2F: Growing for Workforce Programs!***

STRAND: Expanding Pathways

Engaging students in effective workforce dual credit requires focusing on programs, not just courses. Lone Star College is creating new roads to the workforce for a high school student by redesigning its workforce dual credit partnerships. This session will cover this redesign from ISD requests through to implementation, including updates in participants, processes, documents, and review. Audience members will be engaged (anonymously) to share lessons learned so that all may learn together.

**Presenters**

**Christina Todd, Chief of Staff Workforce Operations, Office of External and Employer Relations, Lone Star College, TX**

**Linda Head, Senior Associate Vice Chancellor, External and Employer Relations, Lone Star College, TX**

**TRACK 6**

**SILVER SPONSOR**

***Title***

STRAND:

**Presenters**

Presenters

**TRACK 7**

**SILVER SPONSOR**

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**TRACK 8**

**SILVER SPONSOR**

***TITLE***

STRAND: Expanding Pathways

**Presenters**

**SESSION G**  
**THURSDAY OCTOBER 8**  
**3:15 pm – 4:15 pm EDT**

**TRACK 1**

***Maximize Ability to Benefit to Achieve Dual Enrollment for Adult Learners***

STRAND: Equity, Diversity, and Inclusivity

Ability to Benefit (ATB) is a provision in the Higher Education Act that allows individuals without a high school diploma to access federal financial aid. ATB is the key to dual enrollment for adult learners in adult education and postsecondary career technical education. Come learn how states and institutions are promoting ATB through online apps, ATB toolkits, and a focus on racial equity. Learn how to grow a pipeline of adult students into postsecondary CTE and maximize ATB to achieve dual enrollment for adult learners.

***Presenters***

**Judy Mortrude, Senior Technical Advisor, World Education, Inc., MA**

Judy Mortrude is a Senior Technical Advisor at World Education, Inc, supporting the National College Transition Network and the national LINCS Professional Development Center as well as a range of national and state policy and professional learning initiatives. Judy focuses on career pathway system development, including integrated education and training design and delivery, joint adult education and workforce development policy, and shared accountability.

**Erin Berg, Community College Program Specialist, US Department of Education, Office of Career, Technical and Adult Education, DC**

Ms. Berg coordinates community college-related policy development, national activities, and technical working groups for the Department. Most recently, she has led the CARES Act Education Stabilization Fund – Reimagine Workforce Preparation discretionary grant program as well as projects in the areas of stackable credentials, high school apprenticeships, career pathways, and technical assistance to under-resourced community colleges. She came to the Office of Career, Technical, and Adult Education following positions with the Department of Education's Federal Student Aid and U.S. Department of Agriculture's National Institute of Food and Agriculture, where she championed grant programs in postsecondary education and agricultural workforce development.

**TRACK 2**

***Using Coaching to Impact Organizational Culture: A Roadmap***

STRAND: Responding to COVID-19

Coaching in all forms - executive, leadership, life, health/wellness, etc. - is a hot topic and welcomed trend in corporate, government, small business and workforce development. Anne Arundel Community College (AACC) is the first community college in the nation to have an International Coach Federation (ICF) accredited coach training program since 2017. Presenters for this session will share a roadmap of AACC's accredited coach training program and how that program pivoted quickly to accommodate the needs of stakeholders and COVID-19. Come learn about coach training and see what nuggets you can take back to your programs.

***Presenters***

**Jen Lara, Coach and Professor, Anne Arundel Community College, MD**

Jen Lara is Professor of Education, Head Coach and co-Creator of Anne Arundel Community College's award-winning, Engagement Coach Training Program – the first community college-based, ICF-accredited coach training program in the US.

**Lisa Starkey, Assistant Director and Coach, Anne Arundel Community College, MD**

Lisa Starkey is Assistant Director of the Center for Faculty and Staff Development, adjunct professor of Computer/Technologies and an ICF trained coach. With a strong background in professional development and instructional technologies, Lisa is an advocate of engaged learning and workforce development.

**TRACK 3**

***Voices from the Field - Engaging Employers to Connect Young Adults to Employment***

STRAND: Employer Engagement and Partnerships

Having conversations about management practices, workplace culture and employee experiences can be mutually beneficial for workforce professionals and employers. We will share results from a survey of 210 workforce professionals about the types of conversations they have with business representatives. During the session, participants will be engaged in discussion about the types of questions they can ask employers that guide conversations about hiring, wages and benefits, scheduling, onboarding and performance feedback, training and development, career advancement, and diversity and equity.

***Presenters***

**Ranita Jain, Senior Evaluation Manager, Aspen Institute Economic Opportunities Program, DC**

Ranita Jain is the Senior Evaluation Manager of EOP. She manages applied research and capacity building projects that support the development of innovative approaches to improving jobs and economic opportunities for US workers. She designs and implements learning-focused research projects that engage program leaders to share their perspectives and experiences on pressing issues experienced by businesses and low-income workers.

**Amy Blair, Research Director, Aspen Institute Economic Opportunities Program, DC**

Amy Blair is Research Director of EOP. She has served as lead researcher/evaluator on a wide range of projects designed to promote learning about highly promising poverty alleviation, sectoral workforce development, and self-employment strategies implemented by organizations nationwide. Her expertise includes learning-focused and highly participatory approaches to process and outcomes evaluation, primary research, strategic grant-making, and learning meeting design and facilitation. Amy's work focuses on research that is designed to identify and explore innovative and emerging new practices and strategies and is geared toward program capacity-building and field-building.

**TRACK 4**

***United We Stand: Collaborative Career Pathways and Work-Based Learning in Iowa***

STRAND: Work-Based Learning

Public and private partners are uniting in Iowa to develop statewide career pathways and work-based learning resources for both short-term workforce needs and long-term talent pipelines. Join to learn about these exciting resources, including virtual and project-based learning strategies and steps for successful planning, development, and release. Special attention paid to the collaborative nature of these projects, the role of the Iowa Work-Based Learning Intermediary Network, and lessons learned along the way. Learn more at SectorPartnerships.Educatelowa.gov and [www.lowaIN.org](http://www.lowaIN.org)

***Presenters***

**Joe Collins, Consultant Sector Partnerships, Career Pathways, and Work-Based Learning, Iowa Department of Education**

Joe works a wide range of projects for the Iowa Department of Education covering industry sector partnerships, career pathway development, work-based learning guidance, and most recently taking on the lead role for Industry-Recognized Apprenticeship Programs (IRAPs) in Iowa. He brings with him a decade of experience from the private sector, bachelor's degrees in Marketing, Spanish, and International Business, and a master's degree in Adult, Continuing, & Occupational Education. He is also a proud NCWE New Workforce Professionals Academy graduate!

**Kristy Volesky, Consultant Work-Based Learning and Iowa Intermediary Network, Iowa Department of Education**

Kristy joined the Iowa Department of Education after spending 16 years as a high school business educator and work-based learning coordinator, including a brief program abroad with The American International School of Egypt. She now oversees the expansion of quality work-based learning programs in Iowa and the Iowa Intermediary Network. She holds a bachelor's degree in Business Education and a master's degree in Organizational Leadership

**TRACK 5**

***From the Field: Strategies for Bringing Equity to Community College CTE***

STRAND: Equity, Diversity, and Inclusivity

To ensure that community colleges and workforce partners are able to weather the COVID-19 storm – equitably – this presentation pairs sound research with high quality practice to identify promising strategies for breaking down inequities in community college CTE programs. Attendees will be invited to examine existing inequities in education systems, and will identify strategies for ensuring equitable access, persistence, and outcomes in community college CTE programs.

***Presenter***

**Hannah Dalporto, Research Associate, MDRC, NY**

**TRACK 6**

***Promoting Equity and Inclusivity through Trauma-Responsive Practices***

STRAND: Equity, Diversity, and Inclusivity

Trauma is a common but often overlooked obstacle to education and employment success affecting how individuals relate to others, process information, and their ability to successfully pursue pathways to promising careers. To improve equity and inclusion, this workshop will share lessons from victim-centered programs to build awareness among practitioners, implement trauma-responsive policies and practices, and create a culture of safety and support for all students.

***Presenter***

**Sarah Gonzalez, Program Manager Economic Justice and Workforce Initiatives, Futures Without Violence, DC**

Sarah works on FUTURES' initiatives relating to economic justice and security, safety and gender equity in the workplace, and improving access to quality employment opportunities for survivors of trafficking and gender-based violence. Prior to joining FUTURES, she oversaw the Economic Security for Survivors Project, a national training, technical assistance, and research project at the Institute for Women's Policy Research and Wider Opportunities for Women. Sarah received her BA from Colgate University and MPP from the McCourt School of Public Policy at Georgetown University.

**TRACK 7**



### ***Community College and Adult Education Collaborations to Support IET***

STRAND: Expanding Pathways

Come to this session to learn about collaborations between community colleges and adult education programs in providing integrated education and training (IET) services. Featured are Abt Associates' projects in which three community colleges have partnered with adult education programs within and outside of community colleges to deliver IETs that lead to participants' earning of occupational certificates and placement in employment. Highlighted are strategies used to develop and carry out successful IETs, lessons learned, and challenges that were addressed.

#### ***Presenter***

#### **Judith Alamprese, Principal Scientist, Abt Associates**

Judith Alamprese, a Principal Scientist at Abt Associates, has directed research, evaluation, and technical assistance projects in adult education and workforce development for over four decades. Trained as a sociologist, her work has focused on system and individual-level interventions to promote the social and economic well-being of low-skilled adults and opportunity youth. She currently is leading evaluations of career pathways programs for low-skilled adults, the use of technology to support adult education and college participation, and the design of career and technical education programs.

### **TRACK 8**

#### ***Job Training for Adults without Credentials: Models that Work***

STRAND: Equity, Diversity, and Inclusivity

Substantial variations exist in literacy skills correlated with race and ethnicity. Using PIAAC data, we will present data on literacy skills by race and ethnicity. We will discuss community-based approaches implemented by Goodwill Industries International, including partnerships with community colleges, that have been used by marginalized populations to build skills. We will discuss key aspects of effective programming to mitigate skill disparities based on PIAAC data and Goodwill approaches.

#### ***Presenters***

#### **Phyllis Cummins, Senior Research Scholar, Scripps Gerontology Center, Miami University of Ohio**

Dr. Phyllis Cummins is a Senior Research Scholar at Scripps Gerontology Center, Miami University, Oxford, Ohio. Her research foci include education and training for older workers, the role community colleges play in education and training for older adults, skill development over the life course, and economic security in retirement.

#### **Abigail Helsinger, Senior Research Associate, Scripps Gerontology Center, Miami University of Ohio**

Abigail Helsinger is a senior research associate at Scripps Gerontology Center, Miami University of Ohio. Her research interests include public health and policy, healthy aging and health behaviors, and social inequality and health equity.

#### **Takashi Yamashita, Associate Professor of Sociology, University of Maryland Baltimore County, MD**

Dr. Takashi Yamashita is an associate professor of sociology and faculty in the Gerontology PhD Program at University of Maryland, Baltimore County. His primary areas of research are social determinants of health and well-being, wider benefits of lifelong learning, and health literacy in older population.

#### **Wendi Copeland, Chief Mission and Partnership Officer, Goodwill Industries International**

As Goodwill Industries International's Chief Mission and Partnership Officer, Wendi Copeland leads professionals who support local Goodwill organizations by leveraging relationships and resources to advance Goodwill's life changing mission and social enterprise. Her team's portfolio includes partner engagement, government relations, resource development, philanthropy, and mission advancement.

She has a B.S. in Sociology and M.S. in Counseling Psychology and serves on numerous national advisory and work groups that focus on credentialing, career advancement, incumbent worker training, equity, and economic mobility.

**SESSION H**  
**THURSDAY OCTOBER 8**  
**4:30 pm – 5:30 pm EDT**

**Track 1**

***It's Not What You Think - Tools to Increase Gender Diversity in IT Training***

STRAND: Equity, Diversity, and Inclusivity

Increased global competition requires innovative technological solutions and products to meet the need of an increasingly diverse population of users. Women are an under-tapped resource! A significant amount of research has been dedicated to the small numbers of women who decide to begin down the information technology career path, focusing mostly on university computer science programs. Community and technical colleges are an essential training ground for middle skilled information technology careers. In this presentation of an exploratory study, four women who are current or recent students in two year colleges in the upper mid-west, who vary in age, socio-economic status, and racial/ethnic identity are interviewed to better understand their lived experiences and perceptions that have helped them envision themselves in careers in information technology. Surprising themes emerge including life experiences that have equipped these women to navigate a man's world, the role of pop-cultural and social media influencers and non-stereotypical views of the fields.

**Presenter**

**Tonya Wagner, Dean of Workforce Education, Whatcom Community College**

Dr. Tonya Wagner, Dean of Workforce Education at Whatcom Community College, has been a leader in workforce education in Wisconsin and Washington for the past seven years. She is passionate about changing systems to create living wage jobs to break the low wage work cycle. Prior to entering higher education as an administrator, Tonya taught part-time and worked full-time in strategic sales and marketing in the creative and technology sectors.

**Track 2**

***Collaborative Innovation in Response to COVID19 in Washington State***

STRAND: Responding to COVID-19

This interactive session details how one community college ecosystem system uses collaborative, active, reciprocal partnerships to address healthcare provider shortages and build a diverse field of health professionals through redesigning programs in response to the pandemic. With equity at the heart of their mission, college communities and agency partners outline needs and priorities, influence, advocate, and directly impact policies and practices to drive the agenda for responsive change. Pr

**Presenters**

**Dan Ferguson, Director, Washington State Allied Health Center of Excellence, WA**

Dan Ferguson has over thirty years of experience in higher education, non-profit management, health care and human services. In Dan's current role as the Director of the Washington State Allied Health Center of Excellence, he is working to assist the community college system in understanding and adapting to the health care workforce changes due to the COVID19 pandemic. Dan represents the WA CTC system on the states' Health Workforce Council and provides consultation to a number of local, statewide, regional and national health workforce development initiatives.

**Nicki Bly, Respiratory Care Program Director, Highline College, WA**

Nicki Bly is the Director of the Respiratory Care bachelor's program at Highline College. She has been an educator and practicing Respiratory Therapist over 20 years specializing in neonatal/pediatrics and an advanced degree in education. Working at the state and national level she is moving the profession forward, encouraging the transition of associate level programs to a minimum bachelor's level. In the community she has served as a board member on various professional organizations and hospital boards. Currently she has taken on the additional role of COVID-19 Director of Highline College.

**Jo Munroe, Community of Practice Coordinator, Washington State Board of Community and Technical Colleges, WA**

Jo Munroe, Community of Practice Coordinator, SBCTC, is an anthropologist who brings 20 years of faculty, staff development and community college leadership experience and 12 years of leadership in emerging technologies and online education. At the SBCTC, she visions, plans, leads and monitors a portfolio of social learning spaces designed around shared practice (communities of practice), and acts as technology steward. Certified in organizational change leadership and empowerment evaluation techniques, Jo provides the infrastructure to support the communities as they share and apply their expertise, encouraging experimentation with the hybrid mode as it shapes the emergent practices of the healthcare landscape.

**Jennifer Johnston, MPH-Program Manager, Healthcare Workforce Transitions, Highline College, WA**

Jennifer Johnston, MPH, just celebrated her 15th anniversary of working for Highline College. As the Healthcare Workforce Transitions Program Manager and Prior Learning Assessment Coordinator, she works with students, college, labor, workforce and community partners to develop education and career pathways and decrease barriers to post-secondary education. She has taught ESOL, I-BEST and Healthcare Professions classes. She manages grant-funded projects that led to the preservation and advancement of jobs for hundreds of workers.

**Julie Samms, Dean of Nursing and Allied Health, Bellingham Technical College, WA**

Julie Samms is the Dean of Nursing and Allied Health at Bellingham Technical College. In addition to extensive experience as a nurse educator and healthcare administrator, Julie has provided direct patient care in diverse settings that include skilled nursing, outpatient clinics and procedures, and inpatient acute and critical care units. It is her goal to improve the delivery of healthcare for her local community and beyond through the development of high-quality education that produces skilled graduates who are able to deliver quality care and think critically about their patients and their facilities.

**Track 3**

***CareerOneStop.org: Great Data for Great Decisions***

STRAND: Equity, Diversity, and Inclusivity

CareerOneStop (COS) provides free, online tools to help job seekers, students, businesses and career professionals. Sponsored by the U. S. Department of Labor, COS sees 1. 2 million users each month, accessing 5. 5 million page views. COS uses the most authoritative, accurate and up to date information available for all our tools, so your customers can locate resources and services nationally and in their own local area.

***Presenters***

**Julie Remington, Content Specialist, CareerOneStop, MN**

Julie Remington builds content strategy and enhances the user experience for CareerOneStop. She currently leads the ambitious project to update career videos for all 1,094 ONET occupation codes. Julie has a master's degree in educational and counseling psychology from the University of Missouri-Columbia, and has extensive experience in improving work processes, facilitating groups, and career counseling. Her aim is to make CareerOneStop websites engaging, easy to use and relevant for all the audiences they serve.

**Kelly Tenner, Outreach Manager, CareerOneStop, MN**

Dr. Kelly Tenner is the Outreach and Training Manager for CareerOneStop (COS) and provides customer support, public outreach and technical expertise for operations related to the development, usage and testing of COS products. Kelly has an extensive background in training and she holds several degrees including a Doctorate in Business Administration. She brings 15+ years of experience on state and national career information projects and loves getting career information into the hands of people who need it the most.

**Track 4**

***Structuring Internships to Create Value for Students and Employers***

STRAND: Work-Based Learning

While internships are a time-tested work-based learning approach, too often internship programs are not designed to meet the real needs of students and employers. This session will share best practices strategies from two Florida community colleges on how to structure internship programs that work better for students and employers. The session will also help participants avoid pitfalls and leverage lessons learned for designing internships to meet the demands of the 21st century labor market.

***Presenters***

**Tara Smith, Senior Program Manager, Jobs for the Future, MA**

**Fortin Jean-Pierre, District Director of Career Services, Broward College, FL**

**Richard Smith, Employment and Internship Coordinator, St. Petersburg College, FL**

**Adrienne Quinn Washington, Research Associate, WestEd, CA**

**Track 5**

***Insights on How Colleges can Build and Maintain Strong Employer Connections***

STRAND: Employer Engagement and Partnerships

The Employer Perspectives Study: Insights on How to Build and Maintain Strong Employer-College Partnerships. Employment and mobility in the labor market depends on making sure that there is alignment with employer needs and local job opportunities. Consequently, implementing effective career pathways depends on education and training institutions being able to build strong relationships with employers.

***Presenter***

**Karen Gardiner, Principal Associate, Abt Associates, MD**

Karen Gardiner has more than 25 years of experience directing large-scale random assignment studies in the areas of workforce training and income security, conducting implementation research, and providing evaluation technical assistance to programs. She directed the U.S. Department of Health and Human Services (HHS)-funded Pathways for Advancing Careers and Education (PACE) evaluation of nine career

pathways programs. She currently directs the U.S. Department of Labor's American Apprenticeship Initiative (AAI) Evaluation and the Evaluation of Round 4 Trade Adjustment Assistance Community College Career Training Grants. She was formerly a Vice President at The Lewin Group. Ms. Gardiner holds a Master's degree in Public Policy from the University of Chicago.

## **Track 6**

### ***Skills Partnership Initiative Now (SPIN)***

STRAND: Equity, Diversity, and Inclusivity

The Skills Partnership Initiative Now (SPIN) is an innovative educational model combining skilled trades training and work-based education. Opportunity for high school students traditionally ignored by concurrent enrollment and PSEO programs is created. The SPIN program offers secondary partners an option without the high cost of traditional PSEO. This program leads to an associate degree, gainful employment, and provides skilled employees for industry partners. This innovative approach reduces barriers to collaboration and provides a pathway to more effective partnerships.

#### ***Presenter***

#### **Tamara Arnott, Dean of Educational Services, Alexandria Technical and Community College**

With 20+ years of operations management in the field of education, Tamara Arnott has been employed in the K-12 system (teacher and principal), and in higher education at colleges/universities that are small, large, for-profit, private, public (2 & 4 year) and includes significant statewide system office experiences. Her leadership is grounded in the facilitative leadership philosophy. Tamara embraces views that are open minded and flexible, honoring joint decision-making processes essential for calculated risk taking that successfully "moves the needle" and realizes strategic goals.

<https://www.linkedin.com/in/tamara-arnott/>

## **Track 7**

### ***Equity by Design: A Workforce Partnership Focused on Equity and the Bottom Line***

STRAND: Employer Engagement and Partnerships

When Huntington Bank approached Columbus State and Franklin University about partnering on an educational program its challenge was clear—get current employees the credentials needed to allow the bank to promote from within. The solution; however, required all three institutions to break the mold to offer an innovative curriculum designed especially for full-time employees juggling work and families with limited resources.

#### ***Presenters***

#### **Nancy Case, Dean Partnerships and Programs, Columbus State Community College, OH**

Nancy Case is the dean of Partnerships and Programs at Columbus State Community college and has more than 10 years of experience crafting and deploying workforce-based programming aimed at providing training programs to un/under employed students and upskilling incumbent employees.

#### **Michell Ward, Project Manager Employer Engagement and Experiential Learning, Columbus State Community College, OH**

Michell Ward is the project manager for the Huntington Exact Track program at Columbus State. Prior to joining the Employer Engagement and Experiential Learning department, she led the college's adult recruitment efforts in the admissions department where she learned firsthand the motivating factors for adult students and the unique needs of non-traditional students for enrollment and student services.

#### **Donald Dennis, Senior Vice President Learning and Leader Development, Huntington Bank, OH**

Donald Dennis is the SVP, Learning and Leader Development Director of Huntington Bancshares Incorporated. Donald joined Huntington in 2018 from Nationwide Financial Services where he served as AVP, Learning & Performance; Learning Solutions Director; and, Enterprise Applications Director. Donald also held several technology management roles at Chase, Victoria's Secret Stores and BISYS Fund Services. Donald began his career as a management information consultant with Accenture.

**Nichole Kneedler, Senior Vice President Learning Solutions Director, Huntington Bancshares Inc., OH**  
Nichole Kneedler is the SVP, Learning Solutions Director of Huntington Bancshares Incorporated. Nichole has been instrumental in formulating and operationalizing college programs for Huntington workforce development in partnership with Columbus State Community College, Franklin University, and other colleges that serve the Huntington market.

**Bill Chan, Vice President Strategic Alliances, Franklin University, OH**  
Bill Chan is the VP, Strategic Alliances at Franklin University. In his years at Franklin, Bill has focused on expanding and strengthening the University's partnerships with community colleges, businesses and high schools across the country. He has addressed the need to increase student transfer and reduce the cost of higher education through 3+1 articulation agreements with community colleges.

#### **Track 8**

##### ***It Takes All Hands-On Deck to Navigate the Treacherous Waters of WIOA/IELCE***

STRAND: Expanding Pathways

Since the implementation of WIOA funding, IELCE has been a debatable topic. NWTC has developed a pilot that addresses the needs of our low-level ELL students. Through team teaching, 10 low-level ELL students navigate through 3 courses, Keyboarding, Windows, and Word. They will complete a Microsoft Office Certificate and be College/Career Ready. Come learn how to develop your own program and listen to student and instructor testimonials.

##### ***Presenter***

**Shawn M Jensen, ELL/Career Pathways Bridge Instructor, Northeast Wisconsin Technical College**  
Shawn Jensen is an English Language Learner and Career Pathways Bridge Instructor at Northeast Wisconsin Technical College. She teaches upper-level ELL classes and Career Pathways Bridge. She has been instrumental in developing the Career Pathways Bridge Programming and Team-Teaching training for the state of WI. She has presented on various ELL topics at local, state, and national conferences.