



Professional Development Institute

April 16-19, 2012 • DoubleTree Crystal City, VA

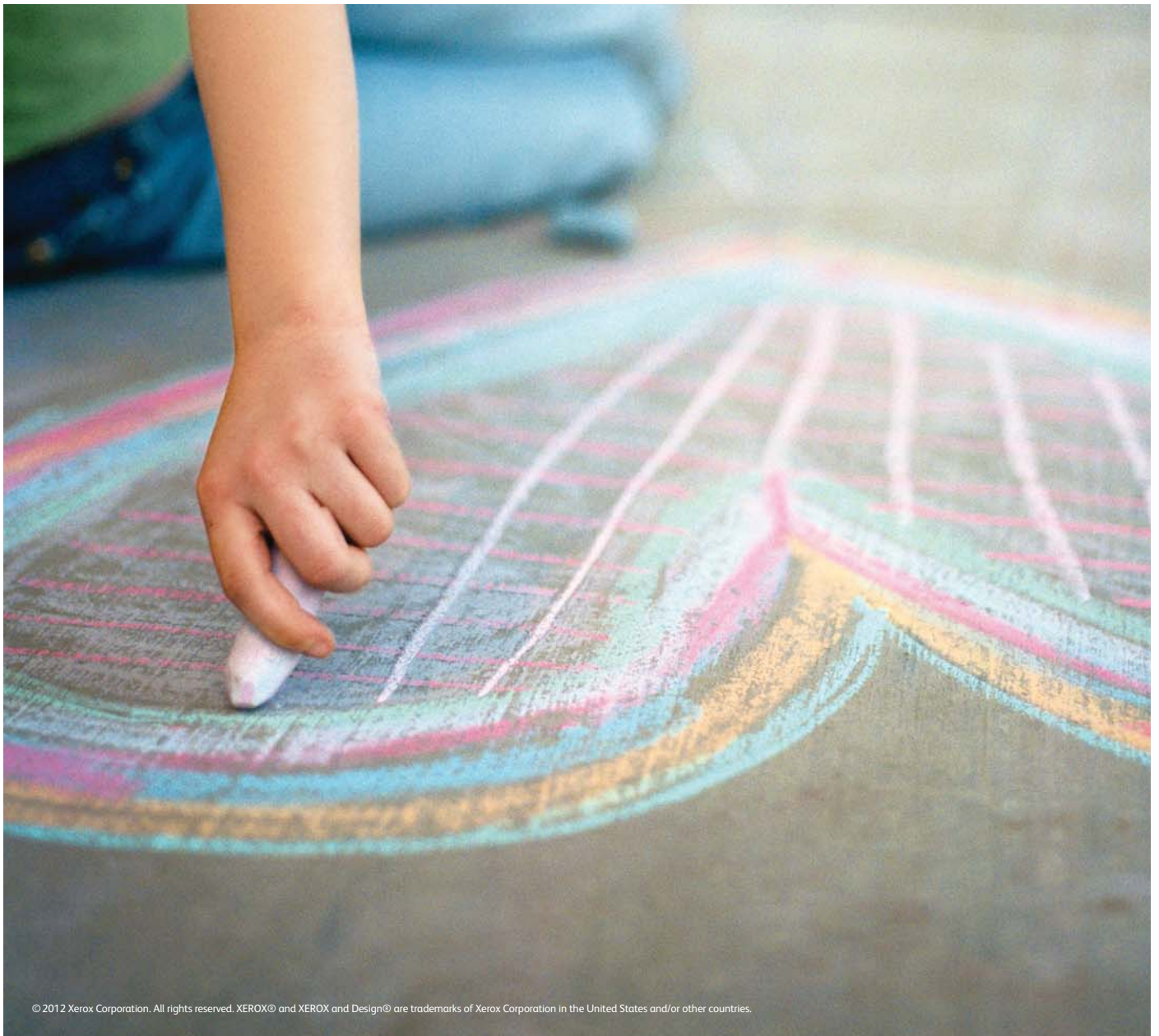




Xerox is proud to support the National Alliance for Partnerships in Equity.

Innovation is our business. And we understand that the innovators of tomorrow are the students of today. That's why we're proud to support NAPE in their efforts and achievements in advancing greater access, equity, and diversity in education and the workforce for every individual.

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Welcome

Dear Colleagues and Friends,

On behalf of the National Alliance for Partnerships in Equity (NAPE), I welcome you to the 2012 Professional Development Institute. This year's theme, "Access, Equity, and Diversity: We have an APP for that," embraces NAPE's efforts to prepare all students for high-skill and high-wage career opportunities in career and technical and STEM fields. President-Elect Francine Shuman and the conference planning committee have worked very hard to maintain the quality and integrity of the annual NAPE Professional Development Institute. The agenda is packed full of high-quality seminars, speakers, workshops, policy updates, and networking opportunities. While the Institute is a great time to reconnect with old colleagues, I also encourage you to network outside of your comfort zone (with new participants) and develop new friendships to share resources, ideas, and collaborative partnerships to be enjoyed throughout the coming year.

Once again, NAPE has gone above and beyond in soliciting the expertise of distinguished speakers to highlight vital issues impacting your professional lives and the educational and career successes of those you serve. This Professional Development Institute features high-ranking officials including: Jane Oates, Assistant Secretary, Employment and Training Administration, U.S. Department of Labor; Monica McManus, Vice President and Chief Information Officer of Information Systems and Global Services, Lockheed Martin Corporation; Johan Uvin, Deputy Assistant Secretary, Office of Vocational and Adult Education, U.S. Department of Education; and Angela Byars Winston, Visiting Associate Professor, Department of Medicine, UW Center for Women's Health Research, School of Medicine and Public Health, University of Wisconsin.

The opportunity to learn about new strategies and best practices to create equitable and diverse classrooms and workplaces without barriers to opportunity will be of utmost focus over the next three days. Policy day will provide you with the opportunity to learn about the latest happenings with federal policy and provide you with tools to educate your policymakers about the work you do and the support you need to prepare diverse populations for the workforce. Time for relaxation has been scheduled in for you as well. I hope you will be able to attend the NAPE Education Foundation silent auction. This event is a great time to relax with friends.



Over the next few days, you will be surrounded by professionals vested in equity. I encourage you to participate fully in all activities, expand your equity network, ask questions, and have fun with new and old friends. We also look forward to your feedback regarding the Institute itself, so please remember to complete session and conference evaluations. Lastly, I ask that you take a moment during your time here to personally thank the NAPE staff for their tireless dedication to coordinating an outstanding "Access, Equity, and Diversity" professional development event!

Until next year,

A handwritten signature in black ink that reads "Jeanette Thomas". The signature is fluid and cursive.

Jeanette Thomas
President
National Alliance for Partnerships in Equity

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Schedule at a Glance

Monday, April 16, 2012

	Washington Ballroom
8:30 am - 9:00 am	Continental Breakfast
9:00 am - 5:00 pm	STEM Equity Pipeline Leadership Institute
Noon - 1:00 pm	Lunch – Windows Over Washington Room, 14th Floor of the South Tower
	Madison Room
3:00 pm - 7:00 pm	NAPE Education Foundation Board Meeting
7:00 pm - 9:00 pm	NAPE Education Foundation Board and NAPE Executive Committee Dinner

Tuesday, April 17, 2012 For detailed seminar descriptions turn to page 10.

	Washington Ballroom			
7:00 am - 5:00 pm	Registration			
7:30 am - 8:00 am	Continental Breakfast			
8:00 am - 8:15 am	NAPE Happenings with CEO Mimi Lufkin			
8:15 am - 8:45 am	Opening Session with Jane Oates, Assistant Secretary, Employment and Training Administration, U.S. Department of Labor			
9:00 am - 10:15 am	Roundtable Session I	Workshop Session I		
	Washington Ballroom	Wilson	Monroe	Jackson
	Women in Green Jobs	Micromessaging to Reach and Teach Every Student	Building Collaborative Partnerships Between State, Regional and Local STEM Stakeholders in the K-12, Post-Secondary and Business Industry Sectors: The expanded Ohio STEM Equity Project	Equity 101: The basics of state and local administration of the equity provisions in Perkins – Barbara Bitters
	The Next Generation Science Standards: Common standards for science and engineering and what they mean for STEM education			
	Empower Yourself, Empower the Future: Building capacity to increase equitable pursuit of women and girls in STEM careers			
	TEXASgenuine CTE: Connecting careers and colleges			
10:30 am - 11:45 am	Workshop Session II			
	Wilson	Madison	Harrison	Monroe
	Girls Got Tech? YES!	MESA + Program and K-12 Outreach: Recruiting minority and female STEM students early	Making CTE Equitable for Everyone: How to collaborate with school counselors and administrators to promote CTE enrollment	Modernizing College to Address the Needs of Students with Children: Understanding the student-parent population, promoting high-quality degrees, and using online tools to encourage success
				Equity 101 continued

Schedule at a Glance

Washington Ballroom				
Noon - 2:00 pm	Luncheon			
Noon - 12:30 pm	Business Panel – Effective Business and Workforce Strategies Supporting Access, Equity, and Diversity Patricia (Pat) Elizondo, Xerox Corporation; Shani Waugh Allen, Lockheed Martin Corporation; Paulette L. Francois, Maryland Department of Labor, Licensing and Regulation			
12:30 pm - 1:00 pm	Lunch			
1:00 pm - 1:30 pm	Speaker – Monica McManus, CIO, Lockheed Martin Corporation			
1:30 pm - 2:00 pm	Awards			
2:15 pm - 3:30 pm	Workshop Session III			
	Harrison	Wilson	Monroe	Jackson
	Are Your Students Ready for a Decade of Transition? The Freshman Transition Initiative	Addressing Biases in Career-Decision Making in STEM – A Collaborative with Greater Mankato Diversity Council	Designing a One-Day Program to Engage Interest in STEM	Making Your CTE Curriculum Accessible to All Special Populations
3:45 pm - 5:00 pm	Workshop Session IV			
	Stereotype Judo	Accelerating Success in STEM	A Review of Doctoral Research Exploring Career and Technical Educator's Attitudes: The participation of girls in nontraditional programs of study	Multicultural Understanding in STEM Education
5:00 pm - 7:00 pm	Silent Auction/Light Reception and Entertainment			
7:00 pm - 9:00 pm	NAPE Executive Committee Meeting – Wilson Room			

Wednesday, April 18, 2012

Washington Ballroom	
7:30 am - 8:00 am	Continental Breakfast
8:00 am - 9:00 am	Federal Policy Update with Johan Uvin, Deputy Assistant Secretary, Office of Vocational and Adult Education, U.S. Department of Education
9:00 am - 10:00 am	NAPE's Public Policy Agenda with Mimi Lufkin, CEO NAPE; and Yolanda Comedy, NAPE Public Policy Director
Travel to the Hill	
10:00 am - 11:00 am	Public Policy Panel with Lisa Maatz, AAUW
1:00 pm - 2:00 pm	Lunch in Capitol Visitors Center Cafeteria
2:00 pm - 5:00 pm	Hill Visits
Washington Ballroom	
4:00 pm - 5:30 pm	Perkins Reauthorization Discussion Session
7:00 pm - 8:30 pm	Perkins Reauthorization Discussion Session

Schedule at a Glance

Thursday, April 19, 2012

8:00 am - 9:00 am NAPE Membership Meeting – Washington Ballroom

9:15 am - 10:30 am Roundtable Session II Workshop Session V

Washington Ballroom	Harrison	Wilson	Monroe	Jackson
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Generations STEM: What girls say about science, technology, engineering, and math	The Perkins Act Performance Measures for Nontraditional Training: A progress report	The Institute for Achievement in College	Pathway to Construction Trades, PaCT	The Simple Truth: The Gender Pay Gap 2012
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Building Sustainable and Inclusive State-Wide Alliances: What it takes to make it happen

Get in the Mix: Understanding, motivating and bridging a multi-generational team

Idaho's Career Pioneer Network

10:45 am - Noon Workshop Session VI

Harrison	Wilson	Monroe	Jackson
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The Role of Campus Culture in the Experiences of Minority College Students in STEM	Do Internalized Feminine Norms Depress STEM Attitudes? A critical review and open discussion	The STEM One Project: A collaboration between a technical college and the local school system	Dispelling the Myths, Engaging with the Realities: Helping to facilitate the postsecondary transition for low-income students
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Noon - 2:00 pm Closing Luncheon – Washington Ballroom
Networking with STEM Equity Pipeline National Advisory Board
Speaker – Angela Byars Winston, University of Wisconsin

2:30 pm - 5:00 pm STEM Equity Pipeline National Advisory Board Meeting - Wilson

Speakers



Keynote **Monica McManus**

Vice President & Chief Information Officer of Information Systems and Global Services, Lockheed Martin

Monica McManus is Vice President and Chief Information Officer of Lockheed Martin Information Systems and Global Services (IS&GS). In this role, she is responsible for the engineering and technical leadership of more than 20,000 engineers who are part of the \$2.2B Global Security Solutions (GSS) company. Ms. McManus has more than 20 years of experience in program performance and business development. She joined Lockheed Martin in 1997 where she progressively advanced in key leadership roles. In 2003, Ms. McManus was named Vice President, Capability Centers where she was responsible for the development and integration activities for a broad range of customers. In 2010 she was awarded the position of CIO, the first woman in the history of Lockheed Martin and one of four nationally. Ms. McManus is a role model and mentor for many women at Lockheed Martin and has been passionate about ensuring her team embraces the best and brightest minds from a wide diversity of backgrounds. She credits her success to the contributions of her team and their innovative thinking, dedication, and hard work. Ms. McManus recalls how she was told by a colleague when starting in the field that she would not be successful unless she behaved “like a man,” but she remained true to her own values and character and has successfully pushed the envelope to allow new thinking and diverse views to better serve the company and build corporate success.



Angela Byars-Winston, Ph.D. Associate Professor, University of Wisconsin

Angela Byars-Winston, Ph.D. is a counseling psychologist and Associate Professor in the University of Wisconsin Department of Medicine, section of

General Internal Medicine and the UW Center for Women’s Health Research. Her research examines cultural influences on academic and career development, especially for racial and ethnic minorities and women in the sciences, engineering, and medicine with the aim of broadening their participation in STEM. Dr. Byars-Winston has translated her research into evidence-based, culturally relevant interventions to increase the persistence of underrepresented groups in STEM, working with middle school students to early career professionals. She is currently Principal Investigator for an R01 grant from the National Institutes of Health (NIH) to measure the impact of mentored research experiences on career outcomes for diverse undergraduates in biology and biomedical science. In addition, Dr. Byars-Winston is a member of the STEM Equity Pipeline National Advisory Board.



Jane Oates Assistant Secretary of Employment & Training Administration, U.S. Department of Labor

As Assistant Secretary for Employment and Training, Jane Oates leads the Employment and Training Administration (ETA) in its mission to design and deliver high-quality training and employment programs for our nation’s workers. Working with States and territories, municipalities, labor management organizations, employers, educational institutions, fellow Federal agencies, and other partners, ETA strives to assist workers in gaining the skills and credentials needed to enter careers that pay

family-supporting wages and offer opportunities for advancement. With a nationwide reach and focus on good jobs in promising industries, ETA programs are designed to serve every American who aspires to career success. Prior to her appointment, Ms. Oates served as Executive Director of the New Jersey Commission on Higher Education and Senior Advisor to Governor Jon S. Corzine. In that position, Ms. Oates worked to strengthen the connections among high school, post-secondary education and the workforce. Ms. Oates served as Senior Policy Advisor for Massachusetts Senator Edward M. Kennedy, where she worked on various legislative initiatives, including the Workforce Investment Act of 1998.



Johan Uvin Deputy Assistant Secretary for Vocational and Adult Education U.S. Department of Education

Dr. Johan E. Uvin joined the Department of Education in 2009 as the Senior

Policy Advisor to Assistant Secretary, Brenda Dann-Messier in the Office of Vocational and Adult Education (OVAE). In 2011, he was appointed to the position of Deputy Assistant Secretary of Policy and Strategic Initiatives. Prior to his appointment, he led the Rhode Island state office that oversees adult education, career and technical education, and GED testing, where he established standards for students, teachers, and programs and introduced outcome management and performance-based funding to providers. Dr. Uvin worked closely with partner organizations to increase the number of programs combining education and training related to career pathways in critical and emerging employment sectors. He also assisted local governments in developing pathways out of poverty for low-skilled residents. Dr. Uvin established multiple strategic partnerships and leveraged co-investments to create college transition opportunities for adults, provide integrated education and career technical training for out-of-school youth and adults, and create an e-learning effort.

Business Panel Participants



Paulette L. Francois
Assistant Secretary, Division of
Workforce Development and Adult
Learning
Maryland Department of Labor,
Licensing and Regulation

In January 2011, Maryland Governor Martin O'Malley appointed Ms. Paulette L. Francois as Assistant Secretary for the Division of Workforce Development and Adult Learning (DWDAL). She had been serving in that role as the Acting Assistant Secretary since September 2010. From September 2009 to September 2010, she was Deputy Assistant Secretary. She joined DLLR in 2007 as DWDAL's Director of Discretionary Grants. As the Assistant Secretary of the Division of Workforce Development and Adult Learning at DLLR, Ms. Francois is charged with administrative and fiscal oversight of approximately \$176 million in federal and state funding, which includes ARRA funds. The programs and services supported by this funding are Adult Learning, Correctional Education, GED testing, Workforce Development and the state's One Stop system that serves more than 500,000 customers annually. These programs and services under Ms. Francois' watchful guidance are charged with ensuring employers have the trained, skilled workforce they need to be competitive in the global economy. Her duties as Assistant Secretary are concentrated on shaping a division with an environment where growth and development flourish and service is rendered with excellence. A two-time graduate of the University of Maryland Eastern Shore, Ms. Francois holds a B.S. in Rehabilitation Services and an M.Ed.



Patricia Elizondo
Senior Vice President, Global Sales
Integration-ACS/AOO
Xerox Corporation

Patricia Elizondo is Senior Vice President for Global Sales Integration-ACS/AOO at Xerox Corporation. In this role, she is responsible for leading the sales integration and Go To Market of Xerox's recent \$6.5 billion acquisition of Affiliated Computer Services. Since joining Xerox in 1981, Ms. Elizondo has progressed through a number of operational, financial, and sales field management roles. Before assuming her current role, she was responsible for achieving customer and employee satisfaction and revenue and profit objectives for the eastern part of the United States. She has served on the Board of Directors of the U.S. Chamber of Commerce since February 2008. Ms. Elizondo has received numerous honors, including being recognized by *Hispanic Engineer & Information Technology* as one of the "50 Most Important Hispanics in Technology and Business"; by *Hispanic Business* as one of the "Top 80 Hispanic Women in

Business" and "Top 25 Elite Hispanic Business Leaders"; by The Women's Alliance for "Making a Difference" at Xerox; and by National Hispanic Corporate Achievers, Inc. as an "International Hispanic Corporate Achiever of the Year." Ms. Elizondo holds a bachelor's degree in finance from Indiana University's Kelley School of Business and an MBA from University of Notre Dame.



Shani Waugh Allen
Director, Diversity and Inclusion
Lockheed Martin Corporation

Shani Waugh Allen is the Director, Diversity and Inclusion for Lockheed Martin Corporation. She is responsible for developing and executing the corporations' diversity and inclusion strategy, implementing key diversity initiatives that focus on employee engagement and value proposition and the next generation of LM diversity measurement tools. Her role also supports Lockheed Martin's Executive Diversity Council. Ms. Allen began her HR career at Lockheed Martin as an HR intern in 1995. She has held HR roles of varying degrees within the IT, manufacturing and pharmaceutical industries. Prior to rejoining Lockheed Martin in 2007, she was a Human Resources Manager for Bristol Myers Squibb, a global BioPharma company in New Jersey, supporting their U.S. Sales and Marketing organizations. While at Bristol Myers Squibb, she was instrumental in establishing the first U.S. Pharmaceutical Executive Diversity Council and linking diversity into several HR Centers of Excellence. Ms. Allen currently serves on the Executive Board for Cornell University Industrial and Labor Relations Alumni Association and is a recent member of the Diversity and Inclusion Leadership Council. She holds a B.S. in Industrial and Labor Relations from Cornell University and is currently completing her M.B.A. from Pace University.





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Session Descriptions

Tuesday, April 17, 2012

Roundtable Discussions: 9:00-10:15 am

(See separate sheet for details.)



Women in Green Jobs

www.dol.gov/wb

Sarah Miller, Program Analyst
Diane Faulkner, Economist
USDOL Women's Bureau



The Next Generation Science Standards: Common standards for science and engineering and what they might mean for STEM education

www.nsta.org/about/standardsupdate

Francis Eberle, Executive Director, National Science Teachers Association



Empower Yourself, Empower the Future: Building capacity to increase equitable pursuit of women and girls in STEM careers

www.maec.org

Pamela Higgins Harris, Senior Education Equity Advisor,
MidAtlantic Equity Consortium

TEXASgenuine Career and Technical Education: Connecting careers and colleges

www.texasgenuine.org

Elizabeth Steele, Manager, El Paso Community College

Workshops: 9:00-10:15 am



Micromessaging to Reach and Teach Every Student

www.napequity.org/stem/hightech-high-heels-program/
www.napequity.org/professional-development/curriculum-tools/micromessaging-reach-teach-student/



Tegwin Pulley, Tegwin Pulley, Inc.
Claudia Morrell, NAPEEF

How do societal norms and “micro-messages” impact girls and women in STEM and what can we do about it? This interactive session is an overview of Micro-messaging to Reach and Teach Every Student®, a research-based professional development program for educators offered as part of the STEM Equity Pipeline (www.stemequitypipeline.org) by the National Alliance for Partnerships in Equity. Initially focused on female students, program results show effectiveness in increasing STEM performance for all students.

Building Collaborative Partnerships Between State, Regional, and Local STEM Stakeholders in the K-12, Post-Secondary, and Business Industry Sectors: The expanded Ohio STEM Equity Pipeline Project

www.stemequitypipeline.org/StateTeams/OH.aspx

Ben Williams, Columbus State Community College

In FY12 Ohio's STEM Equity Pipeline Project expanded significantly through funds and support from the Ohio Department of Education, which were used for eight new career and technology centers and their community and technical college, K-12, and local Business and Industry partners to be trained in the new PIPE-STEM Model. In addition, Ohio piloted a new Train-the-Trainer Program to build the state's capacity to sustain this work. In this session you will learn ways to creatively leverage resources across the educational and career pipeline to increase access for females and other under-represented citizens to high-skill, high-wage, and high-demand STEM careers.



Equity 101—The Basics of State and Local Administration of the Equity Provisions in Perkins (3-hour session)

Barb Bitters, Consultant

Are the special population and nontraditional provisions in the Perkins Act new to you? Are you responsible at the state or local level to ensure that they are implemented? Do you need to better understand current equity and civil rights laws and their implications at the state and local level? Then this session is for you! Come and get your questions answered and leave with resources to help you do a better job when you get home.

Workshops: 10:30-11:45 am

Girls Got Tech? YES!

Jayne Greeney Schill, CTE/CBP/BEP Counselor-Coordinator, St. Cloud Area School District 742

To increase the number of females in its STEM courses, the presenter's school district provides additional learning/exploration after school and summer opportunities for 7th-12th grade girls, especially historically underserved populations, through its SciGals and HighTech-SciTech programs. Session attendees will receive valuable lesson plans, activities, and resources.

MESA+ Program and K-12 Outreach: Recruiting minority and female STEM students early

www.montgomerycollege.edu

Lisa Carvallo, Director of Career Pathways and MESA Programs
Ezenwa Dike, MC Biotechnology Student and MESA+ Ambassador
Armand Nokbok, MC Engineering Student and MESA+ Ambassador
Montgomery College

Through a partnership with Maryland MESA (Math, Engi-



Session Descriptions

neering Science Achievement), Montgomery County Public Schools, and Montgomery College, MESA+ Ambassadors visit schools to mentor, tutor, and assist students in their middle school science classes. Additionally, MESA+ Ambassadors receive training on STEM-related projects such as calculator robot and SeaPerch so they can deliver workshops to high school and middle school students, either on the college campus or at the students' schools.



Making CTE Equitable for Everyone: How to collaborate with school counselors and administrators to promote CTE enrollment

www.milfordschools.net/mhs/default.htm

Rich Pavia, Career Development Counselor
Kiersta Stallman, School Guidance Counselor
Milford High School and Applied Technology Center

This interactive presentation will focus on concepts and tools that can be employed within school communities to increase CTE enrollment, promote nontraditional STEM career paths, and build partnerships with school counselors, staff, and administrators at the secondary and postsecondary levels. Taking an ecological approach, educators can gain insights and skills to effectively collaborate and partner with

school counselors, leading to increased opportunities for all students in CTE programs and STEM careers. Learn how to work with your school community rather than against it!

Modernizing College to Address the Needs of Students with Children: Understanding the student-parent population, promoting high-quality degrees, and using online tools to encourage success



www.studentparentsucces.org

Kevin Miller, Senior Research Associate, Institute of Women's Policy Research
Cynthia Costello, Consultant, Costello Consulting Services
Mary Gatta, Senior Scholar, Wider Opportunities for Women

The presenters will provide a general overview of the student parent population and discuss key findings from new research on approaches that may facilitate positive outcomes for low-income student parents in the college classroom and beyond. Workshop content will highlight trends and opportunities for women and student parents in STEM majors at community colleges, as well as key characteristics of non-profit, collegiate online learning programs and the unique advantages of a virtual classroom model in encouraging learning and completion among student parents.

17 DVDs and 5 posters
highlighting Women
in Nontraditional Careers



Jocelyn Riley, Producer



See more at
NontraditionalCareers.com

Session Descriptions

Workshops: 2:15-3:30 pm



Are Your Students Ready for a Decade of Transition? The Freshman Transition Initiative

<http://freshmantransition.org>

Rebecca Dedmond, Director, School of Counseling and The Freshman Transition Initiative, George Washington University
Penelope Paine, Independent Consultant

Come and learn how a high school, school-wide Freshman Transition Initiative can provide the structure and support students need to stay in school, transition to college/training, and become self-sufficient. This approach to guidance and career planning can dramatically increase recruitment and retention of students, including Special Populations and those considering STEM pathways. Review the Freshman Transition Standards, how this course can be eligible for college dual enrollment, and how a students' personalized 10-year plan offers ongoing advisory opportunities across the curriculum.

Addressing Biases in Career-Decision Making in STEM—A Collaborative with Greater Mankato Diversity Council

Kathryn Rusch, Program Director, South Central College, Mankato, MN, and
Bukata Hayes, Executive Director
Kuma Takamura, Education Director
Greater Mankato, Diversity Council

A curriculum for 7th-12th grade students has been developed to address biases and stereotypes in career decision making as well as to introduce career options in STEM careers. Eliminating gender bias, exploring how STEM careers are useful and fun, and introducing prominent female scientist and technologists are all part of this pilot. Integrated into existing math or science classrooms, the pilot reaches out to ALL students including those who are not necessarily considering a STEM career.



Making Your CTE Curriculum Accessible to All Special Populations

<http://ctsp.tamu.edu>

Lakshmi Mahadevan, Texas AgriLife Extension Service

This presentation will outline strategies and resources that CTE instructors can use to benefit all special populations regardless of disability or background. Specifically this session will introduce the principles of Universal Design for Learning (UDL) and their application in CTE settings. Participants will have an opportunity to view video examples, engage in a review activity, access additional UDL resources, and ask questions.

Designing a One-Day Program to Engage Interest in STEM

www.ITPossibilities.org

Alka Harriger, Professor and Associate Department Head, Computer and Information Technology
Bradley Harriger, Professor, Mechanical Engineering Technology
Purdue University

Inspiring interest in STEM subjects in today's youth is a critical, national goal. Unfortunately, developing such a program is a challenge. The literature suggests that demonstrating the societal relevance of specific subjects will better reach and convince students to consider STEM. Through an evolutionary process, the workshop presenters developed a one-day program with exactly that objective. They will share several hands-on activities that use freely available tools that can be easily modified to reach target groups.

Workshops: 3:45-5:00 pm

Stereotype Judo

www.illinoiscte.org

Michael Cermack, Project Director, Special Populations in CTE Leadership Project, Illinois State University

When stereotypes arise we do not need to use force to dispel them. Rather, we can use principles of judo, the gentle way, to achieve understanding. Using unique "playing" cards and stories, learn how to dispel stereotypes and set the stage for honest communication with students and co-workers from all backgrounds.

Accelerating Success in STEM

Carlos Rodriquez, Principal Research Scientist, American Institutes for Research
Lorelle Espinosa, Senior Analyst, ABT Associates, Inc.

This presentation is organized around three key themes: (1) The research literature on URM (underrepresented minority) and female participation in STEM at the undergraduate level; (2) Statistical analyses of extant national data on URM and female enrollments in and completions of STEM degrees; (3) A synthesis of strategies that accelerate URM and female success in STEM at the undergraduate level.

A Review of Doctoral Research—Exploring Career and Technical Educator's Attitudes: The participation of girls in nontraditional programs of study

Anne Morris, Managing Member, A. Morris Consulting, LLC

The speaker will present doctoral research exploring the attitudes of career and technical educators about the participation of girls in nontraditional Programs of Study (POS). The research informs an understanding of the conditions supporting or inhibiting girls' participation and completion via a review of issues and solutions. She will also discuss the



Session Descriptions

findings from a survey of 90 CTE students of both genders from three CTE centers in Pennsylvania, who participated in nontraditional POS.

Multicultural Understanding in STEM Education (MUSE)

Liesl Chatman, Director, Teacher Professional Development Group, Science Museum of Minnesota

This session explores a highly successful professional development program at the Science Museum of Minnesota for STEM educators and leaders that integrates STEM-specific pedagogy, research on equity and access in education, and community transformation. Focused on culturally relevant STEM instruction, a modern understanding of the nature of STEM through interdisciplinary investigations, educators' implicit belief systems about students and learning, and systems, there is substantial evidence that this approach contributes to closing K-6 achievement gaps in STEM at school and district levels.

Thursday, April 19, 2012

Roundtable Discussions: 9:15-10:30 am

(See separate sheet for details.)



Generations STEM: What girls say about science, technology, engineering, and math

www.girlscoutsiowa.org

Linda Bisgaard, Director of Advocacy and Collaborations, Girl Scouts of Greater Iowa



Building Sustainable and Inclusive State-Wide Alliances: What it takes to make it happen

www.unh.edu/inclusive/

Wanda Mitchell, Vice Provost for Faculty Development and Inclusive Excellence, University of New Hampshire
Debby Scire, Executive Director, Campus Compact for New Hampshire



Idaho's Career Pioneer Network

www.careerpioneernetwork.org

Yvonne Perez, Idaho Career Pioneer Network Facilitator, Center for New Directions, Eastern Idaho Technical College



Get in the Mix: Understanding, motivating and bridging a multi-generational team

www.chattahoocheetech.edu/

Dianne Lassai Barker, Special Populations/Equity Coordinator, Chattahoochee Technical College

Workshops: 9:15-10:30 am

The Institute for Achievement in College

www.hccs.edu/hccs/business-community/outreach-services

Madeline Burillo, Associate Vice Chancellor of Workforce Instruction, Houston Community College System

Bob Fleming, Deputy Executive Director, Capital IDEA

The Institute is a collaborative venture between Houston Community College, a local non-profit case management agency, a church-based advocacy group, the workforce board, and local employers. The Institute serves older, non-traditional, and low-income students by providing community college educational scholarships that lead to high-paying jobs in high-demand professional careers. In addition, the collaboration leverages resources between the college and Capital IDEA to provide intensive case management and developmental education. The collaboration has measurably improved results in developmental education, persistence and graduation rates, and job placement efforts. Moreover, it has attracted local government, foundation, business, and individual financial support.



Pathway to Construction Trades, PaCT

<http://matc.edu/PaCT>

Mona Schroeder-Beers, Project Coordinator

Bev Sroka, Carpentry Instructor

Claudia Vasquez, English/Math Instructor

Milwaukee Area Technical College

Pathways to Construction Trades (PaCT) is a Department of Education FIPSE grant-funded project with additional support from local partnerships. Project goals address the impending shortage of construction workers by increasing the number of minorities entering the industry through the development of a short-term technical training program in construction and green skills. Instruction is delivered in the participants' home language. Adult Basic Education (ABE) and English as a Second Language (ESL) instruction follow contextualized teaching and learning practices. Participants selected for this training are dislocated workers with academic and/or language barriers to employment. The program provides participants with skill development in construction, green construction practices, academics, information on career pathways, and assistance in planning educational and career goals.



Session Descriptions



The Simple Truth: The Gender Pay Gap 2012

www.aauw.org

Catherine Hill, Director of Research
Erin Prangle, Associate Director of Government Relations
Lisa Maatz, Director of Public Policy and Government Relations
American Association of University Women

The past few years have been particularly difficult for American women. For the 34 percent of working mothers who are their families' sole breadwinner, closing the gender pay gap is much more than a point of pride—it is about economic survival for their families. New data from AAUW will answer common questions such as: What is the pay gap? Is the pay gap really about women's life choices? How does the pay gap affect women of different demographics? Is there a pay gap in all jobs? What can I do to make a difference? What should I do if I experience sex discrimination at work?

The Perkins Act Performance Measures for Nontraditional Training—A Progress Report

Task Force of the National Coalition for Women and Girls in Education (National Women's Law Center, Wider Opportunities for Women, Institute for Women's Policy Research and NAPE)

The CTE and Workforce Training Task Force of NCWGE has completed an analysis of the Perkins Act nontraditional core indicator of performance and career cluster enrollment reporting for all states. This session will share the findings and recommendations for use in improving the current accountability system as well as for the reauthorization of the Perkins Act.

Workshops: 10:45-12:00 noon



The Role of Campus Culture in the Experiences of Minority College Students in STEM

http://works.bepress.com/samuel_museum/

Samuel Museum, Assistant Professor, University of Hawaii at Manoa

Campus culture has a profound impact on the experiences and outcomes of students of color in STEM. Therefore, STEM educators must understand the role of campus culture in their minority students' experiences and shape those cultures to maximize the success of their undergraduates. In this session, participants will learn about existing theory and research on the role of culture in STEM minority students' experiences and discuss strategies for creating cultures conducive to those students' success.

Do Internalized Feminine Norms Depress STEM Attitudes? A Critical Review and Open Discussion

www.truechild.org

Riki Wilchins, Executive Director, True Child

Learning feminine norms is a central rite of passage for nearly every young girl. But STEM interest may be at odds with femininity, especially during the “gender intensification” years of adolescence and early teens, when belief in traditional gender norms accelerates and STEM interest begins to decline. Perhaps girls must choose between opting out of femininity or STEM. This program mostly focuses on externals such as chilly climate, role models, or stereotype threat. This engaging discussion will explore how internalized norms may be an overlooked key.

The STEM One Project: A collaboration between a technical college and the local school system

www.gptc.edu

Natoshia Anderson, Technical Instructor: Industrial
Roslyn Bogle, Equity Coordinator
Georgia Piedmont Technical College

Participants will learn how to develop and cultivate a partnership with local educational systems to prepare high school juniors and seniors for post-secondary education and technical and STEM-related careers by bridging the gap between secondary and postsecondary technical education through effective recruitment, awareness, and retention events and programs.

Dispelling the Myths, Engaging with the Realities: Helping to facilitate the postsecondary transition for low-income students

www.edchange.org

Paul Gorski, Founder, EdChange

In order to help facilitate low-income students' transition into postsecondary institutions, we must see them as resilient rather than deficient people, many of whom have overcome tremendous obstacles to finish high school. In this workshop we'll discuss how to enact this resiliency approach by considering research on best practice for educating low-income people, dispelling several myths that hamper widespread practice. Then we'll discuss concrete strategies for facilitating the transition of low-income students into postsecondary education.



Congratulations!!

National Alliance for Partnerships in Equity (NAPE)

33 years Promoting Equity in Education and Workforce Development!



“As a third generation manufacturer, I have witnessed first-hand the tremendous lack of skills potential workers possess as they search for employment in the manufacturing industry. It is my goal to bring more young girls into the field of engineering and manufacturing and I look forward to continued collaboration in developing a curriculum for students that provides the necessary job skills they will need to enter the workforce. I am committed to closing the skills gap in manufacturing with a special focus on supporting STEM initiatives in our classrooms and inspiring the next generation of women leaders.”

Sandra Westlund-Deenihan, President, Quality Float Works, Inc.
Board Member, NAPE - Education Foundation

Quality Float Works, Inc.

Sandra Westlund-Deenihan is the President of suburban Chicago-based Quality Float Works, Inc. - the premier manufacturer of hollow float metal balls and float assemblies in the nation. By harnessing her passion for manufacturing, Sandra elevated her family-owned small business into a global competitor. Under Sandra’s leadership, the company’s international exports have expanded to include locations throughout Asia, Canada, Europe, Latin America and the Middle East. To learn more about Quality Float Works, Inc., visit www.metalfloat.com | www.floatvalve.net

Events

Silent Auction

Tuesday, April 17, 2011

5:00 pm

Bidding on items will take place from 5:00 - 7:00 pm during the networking reception. Check out the unique donations, state-specific products, or equity-related items that are donated to our Silent Auction. All proceeds are used to support the NAPE Education Foundation and its projects and are tax deductible. This event is included in your registration fee.

Perkins Reauthorization Discussion Sessions

Wednesday, April 18, 2011

4:00 - 5:50 pm

7:00 - 8:30 pm

These sessions will be open discussions on the Perkins Reauthorization Act.

NAPE would like to express extreme gratitude to this year's advertisers and sponsors for their continued support and to all of you who graciously donated items for the annual silent auction!

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- Domestic Violence
- Sexual Harassment

www.cteec.org

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SCIENCE



TECHNOLOGY



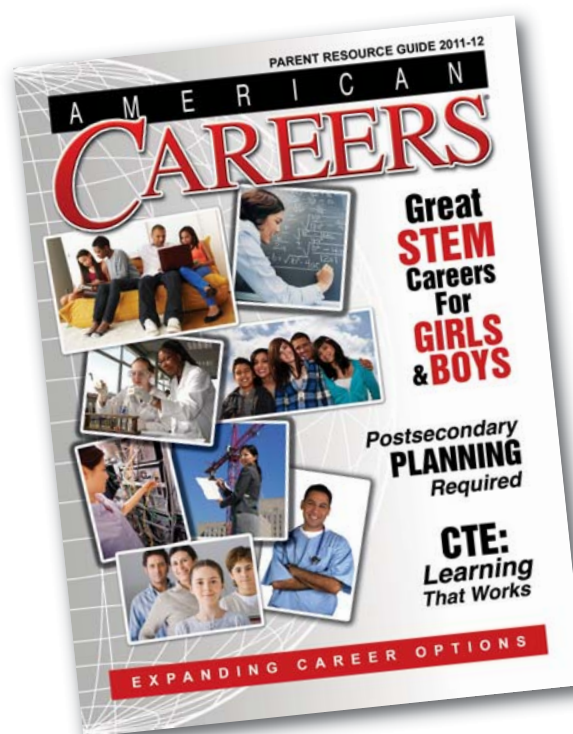
ENGINEERING



MATHEMATICS

AMERICAN CAREERS Parent Resource Guide

- Engages parents and teens in high school, college and career planning
- Supports nontraditional careers
- Features women at work in fast-growing STEM careers
- Provides salary and education data related to high-wage, high-demand jobs



Look for the **complimentary copy** of the *American Careers Parent Resource Guide* in your conference packet.

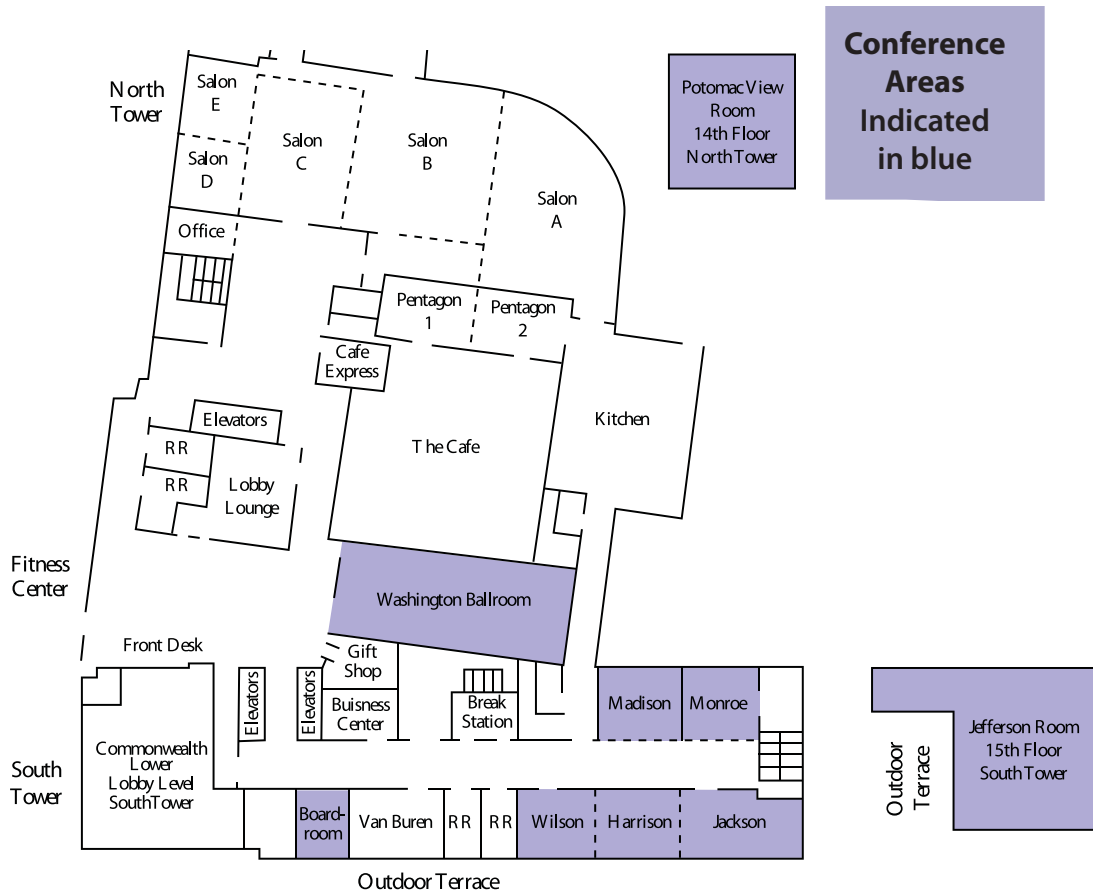
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www.carcom.com



Navigator



Shuttle

There is complimentary shuttle service from the hotel to the Metro.

The shuttle picks up outside the main entrance on the Lower Lobby Level on 11th Street and leaves for the Metro every 30 minutes. (Metro maps at the registration desk)

Taxi Services

Recommended by the Hotel
 Red Top Taxi (703) 522-3333
 Yellow Cab (703) 522-2222

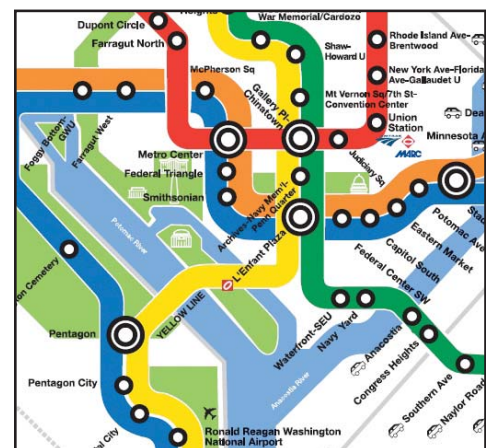
Hotel address and Contact Information

300 Army Navy Drive,
 Arlington, Virginia 22202
 (703) 416-4100

Pentagon City Metro

Walking Directions from the Metro to the hotel:

- When you exit the Pentagon City Metro you will be on S. Hayes Street right in front of the Pentagon City Mall.
- Make a left onto S. Hayes Street. Pass the front of the shopping mall and walk along S. Hayes Street until you reach Macy's or go by Macy's, which faces Army Navy drive.
- Make a right onto Army Navy Drive and go three blocks. You will reach the Doubletree on the right hand side.
- This is about a 10-12 minute walk from the Pentagon City Metro Station to the Doubletree Hotel Crystal City.



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