2009 ATE PRINCIPAL INVESTIGATORS CONFERENCE

CONFERENCE PROGRAM

TECHNICIANS IN THE GREEN ECONOMY
OCTOBER 21-23
In an effort to reduce the carbon footprint on the environment made by meetings like ours, we have implemented some features to make this year’s conference a little more environmentally friendly.

To reduce plastic waste, we will not serve bottled waters at the ATE Conference. Instead, every speaker, attendee, and staff person will receive a 100% recycled water bottle for use throughout this event and back home for continued GREEN behavior.

To take advantage of already recycled products, we used recycled materials for your tote bag and lanyard. All remaining tote bags will go to a local charity for use.

To encourage recycling, we have containers set up throughout the Omni Shoreham and encourage you to do your part and recycle all unwanted handouts, newspapers, and flipchart papers.

We will also be collecting name badge holders at the conclusion of this event and will recycle and reuse them next year.

Finally, we printed this program book on paper that is Forest Stewardship Council (FSC) certified, and is made of 30% recycled material. FSC sets forth principles, criteria, and standards that span economic, social, and environmental concerns. The FSC standards represent the world’s strongest system for guiding forest management toward sustainable outcomes.

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The American Association of Community Colleges (AACC) is the primary advocacy organization for the nation’s community colleges. The association represents 1,200 two-year, associate degree–granting institutions and more than 12 million students. AACC promotes community colleges through five strategic action areas: recognition and advocacy for community colleges; student access, learning, and success; community college leadership; economic and workforce development; and global and intercultural education. Information about AACC and community colleges can be found at www.aacc.nche.edu.
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*October 21-23, 2009  *  
*Omni Shoreham Hotel  *  
*Washington, DC*

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## Conference at a Glance

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**Session 1:** Online Impact – Tapping Twitter, Facebook and Other Tools

**Session 2:** Defining the Energy Technologies Services Workforce

**Session 3:** Doing Research on Technician Education in Community Colleges
FRIDAY, OCTOBER 23

7:30 AM – 12:00 PM
CONFERENCE REGISTRATION
West Conference Foyer

7:30 – 10:00 AM
INTERNET CAFÉ
Executive

7:30 – 8:45 AM
SHOWCASE III SET-UP
Exhibit Hall

7:30 – 8:45 AM
CONTINENTAL BREAKFAST
Regency

7:45 – 8:45 AM
BREAKFAST ROUNDTABLES
Regency

9:00 – 10:00 AM
PLENARY SESSION: CREATING EDUCATIONAL OPPORTUNITY IN A NEW GREEN ECONOMY
Keynote Speaker: Martha Kanter, Under Secretary, U.S. Department of Education
Regency

10:00 – 12:30 PM
SHOWCASE III AND LUNCH
Exhibit Hall

12:30 – 1:15 PM
SHOWCASE III BREAKDOWN

12:45 – 3:00 PM
ATE CENTER DIRECTORS MEETING
ATE Center Staff Only
Palladian

12:00 – 2:30 PM
SHOWCASE II AND LUNCH
Exhibit Hall

2:30 – 3:15 PM
SHOWCASE II BREAKDOWN

2:45 – 5:00 PM
BIRDS OF A FEATHER SESSIONS
AGRICULTURE, ENVIRONMENT AND NATURAL RESOURCES
Congressional A
BIOTECHNOLOGY
Palladian
CHEMICAL PROCESSING AND REFINING TECHNOLOGY
Congressional B
ENERGY PRODUCTION AND ENERGY EFFICIENCY
Regency
ENGINEERING TECHNOLOGY
Empire
GEOSPATIAL TECHNOLOGIES
Cabinet
INFORMATION AND COMMUNICATIONS TECHNOLOGIES
Diplomat
INFORMATION ASSURANCE, SECURE LOGISTICS AND FORENSICS TECHNOLOGIES
Governors
LEARNING AND EVALUATION
Embassy
MANUFACTURING TECHNOLOGIES
Ambassador
RECRUITMENT AND RETENTION
Hampton
RESEARCH INTO TECHNICIAN EDUCATION
Council
TEACHER PREPARATION
Forum

4:30 – 5:15 PM
STUDENT SHOWCASE SESSION SET-UP
Exhibit Hall

5:15 – 6:30 PM
STUDENT SHOWCASE SESSION AND RECEPTION
Exhibit Hall
GUIDE TO CONFERENCE SESSIONS

Please refer to the conference schedule for specific session times and room locations.

BREAKFAST ROUNDTABLES  Breakfast roundtables are a forum for interactive discussion of a topic among a small group of 5-10 people. They are designed as informal sessions and attendance is first come, first served, and limited to a maximum of 10 people seated around one table, including the moderator.

CONCURRENT SESSIONS  Concurrent sessions include formal presentations and/or panel discussions that address topics pertaining to the conference theme.

BIRDS OF A FEATHER SESSIONS  The Birds of a Feather or disciplinary networking sessions are designed to give participants an opportunity to meet colleagues with similar interests and discover what they are doing. Conference evaluations from past years have indicated that participants wanted more opportunities to network with like projects and centers. These sessions will feature small group breakouts to provide participants the opportunity to share promising practices, resources, and lessons learned; collaborate on future endeavors; and establish professional networks and communities of practice. ATE project and center teams are advised to divide their attendees among the different Birds of a Feather sessions to cover more ground at the conference and to benefit from multiple contacts.

To help facilitate discussion and ongoing communication following the conference, participants are asked to bring 50 copies of a one-page overview of their projects to share. The one-page overview should include key contact information and briefly describe your project’s vision, goals, and activities. (Please note: AACC does not maintain photocopying equipment at the conference.)

SHOWCASE SESSIONS  The showcase sessions provide grantees an opportunity to exhibit their projects and share information with other programs, and with guests at the conference. ATE projects and centers present displays that capture the purposes and products of their programs. The displays are divided into three sessions; one center showcase and two project showcases. The conference’s main meal events are coordinated as part of the showcase sessions.

STUDENT SHOWCASE SESSION  ATE students will highlight their program of study and/or career path at a showcase session and reception held in their honor. ATE PIs and team members are encouraged to attend and show support for the ATE students and recent alumni taking part in this session.
Wednesday, October 21

PreConference Activities

10:00 AM – 8:00 PM
Conference Registration
West Conference Foyer

10:00 AM – 7:30 PM
Internet Café
Executive

1:00 – 5:00 PM
Workshop A: Getting Started
Advance Registration and Ticket Required
Palladian

David Campbell, Program Director, National Science Foundation, VA
Wesley Lumpkin, ATE Science Assistant, National Science Foundation, VA
K.C. Baukin, Branch Chief, Division of Grants and Agreements, National Science Foundation, VA
Kim Bub, Grants and Agreement Specialist, Division of Grants and Agreements, National Science Foundation, VA
Rashawn Farrior, Grants and Agreement Specialist, Division of Grants and Agreements, National Science Foundation, VA
Pamela Hawkins, Team Leader, Division of Grants and Agreements, National Science Foundation, VA
Rosalind Jackson-Lewis, Project Director, Cost Analysis and Audit Resolutions, National Science Foundation, VA
Harinder Singh, Cost Analyst, Cost Analysis and Audit Resolutions, National Science Foundation, VA

This workshop is recommended for all principal investigators, co-principal investigators and other team members involved in newly awarded projects and centers in FY09. Others who may find the workshop useful include new awardees in FY08 and other project personnel from prior years who have recently become involved in ATE projects and centers. The workshop will be divided into three parts: (1) ATE Program Issues. Topics to be covered include reporting requirements such as annual and final reports, working with NSF program officers, changes in project personnel or scope, data collection, FastLane and other reporting systems, use of Advisory Boards and National Visiting Committees, preparing project highlights for NSF and others, Institutional Review Boards (IRBs), and many other relevant topics. (2) Financial Management and Grant Management Issues. This section will focus on financial accounting issues and discuss in detail problems often seen in monitoring visits such as participant support, time and effort accounting, subawardees, record keeping, changes in scope, overload, and use of consultants. (3) Evaluation. This segment will address building in evaluation from the start of your project or center. The ATE program has an annual survey of all projects and centers that have been active for more than one year. Additional evaluation topics to be addressed include, but are not limited to, evaluation design, methods and instrumentation, resources for learning about productive evaluation, the roles of internal and external evaluators, and evaluation challenges.

1:00 – 5:00 PM
Workshop B: Financial Grant Management
Advance Registration and Ticket Required
Diplomat

K.C. Baukin, Branch Chief, Division of Grants and Agreements, National Science Foundation, VA
Rashawn Farrior, Grants and Agreement Specialist, Division of Grants and Agreements, National Science Foundation, VA
Pamela Hawkins, Team Leader, Division of Grants and Agreements, National Science Foundation, VA
Rosalind Jackson-Lewis, Project Director, Cost Analysis and Audit Resolutions, National Science Foundation, VA
Harinder Singh, Cost Analyst, Cost Analysis and Audit Resolutions, National Science Foundation, VA

This workshop is strongly recommended for teams from community colleges that are managing large ATE awards or that have had limited experience with NSF. The grant should have been in operation for at least a year. The participants must include (1) the PI; and (2) someone from the lead partner institution that has jurisdiction over and understanding of the institution’s accounting policies and procedures. Typically, this second person has the title of comptroller, finance director, grants accountant, or fiscal coordinator. A third participant may be the project director or someone on the lead partner’s administrative team who is responsible for tracking and monitoring award expenditures and commitments. Among the topics to be discussed are: (1) Role of the PI, project director, and awardee’s ATE administrative staff in financial oversight, record keeping, and monitoring of ATE activities. (2) Financial report (annual and cumulative). (3) Carry-over funds - how to address in an annual report, implementation plan, and budget for ensuing project year. (4) Reporting on and accounting for non-NSF funds supporting ATE. (5) Budgets - moving funds among budget line items. (6) Record keeping and how long financial documents must be retained. (7) Subaward monitoring. (8) Consultants. (9) Participant support, meals, and refreshments. (10) Time and Effort Reporting. (11) Changes in PI, Co-PI, or other key personnel.
A major focus of the National Science Foundation's (NSF) ATE program is that grantees share the materials created, knowledge gained, and lessons learned from a given project. Project outcomes are shared with other NSF programs and projects, but it also has a much broader distribution to educational institutions nationwide. Such dissemination of ATE project information is often essential to sustaining a project after NSF funding ceases. Sustainability further depends on scaling up pilot projects, developing partnerships, and establishing fee-for-service or other alternative funding models. This workshop will help participants respond to the challenges of sustaining ATE work. Presenters will discuss the various methods for dissemination and other promising practices for overcoming barriers to sustainability and will examine how these various methods can support a sustainable program. Workshop participants will have the opportunity to incorporate one or more of these practices into a sample sustainability plan for their ATE programs.

A “green job” is a phrase often heard with a myriad of definitions. This workshop will provide an overview of the current information on green job classifications and informational resources on the projected future needs in a variety of industry areas. In many cases the emerging jobs that are described in these categories have a wide variety of skills, knowledge, and abilities in various multi-skilled combinations. This session will examine the challenges these needs impose on educational programs and training for students. Learn how green jobs extend beyond renewable energy and energy efficiency and the models available to help qualify the needs and support these emerging markets in your state or region. Industry presenters will discuss what “green” means in their sectors, where they see the need in the next two to three years, how regions can better determine the emerging jobs and appropriate educational responses, and how this will impact technician education curriculum and STEM program offerings regionally at community colleges.
THURSDAY, OCTOBER 22

7:30 AM – 6:00 PM
CONFERENCE REGISTRATION
West Conference Foyer

7:30 – 8:45 AM
SHOWCASE II SET-UP
Exhibit Hall

7:30 – 8:45 AM
CONTINENTAL BREAKFAST
Regency Ballroom

7:30 – 8:45 AM
ATE STUDENT/ALUM RECOGNITION BREAKFAST
By Invitation Only
Hampton

7:30 AM – 6:00 PM
INTERNET CAFÉ
Executive

7:45 – 8:45 AM
BREAKFAST ROUNDTABLES
See Breakfast Roundtable Schedule
Regency

9:00 – 10:15 AM
PLENARY SESSION
Wanda Ward, Acting Assistant Director, Directorate for Education and Human Resources, National Science Foundation, VA

AMERICA’S ENERGY CHALLENGES: THE ROLE OF SCIENCE AND TECHNOLOGY
Keynote Speaker: Randy Udall, former director of the Community Office for Resource Efficiency (CORE)
As we move into an era of higher prices, energy will be a defining challenge of the 21st century. Throughout the energy landscape, from the oil patch to the wind farm, employees are in demand. Today, the nation has many more heart surgeons than directional drillers or wind turbine mechanics. Looking ahead, what new skills, training, and occupations will be central to meeting our energy needs?

EDUCATION FOR A GREEN AND SUSTAINABLE FUTURE
Keynote Speaker: Debra Rowe, President, U.S. Partnership for Education for Sustainable Development
What is the essential role of community colleges in creating a green and sustainable future? What does it mean to include “green and sustainability thinking” in all college disciplines and programs? How can we help our students be literate about our sustainability challenges and engaged in solutions? Dr. Debra Rowe will describe national and international trends, curricular and campus culture opportunities, and resources to help make sustainability vibrant in your institution and your surrounding community.
CONCURRENT SESSIONS

THURSDAY, OCTOBER 22 (CONT.)

10:15 – 10:30 AM
REFRESHMENT BREAK
Palladian, Diplomat, and Empire Foyers

10:30 – 11:45 AM
SESSION 1: ONLINE IMPACT – TAPPING TWITTER, FACEBOOK AND OTHER TOOLS
Palladian

Marilyn Barger, Executive Director and PI, Florida Advanced Technological Education Center (FLATE), FL
Grace Esteban, Instructional Technologies Graduate Student, Mid-Pacific Information and Communication Technologies Center (MPCIT), CA
Julie Foreman, Associate Director of Partnerships and Communications, National Center for Optics and Photonics Education (OP-TEC), TX
Michael Qaissaunee, Co-PI, National Center for Information and Communications Technologies (ICT Center) and Professor, Brookdale Community College, NJ
Moderator: Gordon Snyder, Executive Director, National Center for Information and Communications Technologies (ICT Center), MA

Social media sites like Twitter, Facebook, LinkedIn, and YouTube along with blogging and audio are exploding and your students and constituents are on them. Want to join in? ATE community experts will discuss the tips and tactics you will need to promote your work and interact using these new tools. This will be a “How To” panel featuring both the big picture and the individual steps necessary to get started.

SESSION 2: DEFINING THE ENERGY TECHNOLOGIES SERVICES WORKFORCE
Diplomat

Ann Randazzo, Executive Director, Center for Energy Workforce Development (CEWD), DC
Ellen Kabat Lensch, Executive Director, Advanced Technology Environmental and Energy Center (ATEECE), IA

In late 2007, ATEEC conducted a national forum for defining energy technology. The goal of the forum was to define and validate changes in the energy technology industry. With the advent of new technology, the increased role of energy in national security, changes in national and regional regulatory compliance, and the changing demands of industry called for a realignment of academia, industry, business and government. The result of this forum was the report, Defining Energy Technologies and Services. In early 2009, NSF approached ATEEC to conduct regional energy conversations at community colleges across the country to see if there are regional differences in the energy workforce. Four of these conversations have been conducted to date with two more scheduled. During the same time period, CEWD has been partnering with electric and natural gas energy companies to identify the workforce implications of the changes in energy technology coupled with the aging utility workforce and the increased demand for skilled workers. CEWD has analyzed the gaps in workforce supply and demand in key technician categories and developed the “Get Into Energy Career Pathways Model” as a guideline for workforce development efforts in this field. Results from these conversations and the potential programming ramifications will be discussed.

SESSION 3: DOING RESEARCH ON TECHNICIAN EDUCATION IN COMMUNITY COLLEGES
Empire

Darrell Hull, Assistant Professor, University of North Texas, TX
Gloria Rogers, Associate Executive Director of Professional Services, ABET, MD
Wayne Welch, Professor Emeritus of Educational Psychology, University of Minnesota, MN
Moderator: Liesel Ritchie, Assistant Director for Research, Natural Hazards Center, University of Colorado, CO

The ATE program has solicited proposals to perform research on technician education to inform stakeholders about why projects work, with whom, and under what circumstances. In particular, ATE has a strong interest in investigating the effects of its programmatic attempts to increase and improve the quality and diversity of students engaged in technician education in the U.S.; the quality of the programs to educate them; the collaborative partnerships between business/industry and education institutions; and the sustainability of these efforts. In 2008, the ATE program funded nine research studies under the umbrella of the Discovering the Educational Consequences of ATE (DECA) project to jump start research into technician education. This session will feature a brief overview of the DECA project with the majority of time dedicated to a facilitated discussion to learn about research of interest to the audience and to address issues associated with conducting research in a community college setting. Some questions to be addressed include: What specific types of ATE-related research are currently needed? To what extent are research questions raised by ATE PIs and business/industry similar or different? What are the challenges and opportunities associated with conducting research in a community college setting? What incentives are there for ATE PIs to engage in research or facilitate others’ research efforts?
Impact of new and emerging technologies on job availability, or the impact of 21st century instructional technologies on traditional 20th century educational practice. Ultimately, the topics discussed will be guided by the participants in a format designed to draw on the synergy of the group to develop a community of problem solving and support.

Biotechnology

Elaine Johnson, Executive Director, Bio-Link, City College of San Francisco, CA

Biotechnology skills-based programs are ever changing as they align with the developing workforce needs of a growing industry. As a participant in this interactive session, you will learn about and describe projects in green biotechnology, stem cell research, biofuels, synthetic biology, bioinformatics, biomaterials, bioMEMS, and related areas. In addition, there will be a discussion of the use of Web 2.0 tools to enhance communication among partners. There will be ample time to share materials and ideas. Emphasis will be placed on career exploration and resources. There will be exposure to methods for scaling-up successful projects and adapting good ideas. Take advantage of this opportunity to gain a broader understanding of biotechnology programs and the various ways of preparing individuals for rewarding careers. You will gain a new appreciation for advances in biotechnology education and meet with experienced leaders and share key lessons learned.

Chemical Processing and Refining Technology

Congressional B

Bill Raley, Dean, Technical and Workforce Education, College of the Mainland, TX

This interactive session will focus on the advances in curriculum and education of the fast-paced and industry-driven fields of chemical processing and refining technology. These education paths offer multiple opportunities for students to obtain hands-on experience. With the current emphasis on green technology and conservation efforts, we will discuss promising practices for implementing green technology and sustainability into your current curriculum. In addition, the session will feature an open discussion on the importance of developing and maintaining relationships with industry, and a brainstorm on how best to collaborate and assist one another in our efforts.
2:45 – 5:00 PM  
**BIRDS OF A FEATHER SESSIONS**  
(Continued)

**ENERGY PRODUCTION AND ENERGY EFFICIENCY**  
Regency  
Kathleen Alfano, Director, CREATE ATE Center, CA  
Ellen Kabat Lensch, Executive Director, Advanced Technology Environmental and Energy Center (ATEEC), IA  
Julia Feder, Manager of K-12 and Higher Education, U.S. Green Building Council, DC  
Michelle Myers, Manager of Labor, Health, and Safety Policy, American Wind Energy Association (AWEA), DC  
Ann Randazzo, Executive Director, Center for Energy Workforce Development (CEWD), DC

This interactive session will begin with industry and ATE center experts describing the current state of energy programming at community colleges and within organizations such as the American Wind Energy Association (AWEA) from production to energy efficiency. Topics included will be types of programs, professional development opportunities, curricula, career ladders, and certifications. The second part of the session will consist of a facilitated, interactive brainstorm to focus upon and highlight the potential gaps, promising practices, and collaborative methods to ensure programming is meeting the needs of the growing energy field.

**ENGINEERING TECHNOLOGY**  
Empire  
Matthias Pleil, Principal Investigator, Southwest Center for Microsystems Education (SCME), NM

Engineering technology education focuses on the applied aspects of science and engineering. There are several ATE projects and centers that support these cross-disciplinary technologies including, but not limited to, photonics, nano, micro, and materials technologies. With this inherent diversity, there are also many areas of overlap. This interactive session is designed to bring together engineering technology “Birds of a Feather,” to allow participants the opportunity to introduce themselves, their projects and core competencies, and to begin to create a community of practice. The main goal of the session is to provide a venue to find out what each of us is doing and to discuss issues of importance. Topics to consider include emerging and green technology’s impact on our stakeholders and how we will evolve to meet their needs; and how we can, as a group, best leverage our core competencies to develop into an effective community of practice, and continue the discussion after the ATE conference.

**GEOSPATIAL TECHNOLOGIES**  
Cabinet  
Phillip Davis, Director, GeoTech Center, TX  
David DiBiase, Director, Dutton e-Education Institute, Pennsylvania State University, PA  
Vince DiNoto, Dean of College and Systemic Initiatives, Jefferson Community and Technical College, KY  
Mike Rudibaugh, Professor, Geography, Lake Land College, IL  
Ann Johnson, Community College Manager of Higher Education, ESRI, NV  
Kenneth Yanow, Professor of Earth and Space Science, Southwestern College, CA

The geospatial technologies session will feature a brief introduction to the new GeoTech Center initiatives including the U.S. Department of Labor’s Geospatial Industry Matrix to identify a common core competency set for GIS technicians; a new national map of two-year college geospatial web services; leading-edge research in using remote desktop access to GIS “Software As A Service” (SAAS); technology updates on the latest ESRI ArcInfo 9.4; innovative uses of GIS as a general education elective; and the use of geospatial technology across STEM disciplines to visualize project impact and evaluation. The majority of the session will focus on providing attendees time to discuss their own needs and ideas, projects, proposals, and opportunities for collaboration.

**INFORMATION AND COMMUNICATIONS TECHNOLOGIES**  
Diplomat  
Gordon Snyder, Executive Director, National Center for Information and Communications Technologies (ICT Center), MA

This interactive session will focus on information and communications technologies projects and centers and is designed to give participants an opportunity to discover what others are doing and discuss issues of importance. The session will begin with a brief introduction of each center and project in attendance and then provide participants an opportunity to self-select into smaller focus groups. The breakout groups will discuss the following: How does green thinking impact careers in your discipline and region of the country? How will education address new green-based technologies? What trends and opportunities are emerging? Do these create demand for new courses or programs? On what new initiatives is your center or project working? Where would you like to collaborate; and how can we continue to connect?
INFORMATION ASSURANCE, SECURE LOGISTICS AND FORENSICS TECHNOLOGIES
Governors
Erich Spengler, Executive Director, Center for Systems Security and Information Assurance (CSSIA), IL
John Sands, Co-Principal Investigator, Center for Systems Security and Information Assurance (CSSIA), IL

This session will allow information assurance, secure logistics and forensics technologies project and center managers to gather together and discuss the trends, needs, challenges, and successes of our programs. In addition, this session will provide an opportunity to plan initiatives and events where opportunities exist to collaborate and work together. The information assurance, secure logistics and forensics technologies professions are quickly maturing, resulting in greater growth, specialization, governance, and standardization—all of which will require us to transform our programs to meet business and industry needs. Attendees are asked to share their experiences and research data. The session will address several specific issues that directly impact our programs, such as virtualization, risk management, identity management, the explosive growth of social networks and mobile computing, converging technologies, and micro-specialization of the workforce.

LEARNING AND EVALUATION
Embassy
Deborah Boisvert, Director, BATEC, University of Massachusetts-Boston, MA
Lori Wingate, Project Manager, The Evaluation Center, Western Michigan University, MI

“Green” has become the current way of thinking. Session participants will discuss ways in which “green thinking” has impacted jobs in their disciplinary and geographic areas, and how this impact is creating a demand for different educational approaches. Many ATE centers and projects offer extensive teaching and learning resources such as workshops, consultation, and peer mentoring, which are designed to assist educators in addressing the challenges of today’s classroom. It is imperative that these resources benefit the overall ATE program in its efforts to broadly apply its innovations to technological education nationally. This session will explore ways to evaluate the effectiveness of innovative approaches to teaching and learning by analyzing the impact of professional development, the resultant impact on teaching practices, and the consequential effect on student learning. Participants will share their own experiences, identify measurable outcomes, and discuss promising practices in evaluation that can demonstrate the impact of pedagogical reform.

MANUFACTURING TECHNOLOGIES
Ambassador
Dennis Faber, Principal Investigator, TIME Center, MD
Michael Galiazzo, Executive Director, Regional Manufacturing Institute of Maryland, MD

This session will offer both a networking opportunity and information sharing session for ATE centers and projects focused on manufacturing technology. The format for the session is flexible to maximize interaction around the following questions that build on the conference theme. How is the “greening” of manufacturing technology jobs impacting the industries you serve in your region? What kinds of jobs are emerging in these industries? Are new jobs emerging in your region, or are skill sets being added to existing jobs? How will your organization address the education and training needs that are occurring? Beyond the “greening” in manufacturing technology, what trends and opportunities are emerging that are resulting in new education and training directions for your organization? On what exciting new initiatives is your center or project working; and in what areas are you looking for collaboration or assistance?

RECRUITMENT AND RETENTION
Hampton
Mel Cossette, Principal Investigator, National Resource Center in Materials Technology (MatEd), WA
Donna Milgram, Executive Director, National Institute for Women in Trades, Technology and Science (IWITTS), CA

Many STEM-related academic programs are facing low or declining enrollments, particularly for female and other underrepresented students. During this interactive discussion session, participants will learn about proven and promising practices for recruiting underrepresented students into STEM careers as well as have the opportunity to plan initiatives and events where opportunities exist to collaborate and work together. Attendees are asked to share their experiences and research data. The session will address several specific issues that directly impact our programs, such as virtualization, risk management, identity management, the explosive growth of social networks and mobile computing, converging technologies, and micro-specialization of the workforce.

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CONFERENCE SCHEDULE

THURSDAY, OCTOBER 22 (CONT.)

2:45 – 5:00 PM
BIRDS OF A FEATHER SESSIONS
(Continued)

RESEARCH INTO TECHNICIAN EDUCATION
Council

Liesel Ritchie, Assistant Director for Research, Natural Hazards Center, University of Colorado, CO

For several years the ATE program has solicited research proposals to understand why projects work, with whom, and under what circumstances. This session will afford participants an opportunity to discuss the types of research needed in order for project and center leaders to make more informed decisions about their current programmatic efforts and plans for the future. The primary focus will be to review, expand upon, and prioritize a set of existing research questions developed in 2007-2008 by NSF, ATE PIs, researchers, and business and industry. The session format will involve small group discussion to refine these questions, as well as consider research approaches that would address additional questions. Potential topics include the analysis of existing data, instructional effectiveness research using experimental or quasi-experimental designs, and a rich description of the technical education experience using qualitative methods. Researchers for the ATE program will be present and available to share information about their efforts to date.

TEACHER PREPARATION
Forum

Martha Hass, Museum of Science MA
Christine Cunningham, Museum of Science, MA

How are we strengthening future educators’ knowledge of and capabilities to teach technology, engineering, and science in ways that enhance students’ technological literacy and understanding of technical careers? It all begins with providing faculty and teachers with strong ongoing professional development. Join a discussion on the successes and challenges of enriching community college education courses with pedagogical practices and content knowledge that engage students in STEM. Share strategies that your college is engaged in to bolster preservice and inservice teachers’ knowledge and comfort with STEM. Topics for discussion include: How can professional development enhance content knowledge and address pedagogy? How might professional development sessions include faculty from different disciplines? What role can business/industry partners play in professional development? How do we provide sustained ongoing professional development for faculty and teachers? How do we assess its effectiveness?

4:30 – 5:15 PM
STUDENT SHOWCASE SESSION SET-UP
Exhibit Hall

5:15 – 6:30 PM
STUDENT SHOWCASE SESSION AND RECEPTION
Exhibit Hall
FRIDAY, OCTOBER 23

7:30 – 12:00 PM
CONFERENCE REGISTRATION
West Conference Foyer

7:30 – 10:00 AM
INTERNET CAFÉ
West Conference Foyer

7:30 – 8:45 AM
CONTINENTAL BREAKFAST
Regency Ballroom

7:45 – 8:45 AM
BREAKFAST ROUNDTABLES
See Breakfast Roundtable Schedule
Regency

7:30 – 8:45 AM
SHOWCASE III SET-UP
Exhibit Hall

9:00 – 10:00 AM
PLENARY SESSION
Regency Ballroom
Arden L. Bement, Director, National Science Foundation, VA

CREATING EDUCATIONAL OPPORTUNITY IN A NEW GREEN ECONOMY
Keynote Speaker: Martha Kanter, Under Secretary, U.S. Department of Education

Under Secretary Martha Kanter will address the administration’s higher education agenda and President Obama’s goal for America to have the best educated, most competitive workforce in the world by 2020. She will also highlight ways in which we can all work together to move the green agenda forward in clean, just, and informed ways.

10:00 – 12:30 PM
SHOWCASE III AND LUNCH
Exhibit Hall

12:30 – 1:15 PM
SHOWCASE III BREAKDOWN

12:45 – 3:00 PM
ATE CENTER DIRECTORS MEETING
ATE Center Staff Only
Palladian
Breakfast Roundtables

Thursday, October 22

7:45 – 8:45 a.m.  
Regency  

Table 1: The Atlas Project – Keys to Connecting and Working with Schools  
Jeannette Shaffer, Maricopa County Community College District, AZ  

This roundtable will provide information on how to effectively develop technology partnerships with school districts. Project coordinators and teachers will share keys to success in working collaboratively.

Table 2: Connecticut Energy Workforce Development Consortium  
Mary deManbey, Connecticut Business and Industry Association Education Foundation, CT  

Learn how to partner with business and industry. The Connecticut Energy Workforce Development Consortium is a unique partnership between business and education institutions designed to increase the pipeline of skilled workers in the green economy. The committee’s work has been sanctioned by Connecticut’s governor and is supplemented by a new DVD and teacher’s guide.

Table 3: Adding Sparks to Your Electronics Education  
Paul Horwitz, Concord Consortium, MA  

No more blown fuses! We are using computers to deliver simulated hands-on lab tasks to beginning electronics students; and we are logging and grading, not just the answers, but also the actions of the students. What should we be looking for? Do you want to help us field test? Come have a chat with us!

Table 4: Going Green with Blended Distance Learning  
John Sands, Center for Systems Security and Information Assurance (CSSIA), IL  
Rosanna Bisges, CISCO Systems, Inc., IL  

CSSIA and their business partner, Cisco Systems, Inc. will share their experiences of implementing a new faculty development model. This model features corporate partnerships, blended distance learning, and a movement towards a greener delivery system. This model eliminates the need for instructors traveling while still offering a high level of interaction and synchronous instruction.

Table 5: A Grassroots Approach to Promoting Technician Education and Career Pathways  
Kathy Rentsch, Quinsigamond Community College, MA  

The purpose of the Mass-TEC project has been to increase employment in technical fields among potential workers by raising the awareness and understanding of career influencers—parents, career advisors, teachers, and guidance counselors. This roundtable will discuss the effectiveness and challenges of building and implementing a successful grassroots outreach campaign.

Table 6: A Systems Approach to Automobiles – From Raw Materials to the Showroom and Beyond  
Annette Parker, Principal Investigator, Automobile Manufacturing Technical Education Collaborative (AMTEC), KY  

Global automotive companies and community colleges are working in partnership to ensure that the U.S. continues to build and service innovative automobiles in a green economy. The new AMTEC Center is spread across 14 states that represent the vast majority of the North American automotive industry. In this roundtable, we will share how AMTEC has developed innovative strategies for task analysis, curriculum, and assessments that provide support for global competition and for the continuous improvement of instruction and learning. In addition, we will focus on the changing needs of mechatronics instruction and connect ATE projects working in automotive manufacturing and the service of hybrid technologies.

Table 7: Project Sustainability Through Economic Modeling  
Edgar Troudt, CUNY Kingsborough, NY  

Many projects have great local impact; but investigators lack the resources to spread their work to other regions where their impact could be crucial on fledging industries. This roundtable will explore how economic modeling can bridge the divide.

Table 8: Serious Games for Workforce Development and Technology Education  
Kai Wang, Wake Technical Community College, NC  
Walter Rotenberry, Wake Technical Community College, NC  

This roundtable will discuss the advantages of using game technology to create an immersive learning environment. Examples of games for biomanufacturing and STEM education will be introduced.
TABLE 9: TECHNICAL EDUCATION IN RURAL AND SMALL INSTITUTIONS
Tora Johnson, GIS Service Center & Laboratory, University of Maine at Machias, ME
Rural community colleges face unique and important challenges. They often have low and fluctuating enrollment and serve economically disadvantaged populations with workforce demands that are different from those in more urban settings. To date, a small percentage of ATE applicants and grantees have been from rural institutions. This roundtable will be an opportunity for people from rural community colleges to share what they’re doing, discuss the special challenges they face, and explore ways to work together.

TABLE 10: PHOTONICS AS AN ENABLING TECHNOLOGY IN SOLAR ENERGY
Dan Hull, OP-TEC, National Center for Optics and Photonics Education, TX
John Souders, OP-TEC, National Center for Optics and Photonics Education, TX
Photonics is a technology that enables the generation of solar power. This roundtable will focus on ways to infuse photonics into technical programs that emphasize solar power generation. This discussion will also apply to those considering the infusion of photonics into other technical programs enabled by photonics like telecommunications, manufacturing, and nanotechnology.

TABLE 11: ITEST AND ATE – CONNECTING STEM EDUCATION AND CAREER DEVELOPMENT PATHWAYS
David Campbell, Program Director, DRL, National Science Foundation, VA
Joyce Malyn-Smith, Principal Investigator, ITEST, MA
NSF’s Innovative Technology Experiences for Students and Teachers (ITEST) and ATE programs have a lot in common. ITEST’s projects focus on STEM content: computer science/programming (37%), computer science/gaming and simulation (13%), environmental sciences (40%), engineering (29%), and bioscience (12%). ITEST explores what it takes to motivate K-12 youth to engage in STEM learning in and out of school, and persist on a trajectory toward STEM careers. Join us to learn about what is going on in the ITEST program, identify ITEST projects in your communities, and discuss opportunities for potential connections between ITEST and ATE projects.

FRIDAY, OCTOBER 23
7:45 – 8:45 A.M.
Regency

TABLE 1: COMPUTER REFURBISHING FOR HANDS-ON SKILLS, RECYCLING, AND STUDENT SCHOLARSHIPS
Susan Malmgren, Foothill-De Anza Comunity College District, CA
This roundtable will discuss models for student internships and labs that provide hands-on technical support skills and engage students in computer-related fields. Paid student interns in the ComptechS program refurbish used computers to give to students who need one, thus supporting community recycling and reuse.

TABLE 2: IMPROVING INSTRUCTION THROUGH FACILITATOR DEVELOPMENT
Russell Richardson, College of the Canyons, CA
Mary Slowinski, College of the Canyons, CA
The transformation of teaching on a college campus can begin with a group of dedicated, trained workshop facilitators. Using microteaching techniques, teachers can work together to transform their own teaching. The NSF CREATE Regional Center will discuss how to receive this valuable training.

TABLE 3: MULTIMEDIA CHALLENGES – A STRATEGY TO ENGAGE STUDENTS IN PROBLEM-BASED LEARNING
Fenna Hanes, New England Board of Higher Education, MA
Problem-based learning (PBL) is an instructional approach that challenges students to “learn how to learn” through collaborative real-world problem solving. The New England Board of Higher Education has just completed a research, curriculum, and professional development project, during which eight multimedia PBL challenges were developed and field-tested in collaboration with industry. This roundtable will invite open discussion about the design, implementation, field-testing and pedagogical attributes of problem-based learning.
### TABLE 4: NANOTECHNOLOGY TECHNICIAN TRAINING AND REMOTE ACCESS TOOLS

**Paul Hallacher, Pennsylvania State University, PA**

This roundtable will bring together representatives of institutions currently offering nanotechnology programs with those considering developing programs for a discussion of promising practices and lessons learned. The movement toward adoption of national skill standards for nanotechnicians and remote use of advanced nanotechnology equipment such as the Field Emission Scanning Electron Microscope at the NACK Center via the internet will be featured.

### TABLE 5: EVALUATION CHALLENGES AND SOLUTIONS

**Lori Wingate, Western Michigan University, MI**

This roundtable will provide an opportunity for participants to discuss the challenges they’ve faced in evaluating ATE projects and centers. Learn how others have managed similar obstacles and brainstorm potential solutions. The topics discussed will inform the development of resources, workshops, and webinars for developing evaluation capacity within the ATE program.

### TABLE 6: ATE CENTRAL – GREATER IMPACT THROUGH COLLABORATION

**Rachael Bower, ATE Central, WI**

Come join us to learn more about ATE Central and help shape the direction of the project as it moves forward. ATE Central is an online portal containing a collection of materials from ATE projects and centers designed to help educators, students, and the general public discover and learn about the entire depth and breadth of the ATE program.

### TABLE 7: FACING THE CHALLENGES OF STARTING A NEW WIND ENERGY TECHNOLOGY PROGRAM

**Michael Schmidt, Laramie County Community College, WY  Mimi Hull, Laramie County Community College, WY**

This roundtable will discuss a realistic and practical approach to wind energy program development and whether or not it is the right thing for your institution to attempt. Lessons learned and practical advice regarding space, equipment, staffing, and institutional support will be shared.

### TABLE 8: LEVERAGING FAB LABS IN EDUCATION AND THE STEM WORLD

**Jim Janisse, Fox Valley Technical College, WI**

This roundtable will discuss the concept of using Fab Labs in education to increase STEM recruitment and retention. We are creating a movement with Fab Labs and at the same time transitioning from becoming users to creators and inventors.

### TABLE 9: GET YOUR STUDENTS INVOLVED IN STEM THROUGH IMAGINE IT!

**Richard Tavener, Producer, Imagine It!**

Imagine it! The Power of Imagination is an online collaborative media application designed for teachers and students to easily watch, remix, and mash-up film resources and videos as a way of getting students involved in STEM. In this roundtable, we will discuss the creation and sharing of videos as a powerful 21st century learning tool to supplement curriculum.

### TABLE 10: ATE CENTERS AND PROJECTS COLLABORATION WITH INDUSTRY – WHO GETS WHAT?

**Matthias Pleil, Southwest Center for Microsystems Education (SCME), NM  James Hyder, Southwest Center for Microsystems Education (SCME), NM**

This roundtable discussion will be geared towards sharing our collective experiences and learning from each other to improve on our return on investment (ROI). The discussion will address the following questions: What do you do with industry? What do you get from industry? What does industry get from you? What would you like to get from industry?

### TABLE 11: ENGAGING UNDERREPRESENTED STUDENTS IN TECHNOLOGY

**John Birch, The Birch Group, CT**

This roundtable will share strategies that have been successful in engaging underrepresented students in technology programs. Participants will be asked to share effective strategies, marketing materials, and any success with online social networking methodologies such as Facebook or online mentoring.
PLENARY SPEAKER BIOGRAPHIES

Randy Udall is the former director of the Community Office for Resource Efficiency (CORE) and one of the nation’s leading activists in promoting energy sustainability. CORE’s partnerships with electric utilities and local governments have led to remarkable accomplishments, including Colorado’s first solar energy incentive program, the world’s first Renewable Energy Mitigation Program which has raised $7 million, and some of the most progressive Green power purchasing programs in the country.

Udall is co-founder of the Association for the Study of Peak Oil-USA and has keynoted annual conferences for the Rocky Mountain Electric League and the American Wind Energy Association. In recent months, he has addressed the Nebraska Municipal Power Pool, Colorado Rural Electric Association, Colorado Association of Municipal Utilities, Utah Association of Municipal Utilities, and the Northern California Power Association. Udall was recently featured in a CNBC documentary, The Hunt for Black Gold.

Debra Rowe has been professor of energy management and renewable energy for 29 years at Oakland Community College (Michigan). Oakland Community College offers customized degrees in environmental systems technologies and certificates in renewable energies and sustainable living. Rowe helped to create a model energy services technician degree design for community and technical colleges, funded by the U.S. Department of Energy. She also created and teaches energy management and renewable energies courses and professional development for faculty in an online format with National Science Foundation support offered by the Consortium for Education in Renewable Energy Technology (www.ceret.us), has hosted over one hundred conferences and customized trainings on energy and sustainable design practices, and has helped numerous colleges develop their energy curricula.

Rowe is president of the U.S. Partnership for Education for Sustainable Development. The U.S. Partnership convenes members of the business, education, and government sectors of the U.S. and catalyzes sustainability initiatives. Rowe is also national co-coordinator of the Higher Education Associations Sustainability Consortium, founder of the Disciplinary Associations’ Network for Sustainability, and senior advisor to the Association for the Advancement of Sustainability in Higher Education. She is a U.S. Designee to the World Federation of Colleges and Polytechnics’ for their international sustainability group, and helps higher education associations and institutions integrate sustainability into mission, curricula, research, student life, purchasing and investments, facilities and operations, and community partnerships.

Martha Kanter was nominated by President Barack Obama on April 29, 2009, to be the under secretary of education and was confirmed by the Senate on June 19, 2009. In this position, she reports to Secretary of Education Arne Duncan and oversees policies, programs, and activities related to postsecondary education, vocational and adult education, and federal student aid.

From 2003 to 2009, Kanter served as chancellor of the Foothill-De Anza Community College District (Calif.), one of the largest community college districts in the nation, serving more than 45,000 students with a total budget of approximately $400 million. She is the first community college leader to serve in the under secretary position. In 1977, after serving as an alternative high school teacher at Lexington High School in Massachusetts, the Public Schools of the Tarrytowns (N.Y.), and later at the Searing School in New York City, she established the first program for students with learning disabilities at San Jose City College (Calif.). She then served as a director, dean, and subsequently as vice chancellor for policy and research for the California Community Colleges Chancellor’s Office in Sacramento, returning to San Jose City College as vice president of instruction and student services in 1990. In 1993, she was named president of De Anza College and served in this position until becoming chancellor.

Kanter has served as a board member or officer in a wide variety of national, state, and local organizations, including the League for Innovation in the Community College, the Community College League of California, Joint Venture: Silicon Valley Network, Inc., Peninsula Open Space Trust, the Hispanic Foundation of Silicon Valley, the Mexican Heritage Corporation, the Rotary Club of Palo Alto, and the California Association of Postsecondary Educators of the Disabled.
## SHOWCASE SESSION

**WEDNESDAY, OCTOBER 21**

### ATE CENTERS

7:30 – 10:00 PM  
Exhibit Hall

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<td>101/102</td>
<td>MatEd – National Resource Center for Materials Technology Education</td>
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<td>103/104</td>
<td>MATEC – Maricopa Advanced Technology Education Center</td>
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<td>105/106</td>
<td>SC ATE – South Carolina Advanced Technological Education Center of Excellence</td>
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<td>201/202</td>
<td>AMTEC – Automotive Manufacturing Technical Education Collaborative</td>
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<td>203/204</td>
<td>Weld-Ed – National Center of Excellence in Welding Education and Training</td>
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<td>205/206</td>
<td>BATEC – Boston Area Advanced Technological Education Connections</td>
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<td>207/208</td>
<td>GeoTech – National Geospatial Technology Center of Excellence</td>
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<td>FLATE – Florida’s Advanced Technological Education Center</td>
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<td>CTC – Convergence Technology Center</td>
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<td>RCNMG - Regional Center for Next Generation Manufacturing</td>
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<td>303/304</td>
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<td>305/306</td>
<td>CyberWATCH – Cybersecurity; Washington Area Technician and Consortium Headquarters</td>
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<td>307/308</td>
<td>CREATE – California Regional Consortium for Engineering Advances in Technological Education</td>
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<td>Nano-Link – Midwest Regional Center for Nanotechnology Education</td>
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<td>TIME Center – Technology and Innovation in Manufacturing and Engineering</td>
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<td>OP-TEC – The National Center for Optics and Photonics Education</td>
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<td>ATEEC – Advanced Technology Environment and Energy Center</td>
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<td>MATE – Marine Advanced Technology Education Center</td>
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<td>NBC² – The Northeast Biomanufacturing Center and Collaborative</td>
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<td>ICT – National Center for Information and Communications Technologies</td>
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<td>CSEC – Cyber Security Education Consortium</td>
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- National Science Foundation  
- American Association of Community Colleges  
- HI-TEC – The High Impact Technology Exchange Conference  
- Imagine it!  
- ITEST – Innovative Technology Experiences for Students and Teachers
SHOWCASE ABSTRACTS

WEDNESDAY, OCTOBER 21

BOOTH # 101/102
Edmunds Community College
MatEd – National Resource Center for Materials Technology Education

MatEd, working with its national partners, is fostering a national network to increase the number and the diversity of highly skilled technicians by providing access to curriculum resources for materials technology programs. A complete report on the core competencies needed by materials technicians is on the MatEd web site: www.materialseducation.org.

BOOTH # 103/104
Maricopa County Community College District
MATEC – Maricopa Advanced Technology Education Center

MATEC provides venues for creating, sharing and promoting digital resources and faculty professional development for semiconductor manufacturing, automation, electronics and alternative/renewable energies.

BOOTH # 105/106
Florence-Darlington Technical College
SC ATE – South Carolina Advanced Technological Education Center of Excellence

SC ATE is significantly expanding excellence in technician education by providing a central, web-based clearinghouse (www.TeachingTechnicians.org) to increase participation in professional development in the ATE program and to assist project personnel who deliver professional development; expanding the number of educators using SC ATE strategies to increase the number of students in the ATE pipeline; and by stimulating high school and community/technical college use of ATE curriculum models and best practices that attract students, reduce dropout rates, and positively impact technician education.

BOOTH # 201/202
Kentucky Community & Technical College System
AMTEC – Automotive Manufacturing Technical Education Collaborative

AMTEC is a multi-college, multi-state collaborative of community and technical colleges and industry partners working together to improve the initial and ongoing preparation of highly skilled technicians and manufacturing engineers for successful work in automobile manufacturing. The common and organizing interest of the collaborative is to improve and increase their capability and capacity for helping technicians and manufacturing engineers learn the skills and knowledge required by industry.

BOOTH # 203/204
Lorain County Community College
Weld-Ed – National Center of Excellence in Welding Education and Training

Weld-Ed is a dynamic partnership between business and industry, community and technical colleges, universities, the American Welding Society, and government. Its mission is to improve the quality and availability of welding technicians in the U.S. To accomplish this mission the center’s staff and partners work collaboratively on the development of new and improved curricula as well as provide continuing education opportunities for welding instructors.

BOOTH # 205/206
University of Massachusetts-Boston
BATEC – Boston Area Advanced Technological Education Connections

BATEC is developing and supporting a coordinated, self-sustaining, regional IT education and workforce system; attracting a diverse student population to IT careers; promoting lifelong learning of technical skills; and supporting the IT workforce needs of our region. These efforts are accomplished through transforming content and pedagogy, focusing on student success factors, and creating meaningful partnerships.

BOOTH # 207/208
Del Mar College
GeoTech – National Geospatial Technology Center of Excellence

The GeoTech Center provides America’s geospatial workforce with the tools and training to improve technician education and compete in a global economy.

BOOTH # 209/210
Hillsborough Community College
FLATE – Florida’s Advanced Technological Education Center

Since 2004, FLATE has been serving Florida as a regional center of excellence. FLATE is dedicated to the promotion and support of technical education, career pathways, and programs serving Florida’s manufacturing and advanced technologies’ business sectors through its strong industry and education partnerships. It does much of its work in curriculum reform, outreach, and professional development under its “Made in Florida” brand.
BOOTH # 211/212
Collin County Community College
CTC – Convergence Technology Center
The CTC partners with business and education to create a pool of qualified convergence technicians to address the emerging need for green IT workers in both enterprise and home markets. This showcase focuses on the features and benefits of becoming a mentored college and resources available to all colleges.

BOOTH # 301/302
Connecticut Community Technical Colleges
RCNGM – Regional Center for Next Generation Manufacturing
The College of Technology (COT) received an NSF ATE award to establish the Regional Center for Next Generation Manufacturing (RCNGM). Its unique governance, strengthened by its partners, has ensured the success of the COT-RCNGM. The COT-RCNGM is in its fourth year of operation and has catalyzed technician and engineering education throughout Connecticut through its 2+2+2 seamless pathways, utilization of industry, and university-validated curriculum.

BOOTH # 303/304
Alabama Southern Community College
(npt)2 – The National Center for Pulp and Paper Technology
The goal of the National Network for Pulp and Paper Technology Training (npt)2 is to provide industry with a globally competitive, technologically advanced workforce while implementing renewable energy education. Today’s students and incumbent workers are seeking jobs that are exciting and jobs that provide them with the opportunity to use their education and hands-on skills.

BOOTH # 305/306
Prince George’s Community College
CyberWATCH – Cybersecurity: Washington Area Technician and Consortium Headquarters
CyberWatch member institutions and other colleges and universities send student teams to the annual Regional Collegiate Cyber Defense Competition (CCDC). Share the students’ excitement! Send your own student team in spring 2010. Find out how.

BOOTH # 307/308
College of the Canyons
CREATE – California Regional Consortium for Engineering Advances in Technological Education
CREATE is a consortium formed to develop better approaches to faculty development, pedagogy, industry partnerships, 2+2 B.S. program development and articulation, and improved assessment. The curricula specialties are engineering technology, information technology, mechatronics, and renewable energies.

BOOTH # 309/310
Moraine Valley Community College
CSSIA – Center for Systems Security and Information Assurance
CSSIA is an established comprehensive Information Technology Security and Data Assurance Center in the Midwest. This center collects, categorizes, adapts, enhances, standardizes and evaluates curriculum and offers training programs to community college and university faculty, secondary school faculty, and students across the region. CSSIA’s core initiatives include faculty development and student cyber defense competition experiences.

BOOTH # 311/312
Saddleback College
RapidTech – National Center For Rapid Technologies
RapidTech focuses on rapid technologies for engineering and manufacturing. These technologies include reverse engineering, rapid prototyping, rapid tooling, and direct digital manufacturing for aerospace, automotive, medical device, medical modeling, architecture, and art/animation. The center provides assistance to educational institutions and industry for adoption of these critical technologies.

BOOTH # 401/402
Southwest Missouri State University-West Plains
VESTA – Viticulture and Enology Science and Technology Alliance
VESTA provides students interested in grape growing and wine making access to quality online coursework from industry-leading instructors that is enriched with essential hands-on laboratory and field experiences. This unique partnership between education and industry provides students access to essential technical grape and wine education at anytime from anywhere.
SHOWCASE ABSTRACTS

WEDNESDAY, OCTOBER 21 (CONT.)

BOOTH # 403/404
City College of San Francisco
MPICT – Mid-Pacific Information and Communications Technology Regional Center

MPICT’s mission is to coordinate, promote, and improve the quality of ICT education with an emphasis on two-year colleges in northern California, northern Nevada, southern Oregon, Hawaii, and the Pacific Territories. MPCI T endeavors to champion the importance of ICT, improve educational pathways, collaborate with industry, and diversify the ICT workforce.

BOOTH # 405/406
Dakota County Technical College
Nano-Link – Midwest Regional Center for Nanotechnology Education

The improvement, expansion and enhancement of nanotechnology education is the focus of Nano-Link. Through partnerships with industry, universities, high schools and other NSF projects, Nano-Link is creating comprehensive educational content that can be used in a variety of environments.

BOOTH # 407/408
Community College of Baltimore County, Essex
TIME Center – Technology and Innovation in Manufacturing and Engineering

Maryland’s manufacturing transformation requires a workforce with increasingly advanced manufacturing and engineering technology skills. The TIME Center showcase will highlight the center’s collaborative efforts with partners to support that transformation through curriculum improvement, professional development, pipeline rebuilding, and the promotion of manufacturing and engineering technology careers.

BOOTH # 409/410
Chemeketa Community College
NCSR – Northwest Center for Sustainable Resources

NCSR at Chemeketa Community College in Salem, Oregon is a national resource center for ecosystem-based natural resource and environmental science education. The center’s foci are natural resource and environmental science educational materials development, dissemination and adaptation of these materials, and providing professional development institutes.

BOOTH # 411/412
College of the Mainland
CAPT – Center for the Advancement of Process Technology

Established in 2002, CAPT supports the development of a highly skilled, educated, and diverse process technician workforce for the chemical manufacturing, refining, oil and gas production industry sectors. To accomplish this, CAPT focuses on developing educational materials, and fostering outreach activities.

BOOTH # 501/502
CORD
OP-TEC – The National Center for Optics and Photonics Education

OP-TEC works with secondary, postsecondary, and industry partners to increase and sustain our nation’s capacity to produce photonics technicians. OP-TEC focuses on curriculum and faculty development, college enlistment, and technical support for infusing photonics into existing AAS programs where photonics is an enabling technology.

BOOTH # 503/504
ATEEC – Advanced Technology Environment and Energy Center

As a model ATE resource center, ATEEC promotes technician education in environmental and energy occupations at schools and training organizations across the country. ATEEC strives to better prepare the technician workforce for the green jobs revolution by creating partnerships, serving as an environmental and energy resources clearinghouse, providing professional development, and developing curricula.

BOOTH # 505/506
Monterey Peninsula College
MATE – Marine Advanced Technology Education Center

The MATE Center is a national partnership of organizations working to improve marine technical education and in this way help to prepare America’s future workforce for marine science, engineering, and technology occupations.
EvaluATE advances the goals of the ATE program by partnering with projects and centers to strengthen the program’s evaluation knowledge base, expands the use of exemplary evaluation practices, and supports the continuous improvement of technician education throughout the nation.

AgrowKnowledge provides resources to enhance the rigor in agricultural college programs and their ability to teach emerging technologies as applied in agriculture and natural resources. This showcase will demonstrate various resources, such as faculty workshops, curriculum modules, and program support in order to stimulate discussion on partnering opportunities.

Microsystems are an enabling technology that support biotechnology, transportation, homeland security, and consumer product applications with an $8 billion per year market. SCME continues to increase the region’s educational capacity to produce technologists while increasing the general public’s awareness of the Microsystems industry.

Bio-Link was established as a National Center of Excellence in 1998 and continued its work as an ATE National Resource Center funded by NSF for four years beginning in 2004. In August 2009, Bio-Link was awarded a continuing grant as a new National Center of Excellence for Biotechnology and Life Sciences.
SHOWCASE ABSTRACTS

WEDNESDAY, OCTOBER 21 (CONT.)

BOOTH # 611/612
New Hampshire Community Technical College
NBC2 – The Northeast Biomanufacturing Center and Collaborative

Partnering with biomanufacturers and educators, the NBC2 has published hands-on laboratory manuals targeting ten biomanufacturing jobs. An industry written textbook and electronic support site with slides, videos, and virtual laboratories based on hands-on labs will premier at the end of 2009. Visit our booth to experience the virtual chromatography laboratory.

BOOTH # 613/614
Springfield Technical Community College
ICT – The Information and Communication Technology Center

The ICT Center is the driving force behind the ICT Community of Practice—a group of academic and business experts who share knowledge and ideas in the development of ICT and ICT-enabled curriculum and content. Content is available in both voice and video formats.

BOOTH # 615/616
University of Tulsa
CSEC – Cyber Security Education Consortium

The Cyber Security Education Consortium (CSEC) is a cohesive partnership of community colleges and career and technology centers and the University of Tulsa, which serves as the principal training entity and mentor to the two-year institutions. CSEC has a three-fold mission to develop and disseminate cyber security curricula for two-year institutions; offer professional development opportunities to instructors; and design and implement workforce development programs.

BOOTH # 1
National Science Foundation

The National Science Foundation (NSF) is an independent federal agency created by Congress in 1950 to promote the progress of science; to advance the national health, prosperity, and welfare; and to secure the national defense. The foundation competitively awards grants for research and education in the science, technology, engineering, and mathematics fields.

BOOTH # 2
American Association of Community Colleges (AACC)

AACC is the primary advocacy organization for the nation’s community colleges. The association represents 1,200 two-year, associate degree—granting institutions and more than 12 million students. AACC promotes community colleges through five strategic action areas: recognition and advocacy for community colleges; student access, learning, and success; community college leadership; economic and workforce development; and global and intercultural education.

BOOTH # 3
HI-TEC: The High Impact Technology Exchange Conference

HI-TEC is a unique opportunity for community and technical college educators and stakeholders seeking professional development opportunities, educational materials, collaborative ventures, and insights into emerging market trends to develop and advance the technical workforce of the 21st century. Join us in Orlando, July 26-29, 2009.

BOOTH # 4
Imagine it! The Power of Imagination: Connecting Science and Engineering with Imagination and Creativity

Imagine it! is a documentary film that provides a forum for discussion around the importance of science, engineering and innovation to solve global challenges. In the film, there is a chorus of voices joining a movement to improve education by integrating creative thinking and imagination with science, technology, engineering, and math. www.imagineitproject.com

BOOTH # 5
ITEST: Innovative Technology Experiences for Students and Teachers (ITEST) program

The ITEST program responds to current concerns and projections about the growing demand for professionals and information technology workers in the U.S. and seeks solutions to help ensure the breadth and depth of the STEM workforce. The National ITEST Learning Resource Center at Education Development Center (EDC) collaborates with the 100+ ITEST Projects across the United States to achieve program goals, weave together promising practices, and leverage their combined achievements into new knowledge. http://itestlrc.edc.org.
Share > Your Materials

Dissemination is a key element of the ATE program. Whether projects are locally, regionally, or nationally focused, their impact depends on sharing information. The ATE Resource Centers - METEC Online and MATEC Networks - can help ensure effective dissemination of your curriculum or project’s results and materials.

To share manufacturing and engineering technologies resources, contact:
METEC Online
www.meteconline.org
Sandy Feola - 937.512.2158
sandra.feola@sinclair.edu

To share semiconductor, automated manufacturing, electronics, and energy utilization technologies resources, contact:
MATEC Networks
www.matecnetworks.org
Lara Smith - 480.731.8324
lara.smith@domain.maricopa.edu
### SHOWCASE SESSION

**THURSDAY, OCTOBER 22**

**ATE PROJECTS**

12:00 – 2:30 PM  
Exhibit Hall

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SHOWCASE ABSTRACTS

THURSDAY, OCTOBER 22

BOOTH # 101
Valencia Community College
Computer Engineering Technology Security Curriculum Expansion and Enhancement

Valencia Community College offers a cybersecurity and digital forensics project using open-source tools to prepare tomorrow’s cyber defenders.

BOOTH # 102
Indiana State University
Collaborative Research: AutomationTek Hands-On Remote Labs Automation Curriculum

The AutomationTek curriculum is a 60-module training program for automation technicians. This showcase will focus on demonstrating AutomationTek training modules including completion of remote real-time laboratory exercises.

BOOTH # 103
Laramie County Community College (LCCC)
Wind Energy Technology

Based on input from our wind advisory board, LCCC implemented multiple programs of study to address industry needs. We are developing career pathways in wind energy technology utilizing a combination of traditional instruction, hands-on skills development, and computer-based training. Our overall goal is to graduate highly qualified technicians capable of maintaining utility-scale wind turbines.

BOOTH # 104
Erie Community College
Computer Security and Investigations: An Integrative Approach to Curriculum Development in Digital Forensics

Erie Community College, partnering with SUNY Buffalo and Hilbert College, has developed curriculum aimed at community college students to equip them with entry-level skills for forensic investigations.

BOOTH # 105
Madison Area Technical College
Intensive Post-Baccalaureate Program in Biotechnology: A Bridge to the Biotechnology Workplace

The Post-Baccalaureate Certificate Program in Biotechnology is for individuals with a B.S. degree who want to enter the biotechnology workplace. This semester long, full-time course of study includes practical laboratory skills, regulatory affairs, and business leadership training.

BOOTH # 106
Tulsa Community College
SEEDBEd (Stimulating Enthusiasm, Exploration and Discovery through Biotechnology Education)

Stimulating a pipeline of students into the biotechnology programs at Tulsa Community College, the SEEDBEd program focuses on academies for secondary students and teachers, foot-locker loan arrangements, articulation agreements, learning extravaganzas for high school students, and curricula.

BOOTH # 201
University of Hawaii
Partnership for Advanced Marine and Environmental Science Training for Pacific Islanders

This program is designed to improve STEM education and workforce preparation at the undergraduate and secondary school levels through the community colleges of the Pacific Islands by supporting regionally relevant curriculum development; the professional development of community college faculty and secondary school teachers; internships and field experiences for faculty, teachers, and students; and by strengthening the scientific infrastructure of the participating institutions.
BOOTH # 202
Bunker Hill Community College
Computer Forensics Advanced Technology Education Project (CFATE)

CFATE is a partnership of community colleges, a university, high schools, and local law enforcement in the greater Boston area. Our mission is to provide degree, certificate, and workshop training in digital computer forensics and Internet safety.

BOOTH # 203
Southwestern College
Geospatial Technology (GST) Program at Southwestern College

Geospatial technology (GST) combined with geographic information science (GIS) encompasses the growing field of geographic information science and technology (GIS&T). At Southwestern College, we are augmenting our GIS program with GST coursework (remote sensing, image analysis, and GPS) with the goal of providing a rigorous GIS&T program for our community.

BOOTH # 204
Southwestern College
Biotechnology Education and Training Sequence Investment (BETSI) Phase II

The BETSI project is an educational and training cascade designed to train high school biology teachers, and to educate high school students in biotechnology and recruit them into the Biotechnology Certificate Program at Southwestern College. After completion of the certificate program, biotechnology students are provided internship opportunities culminating in expanded training, skills, and employment.

BOOTH # 205
Ruth Carranza Productions
MEMS, Nanotechnology, and the Silicon Run Series

In partnership with industry leaders and academia, Silicon Run Productions and the San Francisco Film Society are expanding the Silicon Run Series to include new films on MEMS and nanotechnology. The project is also collaborating with existing ATE projects and centers.

BOOTH # 206
Macomb Community College
Planning a Center for Advanced Automotive Technology

The mission of Macomb’s Center for Advanced Automotive Technology is to respond to industry and economic development demands by developing a knowledge center that focuses on collecting and disseminating educational materials related to automotive propulsion systems and alternative energy source and storage options.

BOOTH # 207
Minnesota State College - Southeast Technical
Nanotechnology Rural Education Initiative (NANOredi)

NANOredi is partnering with Dakota County Technical College and the University of Minnesota in offering a Nanoscience Technology Certificate for students in rural communities of southeast Minnesota. These students are interested in pursuing careers in nanoscience, but need transitional opportunities before transferring to a metropolitan college or university. The certificate includes three core nanoscience courses as well as general education math and science courses.

BOOTH # 208
New England Board of Higher Education
PHOTON PBL (Problem-Based Learning)

The PHOTON (PBL) project addresses the need for change in traditional science and technology instructional practice, moving from teacher-centered to student-centered learning. The project employs problem-based learning where science and technology students solve real-world challenges developed in collaboration with industry and research partners.
SHOWCASE ABSTRACTS

THURSDAY, OCTOBER 22 (CONT.)

BOOTH # 209
CUNY Kingsborough Community College
The Brooklyn Biotechnology Bridge
This biotechnology showcase will provide information on the recruitment, retention, and training of students, and the results and impact of our summer biotechnology workshop for high school faculty.

BOOTH # 209
Illinois Valley Community College
Building an Engineering Technology Workforce: A Plan for Reaching Young People, Adults, and Women
Building an Engineering Technology Workforce is a comprehensive recruiting project designed to increase the number of people in engineering technology careers by addressing the barriers that prevent target groups from selecting engineering. Activities include a taste of engineering course focused on designing and building a guitar; and a women’s engineering tea.

BOOTH # 211
Laney College
Educating Technicians for Building Automation and Sustainability
Laney College is partnering with industry advisers and a statewide network of community college instructors to develop advanced curriculum and programs in building system automation and sustainability. Laney also partners with the Building Intelligence Group to complete a study of gaps in technician training in sustainable building operations.

BOOTH # 301
Fox Valley Technical College
Midwest Digital Fabrication Partnership (MDFP)
The MDFP will integrate MIT-based Digital Fabrication (Fab Lab) capabilities and resources into student learning experiences while analyzing the impact on STEM competencies, attitudes, recruitment, and retention.

BOOTH # 302
Purdue University
Midwest Coalition for Comprehensive Design Education
The Midwest Coalition for Comprehensive Design Education focuses on the development, assessment, and dissemination of curricula related to comprehensive product design and manufacturing. The underlying project theme addresses movement and management of product data throughout the product lifecycle.

BOOTH # 303
De Anza College
Scenario-Based Learning in Technical Education: A Large Scale Materials Development Project
This project works with STEM faculty, colleges, projects and centers to provide hybrid workshops in task development and implementation (including principled assessment of learning), an online library of curriculum material and assessment items, and an online knowledge sharing community. Our new project, Destination: PBL, will scale-up problem-based learning nationally.

BOOTH # 304
Kentucky Community & Technical College System
Power Plant Technology Program
The comprehensive Power Plant Technology program trains operators and technicians for employment. More than 200 students have enrolled in the program and 37 are employed with one of the local power plants. In cooperation with the Kentucky Department of Education, the curriculum is the centerpiece for the statewide Energy Career Pathway program.
**BOOTH # 305**  
SUNY Buffalo  
*Nanoscale Manufacturing Curriculum for Advanced Technological Education (NaMCATE)*

The NaMCATE project has developed benchmarks for nanomanufacturing as well as eleven nanomanufacturing curriculum modules for the community college level. The nanomanufacturing curriculum modules cover three areas: introductory nanotechnology, bottom-up manufacturing (BUM), and top-down manufacturing (TDM). These materials have been field tested and are ready for adoption in classrooms.

**BOOTH # 306**  
Owensboro Community & Technical College  
*Discover Mechatronics - Next Generation Manufacturing*

Discover Mechatronics is a comprehensive recruitment model aimed at strengthening the STEM pipeline to advanced manufacturing through clubs and summer academies with middle and high school students. Information about successful strategies and techniques will be available, as well as samples of materials used thus far in the grant project.

**BOOTH # 307**  
National Council For Geographic Education  
*Integrated Geospatial Education and Technology Training (iGETT)*

iGETT provides faculty instruction and curriculum resources to enable two-year colleges to meet changing geospatial workforce needs. Participants learn to integrate GIS and remote sensing technologies and to develop relevant curriculum materials. Participant-developed materials are currently available on the iGETT web site, http://igett.delmar.edu.

**BOOTH # 308**  
WGBH Educational Foundation  
*Teachers’ Domain: Advanced Technologies*

WGBH is developing a collection of ATE media resources (videos and interactives) for distribution through Teachers’ Domain (www.teachersdomain.org), which is designed to orient high school students to key ATE concepts and careers.

**BOOTH # 309**  
The Association for Interactive Media Education  
*Advanced Technological Education Television (ATETV.ORG)*

ATETV.org is a multidisciplinary, web-based video series with interactive and networking capabilities designed to increase the relevance of technician education to modern practices, and to ensure an increased number of students entering the high performance workplace with enhanced competencies.

**BOOTH # 310**  
City Colleges of Chicago  
*Biotechnology Program & Research: The Road to Career Development in Two Year Colleges*

The initiative of this grant is to develop and implement a biotechnology advanced certificate program at Harold Washington College. Through a rigorous academic curriculum and a capstone summer research program, students will be prepared to both successfully transition into the professional workforce or to research institutions, and will be able to function in a technologically complex and highly competitive global society.
SHOWCASE ABSTRACTS

THURSDAY, OCTOBER 22 (CONT.)

BOOTH # 311
University of Wisconsin-Madison
ATE Central: Delivering Greater Cyberlearning Impact through Coordination and Collaboration

ATE Central is a freely available online portal and collection that highlights the work of ATE projects and centers. ATE Central is designed to help educators, students, and the general public learn about, and use materials from, the entire depth and breadth of the ATE program.

BOOTH # 312
El Camino College
Advanced Aerospace Manufacturing Education Project

El Camino College is working in partnership with the Oregon Institute of Technology and Purdue University, with support from the aerospace manufacturing industry, to research and develop curricula to fill the gap between community college manufacturing programs and the skills needed for aerospace technicians. More than 200 aerospace industry personnel were surveyed to establish the baseline for curriculum development. The curricula modules are available online and may be easily integrated into existing courses.

BOOTH # 401
Education Development Center
Information Technology Across Career Clusters (ITAC 3)

IT Across Careers offers resources to enhance your classroom teaching strategy and to prepare your students to be IT-enabled workers for their future careers. Our offerings include rubrics to assess basic IT user skills, scenario-based lesson templates, and authentic workplace problem scenarios.

BOOTH # 402
Partnership for Environmental Technology Education
ATE - A National Collaboration to Strengthen the Advanced Environmental Technology Education Programs at Tribal Colleges

This project provides technical assistance and faculty professional development opportunities in environmental program capacity building at Tribal Colleges.

BOOTH # 403
Mount San Antonio College
Regional Information Systems Security Center (RISSC)

RISSC is a consortium of community colleges and universities interested in providing students and the community-at-large with the latest information in information assurance. RISSC offers curriculum infused with security content and new courses, certificates, and degrees. The center also disseminates this security knowledge to local educators, and provides training workshops for K-12, two-year, and four-year institutions.

BOOTH # 404
Clemson University
Biosystems Technology ATE Project

A core biosystems technology curriculum is being developed for secondary, community college, and university students to prepare qualified technical program graduates needed to meet the workforce demands of the growing bioprocessing/biofuels industry. Materials and experiences from the secondary program, delivered through the South Carolina State Agricultural Education program will be shared.
CCTI pathway implementation starts with a vision and involves partnerships, hard work, and persistence. Success includes mathematics interventions, secondary teacher buy-in, assessment and evaluation of skills, up-to-date equipment, and an on-campus internship program that contracts with research projects from outside agencies and employers.

**Booth # 410**
Central Community College  
*Shaping High-Quality Integrated Nebraska Education (SHINE)*

Project SHINE integrates Nebraska businesses representing energy, biofuels, food processing, and manufacturing with secondary and college STEM educators and their students. This project features educator professional development activities with business mentors, year-long school-business relationships, an electronic library of problem-based learning resource materials, and gender specific student STEM activities.

**Booth # 411**
Virginia Space Grant Consortium  
*Geospatial Technician Education Through Virginia Community Colleges (GTEVCC)*

Three community colleges in the Virginia Community College System are developing academic pathways in geospatial technology to serve as models for all colleges in the state system. The GTEVCC project team will promote and facilitate the implementation of geospatial technology through curriculum and classroom materials development, professional development and mentoring for faculty and teachers, and a geospatial web portal.
SHOWCASE ABSTRACTS

THURSDAY, OCTOBER 22 (CONT.)

BOOTH # 412
St. Petersburg College  
Medical Device Industry Education Consortium (MDIEC)

MDIEC is a consortium of educational institutions, industry members, and professional associations involved in the medical device industry. MDIEC was formed in 2004 and has since been working to develop and deliver industry-endorsed solutions that address critical industry-defined technical education and training needs.

BOOTH # 501
Lee College  
ATE Program for Physics Faculty

The ATE Program for Physics Faculty has finished its third year and its 13th workshop/conference. In this showcase, we will display some of the materials from these various workshops/conferences and illustrate some of the activities, sessions, and individuals involved.

BOOTH # 502
Montana State University – Billings  
Online Plant Operator Training with Remotely Operated Laboratory Equipment

The remote access of laboratory equipment with a personal computer will enable students to have real-time manipulation of process control and lab simulation equipment. Students will have the ability to complete complex laboratory exercises in a hybrid learning environment, thus accommodating the needs of today’s diverse student learner.

BOOTH # 503
University of North Carolina at Charlotte  
Enhancing Diversity in Engineering Technology

The Enhancing Diversity in Engineering Technology project strives to encourage women and underrepresented minorities to pursue STEM careers through after school high school clubs, summer camps, and competitions. Student project directors will share highlights from our camps and competitions and describe the project and our goals.

BOOTH # 504
Bristol Community College  
Southeastern Massachusetts Achievement and Retention in Technology (SMART)

The SMART program builds capacity in secondary and postsecondary schools to provide students with pathways to careers in civil and environmental engineering and marine technology. Working together, SMART partners collaborate in the design of programs, resources, and services to enhance student achievement and retention in technical careers.

BOOTH # 505
Arizona State University  
Arizona-Texas Consortium for Alternative and Renewable Energy Technologies

The Arizona-Texas Consortium for Alternative and Renewable Energy Technologies is a collaborative effort between four-year and two-year colleges to create curriculum in the field of renewable energy technologies.

BOOTH # 506
Carnegie-Mellon University  
Robotics Corridor Phase II

Butler, Westmoreland, Allegheny, and Beaver County Community Colleges; Carnegie-Mellon University; and the University of Pittsburgh are partners of the Robotics Corridor Project. Robotics technology is embedded into all industry clusters. This project has developed a robotics associate degree, a robotics intelligence systems certification, and several classroom resources that align with industry needs.

BOOTH # 507
York College and City University of New York (CUNY)  
Pathways to Chemical Technology Education and Careers (PCTEC)

The PCTEC program is a partnership within CUNY of three community colleges (BCC, KCC, and QCC) and York College designed to increase the recruitment and retention of students, with a focus on underrepresented students, in science and technology programs.
The Bio-Bench project established a contract research organization (CRO) within the St. Louis Community College System, which is embedded, along with the STLCC Center for Plant and Life Sciences, within a recently completed post-incubator facility for plant and life sciences start-ups. Grant funds provided for the hiring of a senior research scientist to oversee the CRO and for internships for 15 students. The project also provides for hands-on biotechnology workshops for middle and high school science teachers and summer camps for both high school and middle school students.

The Life Support and Sustainable Living (LSSL) program was established for four-year universities and community colleges to integrate science, engineering, technology and professional skills; strengthen pathways between high schools and higher education institutions; provide development opportunities for faculty; engage a diverse student population in STEM disciplines; and develop multimedia curriculum modules using problem case-based learning.

Research mentoring programs greatly increase the chances that a student will gain full-time employment after graduation. Student mentoring programs develop problem solving, time management, and interpersonal skills. This showcase will focus on the skills gained from mentoring programs that allow students to compete more effectively in the workforce.

The proposed Chemical Laboratory Technology Certificate program seeks to prepare students to enter the technological workforce in chemistry and chemistry-related fields in research laboratories and academia. Chemistry outreach activities expose students to high tech, hands-on labs and raises awareness of future career options in the field.

Project TLC has established a Technology Learning Community to ease the transition to college and enhance retention. The community has improved students’ success in pre-calculus, an essential math course in Three Rivers’ technology programs. The student members of the community support and assist each other as they work toward earning an associate degree in a variety of engineering technology disciplines.

The BRLC project will develop new instructional materials and promote professional development among postsecondary biotechnology instructors, lab managers, tutors, and students. Specifically, BRLC will create a series of laboratory-based, industry-applicable, small-scale research projects appropriate for two-year college students. The college will target underrepresented students to participate in all phases of the original lab-based research projects.
# SHOWCASE SESSION

**FRIDAY, OCTOBER 23**

## ATE PROJECTS

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10:00 AM – 12:30 PM
Exhibit Hall
American Association of Community Colleges
ATE Conference
October 21-23, 2009
OMNI Shoreham Exhibit Hall
Washington, DC

SIXTEENTH NATIONAL ATE PRINCIPAL INVESTIGATORS CONFERENCE
SHOWCASE ABSTRACTS

FRIDAY, OCTOBER 23

BOOTH # 101
Delaware Technical & Community College
Taking Delaware’s Biotechnology Education to the Next Level
This project involves the development and implementation of an introduction to research course for community college students, and outreach activities in research for middle and high school teachers.

BOOTH # 102
Maricopa County Community College District
Achieving Technological Literacy in Arizona for Students and Teachers (ATLAST)
The ATLAST project provides teachers and future teachers with the knowledge and skills needed to prepare students for an increasingly technology-driven society. ATLAST training sessions balance focus between knowledge of the technology industry in the community and the ability to use instructional technology to raise the level of student technological literacy.

BOOTH # 103
Turtle Mountain Community College (TMCC)
Turtle Mountain Field Station
Faculty at TMCC and the University of North Dakota are collaborating to develop the Turtle Mountain Field Station (TMFS). The TMFS provides a strong foundation for a geospatial technology program that will enhance STEM disciplines at TMCC, and within secondary schools throughout north central North Dakota.

BOOTH # 104
Lansing Community College
Capital Region Information Technology Professional Development (PRODEV) Initiative
Lansing Community College was awarded an NSF grant to initiate and develop an apprenticeship program to help fill the State of Michigan’s need for a highly skilled IT workforce. The program is a strategic effort to shatter the obstacles faced by students to help them get their foot in the door with employers.

BOOTH # 105
Oregon State University
Science and Engineering in the Lives of Students
Video case studies highlight the role of science in construction problems as the core of a professional development program with video, print, and web components. High school and community college teachers develop strategies for highlighting science that is directly usable in the everyday lives of students.

BOOTH # 106
Concord Consortium
Simulations for Performance Assessments that Report on Knowledge and Skills (SPARKS)
Our computer simulations monitor, record, and interpret students’ key-presses and mouse-clicks to assess their hands-on skills with electronics equipment for 14 topics in an introductory college electronics course. The computer acts as a non-judgemental coach, looking over the student’s shoulder and producing a detailed progress report—without blown fuses and damaged lab equipment!

BOOTH # 201
Rochester Institute of Technology
Project Fast Forward: Pathway to an IT Education for Deaf and Hard-of-Hearing Students
The National Technical Institute for the Deaf, a college of the Rochester Institute of Technology, is partnering with high schools across the country to transition deaf and hard-of-hearing students from high school to college by offering IT-related dual credit courses and professional development for high school teachers and guidance counselors.

BOOTH # 202
Wake Technical Community College
Digital Interactive Entertainment and Simulation Technology: A New Curriculum and Source of Professional Workforce for the Digital Gaming Industry
Wake Tech has developed an AAS program to train technicians for the game industry. The program provides professional development for K-12 teachers and college instructors on game technology and its applications in STEM education.
Booth # 208
Museum of Science
Advancing Technology Literacy and Skills (ATLAS) of Elementary Educators

The ATLAS project focuses on developing models for infusing engineering and technology in community college preservice elementary education courses. Examples presented will include models for education methods, and science, math and engineering courses. Student assessment instruments and transfer models being developed as part of this project will also be presented.

Booth # 209
Oklahoma State University Okmulgee
Oklahoma Nanotechnology Education Initiative (ONEI)

ONEI is establishing strategic partnerships to create workforce development programs; developing career awareness curricula that educates students about microtechnology and nanotechnology; developing an AAS in nanotechnology degree; and creating seamless career paths from high school programs to two-year and four-year degree programs.

Booth # 210
Sinclair Community College
Faculty Development Summer Institutes in Automotive Hybrid Vehicle Technology

The Faculty Development Summer Institutes in Automotive Hybrid Vehicle Technology is a three-year grant designed to train college, high school instructors, and independent technicians across the nation on the latest hybrid technologies.

Booth # 211
Greenville Technical College
Virtual Simulated Inspection (ViSIns) Laboratory: Using Interactive 3D Knowledge Objects to Promote Learning for Non-Destructive Inspection in Aviation Maintenance Technology

Booth # 212
Clemson University
Center for Aviation and Automotive Technology Education Using Virtual E-School (CA2VES): Workforce Preparedness for Automotive and Aviation Technicians
SHOWCASE ABSTRACTS

FRIDAY, OCTOBER 23 (CONT.)

BOOTH # 301
Hofstra University
Project ESTEEM (Equitable Science, Technology, Engineering, Education, and Mathematics)
The project’s mission is to establish confidence by building competence. ESTEEM will more fully engage community college women in STEM education by strengthening their knowledge, skill, and leadership abilities; thus enhancing their ability to pursue promising and viable STEM careers. To accomplish this task, we have developed a framework to enable instructors and curriculum developers to equitably adapt existing STEM materials so that an educational environment is created that is enriching for students of both genders.

BOOTH # 302
Ohio Supercomputer Center
Computational Science Program for Ohio Community and Technical Colleges
Three Ohio community colleges have collaborated to create a new AS program in the interdisciplinary field of computational science. We will introduce this field and the program.

BOOTH # 303
Northern Illinois University
Development and Field Test of an Internet-based Multimedia Simulation and Remote Laboratory System of Laser Cladding Technology for Technicians
This project is developing and field testing Internet-based, multimedia-interfaced, and database-supported laser cladding simulation modules and a supporting remote laboratory. It is introducing laser-cladding technology to a variety of two-year college disciplines, including aviation maintenance and welding; and builds upon the principal investigator’s prior work at Alion Science and Technology, which developed and commercialized robotic direct-diode laser cladding technology.

BOOTH # 304
De Anza College
Internships and Underrepresented Student Persistence in Technical Education (CompTechS)
CompTechS is an internship program in computer technical support, focused on computer refurbishing and recycling. Early study results regarding student participant success and persistence in computer-related and technical courses have been promising. Benefits of a technical internship can be replicated.

BOOTH # 305
Chemeketa Community College
Wetlands Mitigation and Marine Fisheries Curriculum
Chemeketa Community College’s Northwest Center for Sustainable Resources is a national resource center that provides classroom-ready natural resource curriculum materials based on ecosystem management principles. Materials are designed for use in freshman and sophomore-level college courses. This showcase focuses on recently developed materials covering the role of fire in the ecosystem and human impact on marine fisheries.

BOOTH # 306
Orangeburg-Calhoun Technical College
Diverse Engineering Pathways: Curriculum Innovation and Best Practice for Recruitment, Retention, and Advancement of Engineering Technology Majors
Through articulations and partnerships with high schools and middle schools within the college’s service area, a model for the delivery of and credit for Project Lead the Way courses has been developed. This showcase will focus on the model and the extension of the model to other programs and institutions.

BOOTH # 307
Pearl River Community College
Electrical Distribution Technician Training System
Pearl River Community College’s Utility Lineworker Technology project, in partnership with electrical generators and distribution, created an AAS program. The program has gotten off to great success with the strong support of the power companies.

BOOTH # 308
CUNY Kingsborough Community College
Enhancing Soft and Entrepreneurial Skills Training for Two-Year College Technicians Using a Contextualized Business Simulation Program
The Virtual Enterprise program has students simulate IT and BioTech businesses in the classroom giving them the soft- and entrepreneurial-based skills needed in today’s workplace.
**Booth # 309**
Stark State College of Technology
*Great Lakes Fuel Cell Education Partnership*

Stark State College, with its academic and industry partners, created a regional partnership dedicated to fuel cell technology education. The grant's mission is to provide leadership in creating innovative fuel cell-related education and training programs through curriculum development and enhancement; professional development; and partnerships with high schools, institutions of higher education, businesses and government entities. The purpose is to meet the future workforce needs of the fuel cell industry in the region, including, but not limited to Ohio, Pennsylvania, New York, Michigan and Indiana.

**Booth # 310**
Central Maine Technical College
*Virtual Ideation Platform (VIP)*

VIP is immersing students in a virtual product design environment that enables them to collaborate and bring product concepts and designs into pilot production. This creates a model to help manufacturers compete globally by having a workforce that understands and can work in a virtual environment.

**Booth # 311**
Montgomery County Community College
*An Enhanced Science and Technology Educator Training Institute: Helping Teachers and Faculty Motivate, Recruit and Train the 21st Century Science and Technology Workforce*

An early product of our multifaceted Educator Training Institute is a progressive series of hands-on laboratory activities utilizing green fluorescent protein, and accompanying didactic materials. Activities are visually engaging and address many fundamental concepts in cell biology, biochemistry, molecular biology, and biotechnology. Materials are disseminated as a ready-to-go package.

**Booth # 312**
University of Maine at Machias
*A New Collaborative Model for Geospatial Technology Education and Workforce Studies in a Rural Region*

This project is a collaborative effort involving community colleges, universities, and K-12 educators aimed at improving and expanding geospatial technology education in the rural state of Maine. This showcase will highlight statewide GIS competitions for students, new programs, and innovative partnerships among participating schools and organizations.

**Booth # 401**
Concord Consortium
*Electron Technologies: Modeling Pico Worlds for New Careers*

Partnering with Parkland College and four ATE Centers (BIO-LINK, MATEC, NANO-LINK, and OP-TEC), the Electron Technologies Project is developing and disseminating interactive simulations and curriculum materials for teaching and learning the science of electrons, which is an important foundation of nanotechnology.

**Booth # 402**
Seattle Central Community College
*SAGE Project - Sustainable Agriculture Education*

The SAGE project cultivates green collar competencies through the development and teaching of a sustainable urban food system curricula. Bioregional industry and university partnerships provide students seeking an associate degree or certificate with professional internship opportunities and direct transfer pathways in related fields of employment and inquiry.

**Booth # 403**
Robeson Community College
*Robeson Regional BioTech Education Consortium*

To bridge the biotechnology gap in the public schools, this project focuses on the improvement of the technical and pedagogical biotechnology skills of educators of secondary and postsecondary students in southeastern North Carolina. Educators are provided a series of professional development activities and workshops in the area of biotechnology.

**Booth # 404**
Maricopa County Community College District
*A New Systems View of Electronics for 2010*

eSyst is a learning resource that advocates a systems view for electronics technology education. It provides a platform for faculty collaboration and information dissemination pertaining to the eSyst project and vision, including educators associated with electronics technology programs.
SHOWCASE ABSTRACTS

FRIDAY, OCTOBER 23 (CONT.)

BOOTH # 405
Gateway Community and Technical College
Mechatronics Technician

This project prepares multi-skilled operators and technicians for today’s advanced manufacturing companies through mechatronics education, which is a blend of mechanical, electrical, hydraulic/pneumatic, and computer controls skills. Students learn by using a systems approach to complex manufacturing systems. This showcase will focus on the development of curriculum within academic programs and industry partnerships.

BOOTH # 406
Education Connection
Connecticut Pathways to Innovation

The Connecticut Pathways to Innovation project is a three-year, multi-phased educational opportunity for underserved and underrepresented students to develop workforce skills in the area of 21st century emerging technology. The project delivers an articulated course sequence via a hybrid-learning environment, with an extensive online component to support participating high school students and teachers.

BOOTH # 407
Ivy Tech Community College at Bloomington
Life Sciences Technical Training in Southern Indiana

The biotechnology program at Ivy Tech Community College Bloomington has established a joint research and development project with two of its industry partners, Bisep, Inc. and Lee Biosolutions, Inc. Through this unique collaboration, the students in our associate degree program have an opportunity to work with a scientist from the companies in our own labs. We have developed a new purification process for industrial pepsin extracts for the companies. We will present the scientific process development project through which we created an educational model that is synergistically beneficial to our students as well as to the companies.

BOOTH # 408
Idaho State University

This project has partnered education with industry to create a unique lab-intensive training environment where engineering technicians develop specific knowledge and skills needed in electrical generation.

BOOTH # 409
Arapahoe Community College
Colorado Advanced Technological Education Partnership (CATEP)

Partnering with local companies and secondary education, CATEP infuses employability skills (i.e. verbal/written communication, critical-thinking/problem-solving, teamwork/collaboration and self management/motivation skills) into IT curriculum at Arapahoe and Aims Community Colleges in order to respond to the needs of the regional aerospace, energy, bioscience, and IT industries. Examples of faculty professional development and mini technology fairs for high school students and their parents are included.

BOOTH # 410
Baltimore City Community College (BCCC)
Development of Robotics Technician Curriculum at BCCC

BCCC’s robotics technicians are Navy Seals. They can do electronics, manufacturing, robotics, and computer programming. This showcase will focus on the establishment of the robotics technology AAS program at BCCC, which targets underrepresented populations.

BOOTH # 411
Sheridan College
Energy Technician Education Project (ETEP)

The ETEP project works with industry to embed the necessary knowledge, skills, and abilities into programs; and creates a pipeline for these and other STEM programs by working with area teachers and conducting physical science summer camps.

BOOTH # 412
Advanced Technology Environmental Education Center
The SEET Project: Sustainable Energy Education and Training Workshops for Future Energy Technicians

As a model professional development training program in sustainable energy education, SEET provides U.S. high school and college educators with the opportunity to work with researchers from national laboratories and colleagues from across the country. The workshop curriculum promotes the latest scientific research in sustainable energy, as well as hands-on demonstrations and activities to be translated back into the educators’ classrooms.
Booth # 501
New England Board of Higher Education
Problem-Based Learning (PBL) for Sustainable Technology: Increasing the STEM Pipeline (STEM PBL)
This project will develop two courses for both preservice and inservice teachers in the theory and application of problem-based learning. It will also develop six problem-based multimedia challenges in sustainable technology areas such as alternative energy, environmental protection, lighting, nanotechnology, biotechnology, and photonics for use in college and high school classrooms.

Booth # 502
Normandale Community College
Technician Education Materials in Plasma Technology (TEMPlaTe)
The TEMPlaTe project has developed technician-level instructional materials in plasma-aided manufacturing, offered faculty workshops in plasma technology, conducted advanced RF measurements and the measurement of plasma parameters, and designed and implemented a plasma teaching laboratory.

Booth # 503
Northern Essex Community College
Applied Laboratory Science Program
The Laboratory Science program seeks to offer three well-defined curricula in biotechnology, analytical chemistry, and environmental sciences to enable students to move into the workforce as skilled lab technicians or transfer to a four-year school to complete a higher education degree.

Booth # 504
Quinsigamond Community College
Massachusetts Technician Education Collaborative (Mass-TEC)
Partnering with education, industry, and community-based organizations, the Mass-TEC project aims to produce more engineering technicians to meet regional advanced manufacturing workforce demands. Through grassroots public communications and outreach campaigns, Mass-TEC is increasing the frequency and effectiveness of advocacy for technical employment and education conveyed by parents, teachers, and career counselors.

Booth # 505
University of Colorado at Boulder
Enhancing Targeted Research in the Advanced Technological Education Program
The DECA project (Discovering the Educational Consequences of ATE) is a collaborative research effort between seven institutions nationwide. Nine interrelated studies are designed to foster deeper understanding of technician education at two-year colleges by focusing on program improvement, curriculum and materials development, and crosscutting themes such as recruitment and sustainability.

Booth # 506
Century College
ISLET - Investigative Sciences for Law Enforcement Technologies
ISLET has scaled up the development of a rubric for criminal investigation and the technology-enabled investigator. New curriculum in intelligence studies and interoperability add to ISLET’s geospatial foundation to include social networking analysis, wireless technology, and forensic psychology. Service learning and partnering with colleges and industry are core to ISLET’s developmental process.

Booth # 507
Madison Area Technical College
Consortium for Resources in Renewable Energy Technologies (CERET)
CERET seeks to develop a collaborative infrastructure among academic, industry, and government stakeholders to deliver cutting-edge renewable energy education for the existing and future technician workforce. CERET is expanding its renewable energy certificate model to reach a larger number of students and schools. In addition, CERET will help grow the next generation of renewable energy two-year college and high school educators by offering a series of Train the Trainer Academies. Other schools will be able to use the CERET model as a stepping stone toward creating their own renewable energy courses and programs.

Booth # 508
American River College
Applied Biotechnology and Bioinformatics for High School Teachers
The overall goal of this NSF-ATE project is to train high school biology teachers and prospective science teachers in applied biotechnology and bioinformatics and assist them in integrating scenario-based activities into their science classes.
2009 ATE STUDENT/ALUMNI PARTICIPATION

AACC AND NSF WISH TO CONGRATULATE THE FOLLOWING ATE STUDENTS AND RECENT ALUMNI SELECTED TO ATTEND THE 2009 ATE CONFERENCE

Steven H. Almos, Southwestern College
Katie Arms, Clemson University
Daniel A. Balder, Dakota County Technical College
Marie O. Bolt, Clemson University
Alex S. Boykin, Jr., Orangeburg-Calhoun Technical College
Jonathan Brewington, Robeson Community College
Charles Clark, Baltimore City Community College
Joshua David Cleburn, Lee College
Joseph Eric Cote, Dakota County Technical College
Kayla Cummings, Robeson Community College
Loana-Cristina Curatolo, Nashville State Community College
Daniel Carl Curtis, Florence-Darlington Technical College
Matthew Cydylo, Three Rivers Community College
Aaron Danenberg, Connecticut College of Technology
Tony Davis, Wake Technical Community College
Johnny Winston Dawson, Owensboro Community and Technical College
Chon Dolan, City College of San Francisco
Charles Downey, Del Mar College
Ronald Christian Duggan, Benjamin Franklin Institute of Technology
Andrew Ryan Engel, Stark State College of Technology
Santiago Escalante, Del Mar College
Kira Aynrina Espenilla, Mount San Antonio College
Brent Forrest, Collin College
Deion Gillis, Baltimore City Community College
Anthony Green, Three Rivers Community College
Bernard Taylor Green, Wayne Community College
Amy M. Gullickson, Western Michigan University
Amy M. Hancock, Illinois Valley Community College
Javeed Jattan, Robeson Community College
Hope Johnson, Robeson Community College
Mitch Johnson, Wake Technical Community College
Christopher Kalaveras, De Anza College

Katherine Leon, Miami Dade College
Chad Lilek, Madison Area Technical College
Helder Lobo, Bristol Community College
April Lujan, Central New Mexico Community College
Kapil Chalil Madathil, Clemson University
Brett David McCormick, University of North Texas
Ross Edward Moffett, Oklahoma State University - Okmulgee
John Moore Jr., Central Alabama Community College
Juan Andres Navarro, Fairfield University
Paul Linh Nguyen, De Anza College
Joshua Michael Normandin, Bristol Community College
Pankaj Paneru, University of New Haven
Vittorio Pascal, Bristol Community College
Melissa Dorlette Paul, Clemson University
Anais Pimentel, Bronx Community College
Damaris Perez Pizarro, Springfield Technical Community College

Joseph L. Plummer, Sinclair Community College
George R. Rachel III, Bristol Community College
Catharine Richardson, Madison Area Technical College
Alberto R. Rodriguez, Southwestern College
Steven Anthony Rolfe, Three Rivers Community College
Maxwell W. Rutter, Harold Washington College
Andy Ryan, Three Rivers Community College
Tyler Schuldt, Saddleback College
Meir Shachar, Miami Dade College
Destiny Sinacola, Harold Washington College
Philip D. Smith Jr., Sinclair Community College
Jazmin Rodriguez Valencia, City College of San Francisco
Oneyda Villar, Bronx Community College
Philip R. Walleck II, Stark State College of Technology
Samantha Zahratka, Dakota County Technical College
SAVE THE DATE!

Omni Orlando Resort at ChampionsGate (Florida)
July 26–29, 2010

High Impact Technology Exchange Conference

This national conference is a unique opportunity for community and technical college educators and stakeholders seeking professional development opportunities, educational materials, collaborative ventures, and insights into emerging market trends to develop and advance the technical workforce of the 21st century.

Sponsorship and dissemination opportunities are available for ATE Centers and Projects

www.highimpact-tec.org
ATE STUDENT SHOWCASE

THURSDAY, OCTOBER 22

ATE STUDENTS

5:15 PM – 6:30 PM
Exhibit Hall

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<td>Bronx Community College (Oneyda Villar, Anais Pimentel)</td>
<td>302</td>
<td>De Anza College (Chris Kalaveras, Paul Nguyen)</td>
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<tr>
<td>102</td>
<td>Robeson Community College (Jonathan Brewington, Kayla Cummings, Hope Johnson)</td>
<td>303</td>
<td>Clemson University (Katie Arms, Marie Bolt)</td>
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<td>103</td>
<td>Saddleback College (Tyler Schultd)</td>
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<td>104</td>
<td>Collin College (Brent Forrest, Brett McCormick)</td>
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<td>Owensboro Community and Technical College (Johnny Dawson)</td>
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<td>105</td>
<td>Stark State College of Technology (Andrew Engel, Philip Walleck)</td>
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<td>Three Rivers Community College (Steve Roife, Matthew Cydylo, Andy Ryan, Anthony Green)</td>
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<td>106</td>
<td>Central Alabama Community College and Wallace State Community College (John Moore, Saundra Stone)</td>
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<td>Miami Dade College (Meir Shachar, Katherine Leon)</td>
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<td>201</td>
<td>City College of San Francisco (Chon Dolan, Jazmin Rodriguez Valencia)</td>
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<tr>
<td>202</td>
<td>Oklahoma State University – Okmulgee (Ross Moffett)</td>
<td>309</td>
<td>Dakota County Technical College (Jason Taylor, Joseph Cote, Daniel Balder)</td>
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<tr>
<td>203</td>
<td>Baltimore City Community College (Charles Clark, Deion Gillis)</td>
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<td>Central New Mexico Community College (April Lujan)</td>
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<td>Wake Technical Community College (Tony Davis, Mitch Johnson)</td>
<td>311</td>
<td>Illinois Valley Community College (Amy Hancock)</td>
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<td>Mount San Antonio College (Kira Espenilla)</td>
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<td>Springfield Technical Community College (Damaris Perez Pizarro)</td>
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<td>206</td>
<td>Sinclair Community College (Joseph Plummer, Philip Smith)</td>
<td>401</td>
<td>Harold Washington College (Maxwell Rutter, Destiny Sinacola)</td>
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<tr>
<td>207</td>
<td>Florence-Darlington Technical College and Wayne Community College (Daniel Curtis, Bernard Green)</td>
<td>402</td>
<td>Del Mar College (Santiago Escalante, Charles Downey)</td>
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<tr>
<td>208</td>
<td>Benjamin Franklin Institute of Technology (Ronald Duggan)</td>
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<td>Western Michigan University (Amy Gullickson)</td>
</tr>
<tr>
<td>209</td>
<td>Bristol Community College (Vittorio Pascal)</td>
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<td>Bristol Community College (Joshua Normandin, Helder Lobo)</td>
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<tr>
<td>210</td>
<td>Fairfield University and University of Connecticut (Juan Navarro, Eugene Sung)</td>
<td>407</td>
<td>Southwestern College (Alberto Rodriguez, Steven Almos)</td>
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<tr>
<td>211</td>
<td>University of New Haven and Connecticut College of Technology (Pankaj Paneru, Aaron Danenberg)</td>
<td>408</td>
<td>Nashville State Community College (Loana-Cristina Curatolo)</td>
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<tr>
<td>212</td>
<td>Clemson University (Melissa Paul)</td>
<td>409</td>
<td>Bristol Community College (George Rachel)</td>
</tr>
<tr>
<td>301</td>
<td>Clemson University (Kapil Madathil)</td>
<td>410</td>
<td>Dakota County Technical College (Samantha Zahratka)</td>
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<tr>
<td></td>
<td></td>
<td>411</td>
<td>Madison Area Technical College (Chad Lilek, Catherine Richardson)</td>
</tr>
</tbody>
</table>
HELPFUL INFORMATION

REGISTRATION
Registration is located in the West Conference Foyer of the Omni Shoreham Hotel. You must be fully registered to receive a name badge, conference program, and other materials.

Hours of operation:
   Wednesday, October 21, 10:00 a.m. – 8:00 p.m.
   Thursday, October 22, 7:30 a.m. – 6:00 p.m.
   Friday, October 23, 7:30 a.m. – 12:00 p.m.

BADGE IDENTIFICATION
Each person who registers for the ATE Conference must wear their name badge for entry into sessions, meal events, receptions, and the exhibit hall.

BUSINESS CENTER
The business center at the Omni Shoreham is located next to the West Registration Desk and Foyer. Hours: Monday – Friday, 8:00 a.m.– 4:30 p.m.; closed Saturday and Sunday. Access is available with room key after hours and on weekends; however, all printing and copying charges are available only with a credit card. Please note that AACC does not maintain any photocopying equipment.

INTERNET CAFÉ
The café is located in the Executive Room across the foyer from the West Registration desk.

Hours of operation:
   Wednesday, October 21, 10:00 a.m. – 7:30 p.m.
   Thursday, October 22, 7:30 a.m. – 6:00 p.m.
   Friday, October 23, 7:30 a.m. – 10:00 a.m.

ACCESSIBILITY INFORMATION
All meeting rooms can be accessed through the elevators in the West area of the hotel with the exception of the Regency and Ambassador Ballrooms. A wheelchair lift is located next to the Ambassador Ballroom main entrance and can be taken down to the Regency level for entry to both Ambassador and Regency Ballrooms. Restrooms with wheelchair access are located on both Level 1B and 2B (inside of the Health Club.)

EMERGENCY PROCEDURES
Dial “0” on any house phone and ask for Security. Explain the situation, provide the operator your exact location, and follow directions given. If the fire alarm should sound, wait for verbal instructions. Please check for exits nearest to your location and do not use the elevators in case of a fire emergency.

SMOKING POLICY
Smoking is allowed only in designated sleeping rooms in the hotel. There is no smoking in the hotel common areas.

MESSAGES
There is a message board located next to the registration area for participant use.

TICKETS
Tickets will be collected at the preconference workshops that require them. If available, additional tickets can be purchased at conference registration. Once on site, the costs of unused tickets can not be refunded. However, AACC will assist with matching a buyer for unused tickets, if possible. Please see the staff at the conference registration desk.
AREA RESTAURANTS

Within walking distance of the Omni Shoreham Hotel

AFGHAN GRILL
2309 Calvert Street  (202) 234-5095
Serving unique Afghan cuisine for over 25 years. Open for lunch & dinner daily, 11am-11pm.

CAFÉ INTERNATIONAL
2633 Connecticut Avenue  (202) 265-8333
Coffee house & deli with breakfast & lunch fare and computer access for a nominal fee.

CAFÉ PARADISO
2649 Connecticut Avenue  (202) 265-8955
Excellent Northern & Southern Italian dishes. Serving lunch & dinner seven days a week.

CHIPOLTE
2600 Connecticut Avenue  (202) 299-9111
Casual Mexican Grill, offering freshly made burritos, fajitas, & tacos for lunch & dinner seven days a week.

FUSION’S ALLEY
2608 Connecticut Avenue  (202) 588-7466
Featuring a wide variety of authentic Asian fare in a comfortable, casual setting, seven days a week.

JANDARA THAI
2606 Connecticut Avenue  (202) 387-8876
Serving excellent authentic Thai cuisine. Specialties include crispy whole flounder, grilled rockfish & soft shell crab.

LEBANESE TAVERNA
2641 Connecticut Avenue  (202) 265-8681
Known for “family friendly” & “consistently excellent” authentic Middle Eastern fare, as stated in Zagat’s restaurant guide.

LITTLE INDIA
2623 Connecticut Avenue  (202) 232-5030
Exotic Indian cuisine, featuring many vegetarian entrees, as well as lunch buffet seven days a week.

MEDATERRA
2614 Connecticut Avenue  (202) 797-0400
Offering Mediterranean-American cuisine with an Egyptian flare in a modern art deco setting.

MR. CHEN’S CHINESE
2604 Connecticut Avenue  (202) 797-9668
Authentic Chinese cuisine using organic vegetables along with a health-conscious cooking style. The “price is right” as cited by the Washington Post. Delivery available.

MURPHY’S IRISH PUB
2609 24th Street  (202) 462-7171
Serving casual lunch & dinner entrees in a convivial setting. Also features TV sports & live Irish music nightly.

NEW HEIGHTS
2317 Calvert Street  (202) 234-4110
A long-time, upscale DC favorite with award-winning New American cuisine. Open for dinner Monday-Saturday.

OPEN CITY CAFÉ
2331 Calvert Street  (202) 332-2331
Breakfast, lunch & dinner in a casual, coffee-house setting. Also features a full-service bar & late-night hours.

PESTO
2915 Connecticut Avenue  (202) 332-8300
Serving delicious authentic Northern Italian Cuisine in a cozy, intimate setting.

PETITS PLATS
2653 Connecticut Avenue  (202) 518-0018
Traditional French cuisine in a very nice, relaxing setting with private upstairs dining room and a delightful Sunday Brunch.

RAJAJI CURRY HOUSE
2603 Connecticut Avenue  (202) 265-7344
Specializing in Northern & Southern Indian cuisine and tandoori specialties in a casual atmosphere.

SAKE CLUB
2635 Connecticut Avenue  (202) 332-2711
Upscale Japanese restaurant & bar with outstanding sushi & sake selections.

TASTE OF INDIA
2621 Connecticut Avenue  (202) 483-1115
Extensive selection of authentic homemade Indian dishes, as well as a reasonably-priced lunch buffet.

TONO SUSHI
2605 Connecticut Avenue  (202) 332-7300
Traditional Japanese cuisine with freshly prepared sushi, teriyaki & tempura dishes. Open daily for lunch & dinner.
NSF ATE PROGRAM STAFF

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ATE Program Director

DAVID B. CAMPBELL
ATE Co-Lead Program Director

V. CELESTE CARTER
ATE Lead Program Director

EUN-WOO CHANG
ATE Program Director

JOYCE EVANS
ATE Program Director

LINNEA FLETCHER
ATE Program Director

SCOTT GRISSOM
ATE Program Director

MICHAEL R. HANEY
ATE Program Director

DAVID A. HANYCH
ATE Program Director

NABRIYA HORTON
ATE Program Assistant

SYLVIA JAMES
ATE Program Director
CONFERENCE STEERING COMMITTEE

MANY THANKS TO THE FOLLOWING INDIVIDUALS FOR THEIR DEDICATED ASSISTANCE IN PLANNING THE 2009 ATE CONFERENCE.

Kathleen Alfano, College of the Canyons, CA
Barbara Anderegg, Madison Area Technical College, WI
Lynn Barnett, American Association of Community Colleges, DC
Anthony Benoit, Three Rivers Community College, CT
David Campbell, National Science Foundation, VA
Phil Davis, Del Mar College, TX
Dennis Faber, Community College of Baltimore County, MD
Linnea Fletcher, National Science Foundation, VA
Ellen Hause, American Association of Community Colleges, DC
Linda Inabinet, American Association of Community Colleges, DC
Eileen Lewis, National Science Foundation, VA
Eilene Lyons, St. Louis Community College – Florissant Valley, MO
Joyce Malyn-Smith, Education Development Center, MA
Duncan McBride, National Science Foundation, VA
Deb Newberry, Dakota County Technical College, MN
Michele Norgren, Missouri State University, MO
Gerhard Salinger, National Science Foundation, VA
Gordon Snyder, Springfield Technical Community College, MA
“I Am a Scientist”

Young people ages 12 to 18 use sophisticated technology to explore their environment, conduct research, build programmable machines, and create media in community settings after school and during the summer. Across all ITEST projects, youth are using the same technologies, tools, and methods that scientists use on the job.

Authentic Learning

Teachers work together with students to pursue research questions and deepen their scientific and technological expertise—and learn strategies for integrating IT concepts, skills, and applications into their classrooms. Teachers are learning the strengths of combining formal and informal learning environments together to create truly meaningful and authentic learning experiences for their students.

TEST Projects Increase STEM Learning

Now in its sixth year, the ITEST Program funds a variety of innovative projects. Strategies projects design, implement, and evaluate models that engage youth, educators, and often other community members in STEM-rich, contextual learning experiences. Scale-Up projects take proven practices and expand them to engage larger populations of learners. Studies or Research projects are enriching our understanding of how to enlarge the country’s STEM workforce.

The ITEST Learning Resource Center

at Education Development Center, Inc. (EDC), builds bridges between formal and informal learning by facilitating an inclusive community of practice for ITEST projects to research common questions and issues. Findings and lessons learned are shared nationally to improve policy and practice.

* formerly Information Technology Experiences for Students & Teachers.
SAVE THE DATE

PLEASE MARK YOUR CALENDARS AS THE FOLLOWING DATES HAVE BEEN SELECTED FOR THE 2010 ATE PRINCIPAL INVESTIGATORS CONFERENCE.

OCTOBER 27-29, 2010
OMNI SHOREHAM HOTEL
WASHINGTON, DC