



***Iota Lambda Sigma* Report on the 2008 Annual Meeting in Charlotte, NC on Dec 5th**



Newly installed officers for 2009

The Grand Chapter converged in Charlotte, NC for its Annual Meeting on December 5th, 2008. The celebration was dampened by news that our President, George Haber had recently lost his wife and Past President Gary Theil had lost his son. However, in due course the Executive Council met and recommended legislation. The Grand Chapter met and accepted the recommendations and then worthy members and chapters were recognized with Society awards.

Among the notable awardees:

- Alabama Filed Chapter recognized as the Chapter of the Year
- William Sadler received the Lifetime Achievement Award
- Eva Mangham awarded the Distinguished Teacher Award
- Old Dominion University Chapter received the

Gary Theil Steps in for Second Term as President

The unusual happened with the resignation of the Vice president who was designated to become the new President. In keeping with the Society By-Laws, the Board met and decided that it would be best to appoint a new experienced officer to serve as the next president, thus giving the inexperienced officers one more year before they assumed more responsible roles. The Board called on Past President Gary Theil to step in and serve another term as President. He accepted and was installed in December to serve the 2009 term.

This is the second time the Board has been required to act to reappoint an incoming President. Dave Netherton served two terms when the incoming president resigned and Dave was asked to stay on for a second term.



Newly installed President Gary Theil is congratulated by Past President Phil Reed.

In the workplace: Now's when you want to raise your profile at work

BY MARCIA HEROUX POUNDS - SUN SENTINEL

Published: 06/18/09 downloaded June 20, 2009 from <http://www.idahostatesman.com/business/story/806435.html>

Your manager is running around putting out fires. You need his or her attention, in a positive way. What do you do?

Communication in this hectic time of restructuring and surviving the tough economy has become especially difficult. Experts say there are actions employees can, and should take, to raise their profiles with the boss.

"Because of the threat of layoffs, people are fearful, so the tendency is to keep our heads down, nose to the grindstone," said Ruth Sherman, a communications consultant who blogs for FastCompany.com and is author of *Get Them to See it Your Way, Right Away*.

Lying low is the wrong approach, Sherman said.

"You've got to find ways to let your boss know what you're doing and what you've accomplished," she said.

Joan Ciferri, president of David Wood Personnel in West Palm Beach, Fla., said there are two approaches to being the "last" employee: Fly under the radar, or show you're indispensable - willing to do anything it takes for the company to succeed.

That means knowing more about the company than the scope of your job and offering to help with projects, Ciferri said.

If you keep your profile too low, your work may not be recognized. Someone on your team may even take credit for your work, Sherman said.

Staff meetings are an opportunity. While many workers prefer to avoid staff meetings, look at them as an opportunity to deliver your message of accomplishment. Just make sure it's tied to the company's goals.

Keep your boss informed. Bring home trade journals from work and subscribe to Internet feeds that keep you up on what's going on in your industry or profession.

When you find relevant information, email your boss with the link. Be sure to change the subject line to something that is compelling so your boss will open it, Sherman said.

If your boss doesn't read the e-mail, you could pop your head into his or her office and ask, "Did you happen to see that article?" Have a copy in your hands, just in case.

Meet face to face or pick up the phone and call.

Invite the boss to lunch. Perhaps you can't get your supervisor's attention on a project. Suggest lunch. If there's not time or money to go out, bring the sandwiches. "Make it so the boss doesn't have to do anything but sit there," she said.

Join the company softball or bowling team. Or, participate in the golf outing or charity event.

"Get to know your bosses on another level and let them get to know you," Sherman said.

Ciferri said socializing with colleagues outside the workplace is a great idea. Take it one step further and join the organizations that matter to your company and its values. If you do find yourself in the job market, then at least "you have a great network of people," she said.

When Workers Don't Do the Right Thing

From *Investor's Business Daily* (08/25/08) P. A7; Stern, Gary M.

Business ethics is at the forefront of many companies' hiring decisions today, and many are concerned about whether candidates, once hired, will act ethically. Managers and chief executives are taking the issue of business ethics increasingly seriously because of stiffer whistleblower protections and the Sarbanes-Oxley Act. After Enron, WorldCom, and Arthur Andersen were ruined in 2001-03 due to ethical lapses of CEOs and senior executives, many companies responded by putting more teeth in ethics training. The Ethics & Compliance Officers Association notes that many companies are conducting cultural assessments of their ethical climates. Employers also must conduct surveys and question workers about their ethical culture of their workforce before designing programs to bolster compliance.

Experts recommend that ethics become part of the performance review process and that training be offered to all levels of workers. The consulting company Accenture notes that its ethical statement is available on its Web site so clients and employees know what it is and that it is essential to client relationships. Not only with ethics training and processes help steer workers in the right direction and ease client concerns, but it also will help companies retain and attract top talent. "There's more of a recognition by top management that they need to be proactive in managing business ethics," says Linda Trevino, a professor at Penn State's Smeal College of Business. To ensure that ethics seeps into an organization's culture, ethics must become part of performance management. People need to be rewarded for their ethical actions, not just how many widgets they sell, Trevino says.

Survey Reveals Some Optimism for Upcoming Graduates

Downloaded December 6, 2008, <http://www.workforce.com/section/00/article/26/00/20.php>

Wall Street's collapse occurred as the National Association of Colleges and Employers was releasing its initial report. A new query finds that many companies have tempered their hiring plans for college grads.

Even amid the economic concerns nationwide, 70 percent of employers rate the job market as good or very good for 2009 graduates, according to a recent study by Bethlehem, Pennsylvania-based National Association of Colleges and Employers, which has been tracking the potential job market for graduates since the late 1980s.

The study also noted that employers believe they'll be hiring about as many graduates as they planned to hire in 2008.

Yet this relatively positive prediction comes with a caveat. "We typically survey our employee members in August," said Andrea Koncz, employment information manager for NACE. "When we went out in August, they planned to hire about 6 percent more graduates in 2009. And right about the time we were releasing the report, everything started happening with Wall Street and there were some company collapses. So we went back out before releasing the survey and found that companies don't plan to increase the number of college graduates they plan to hire."

Truth be told, she said, there will likely even be a slight decrease. But along with the potential for economic recovery, she expects the number of college grads hired in 2010 will jump tremendously.

While the numbers aren't as glossy as they were for 2008's graduates, there's some optimism for the class of 2009. In the 2008 survey, the majority of respondents rated the job market for graduates as very good at 49 percent, while 31 percent rated it as good. The 2009 outlook showed 26 percent rating the job market for graduates as very good and 44 calling it good.

A major reason, Koncz said, is that companies are preparing for the future. They want to bring in college graduates and mold them into company leaders.

Koncz's belief is echoed by San Francisco-based Pacific Gas and Electric Co. According to Shelly Morris, director of talent acquisition at PG&E, developing leaders is one of the top reasons for stepping up the company's college recruiting efforts.

But for PG&E, there is also a necessity to bring younger talent into an environment that primarily consists of an aging workforce. The company is rebuilding its college recruiting program to ensure there is a consistent pipeline of talent available.

Even in 2009, PG&E is bullish on college recruits. "The utility industry as a whole has an aging workforce, and we need to make sure we have college talent entering our workforce. We wouldn't have any long-term competitive advantages if we were to scale back on our college recruiting efforts right now," Morris said.

PG&E is hardly alone. Koncz said that as baby boomers begin to retire, companies and recruiters will need to look even more closely at colleges and universities for talent. And in the present economy, she suggests that 2009 grads should be top of mind.

"The benefit [of hiring college graduates] is to get them early in their careers to train and mold them. Their salaries are also a lot lower than hiring experienced candidates," Koncz said.

On the flip side, college grads traditionally have a higher turnover rate. "The average time a college grad will stay with PG&E is about five years," Morris said.

That's not an argument against college recruiting. Morris said it's a key reason for companies and recruiters to develop college recruiting programs and keep future grads in the pipeline.

—Jon Hindman



Jobs of the Future: A New Green World

By Christina Le Beau

Downloaded December 6, 2008 from <http://www.workforce.com/section/09/feature/25/74/09/index.html> [html](#)

Except for the handful of do-gooder roles held by an idealistic few, environmental jobs used to be all about regulatory compliance. No more.

Thanks to the likes of former Vice President Al Gore, rapidly mobilizing consumers and the very real threat of legislation limiting carbon emissions, businesses are seeing the environmental benefit and the financial sense of giving a hoot.

It's a green new world, and it needs employees—lots of them. In the U.S., 5.3 million jobs have been created by environmental management and protection, according to a 2006 study by Management Information Services Inc., a Washington, D.C., research firm that has been tracking green jobs for two decades.

Those jobs include such titles as chief sustainability officer, solar-panel installer and software engineer, on top of more traditional environmental careers in wastewater treatment and hazardous materials management.

Those workers already make up a sizable part of the economy. The 5.3 million figure is almost half the number of people employed by hospitals, and nearly a third of the number in construction. It's 10 times the number of jobs in the pharmaceutical industry.

By 2010, green employment is expected to reach 5.8 million jobs; by 2020, 6.9 million. Meanwhile, corresponding green-industry sales—including energy suppliers and consumer-products makers—are predicted to climb from \$341 billion to \$496 billion in 2020.

A green-collar town

In Chicago, the swelling ranks have inspired the creation of a green-jobs initiative, as well as new programs at area schools including Wilbur Wright College and the Illinois Institute of Technology.

"I have more internship and job opportunities than I have students to fill them," says George Nassos, director of the environmental management master's program at the institute's Stuart School of Business, which has been training students in pollution prevention and compliance since 1995 and sustainability since 1999.

"When we introduced sustainability to the curriculum, nobody cared," says Nassos, whose students find work in corporate environmental policy, consulting, health and safety, and with accounting and law firms that have sustainability practices. "But in the last six months, students are starting to get jobs because of that."

It's the same story at Wilbur Wright, a community college that has offered an associate's degree in environmental technology since 1994. In fall 2006, the college used a state grant to add an emphasis on building energy technology and

sustainability, covering topics such as natural resource conservation and renewable heating sources.

Graduates now go on to work as chief building engineers, demolition supervisors, construction superintendents and building managers, or in trades such as carpentry and heavy equipment operation.

"Before we even finished the pilot, it had gotten so popular that we had to offer it again, not on scholarship but for tuition," program director Victoria Cooper says.

The implications

In September, Wilbur Wright joined a coalition of businesses, organizations and labor groups to form the Chicagoland Green Collar Jobs Initiative, which this summer will try to quantify Chicago's green workforce, as well as assess job training programs and college curricula to see if the demand can be met.

"We're asking, 'Is this really a change in the economy?' and 'What are the job implications of that change?'" says Ted Wysocki, CEO of the Local Economic and Employment Development Council, a jobs-creation group involved in the initiative.

As with a growing number of similar efforts nationwide, the Chicago group wants to know whether green jobs offer more—and better—opportunities for blue-collar workers.

Raquel Pinderhughes, a professor of urban studies at San Francisco State University, thinks they do. Pinderhughes, who studies barriers to employment, has identified 22 economic sectors with green-collar opportunities, including food production (using organic agriculture), manufacturing (making energy-efficient and recycled products) and auto repair (servicing alternative-fuel vehicles).

She says green-collar jobs aren't a rebranding of blue-collar trades. Rather, they are safer, typically higher-paying jobs that are "community-serving and meaningful, which resonates very deeply with people on the street."

In San Francisco, for example, a low-skilled worker doing food prep or grounds maintenance might make \$21,000 a year. A similarly skilled solar installer or recycling worker can make \$35,000.

Kevin Doyle, a consultant whose Boston business, Green Economy, advises companies and organizations on green-jobs development, says that even traditional manual-labor jobs—say, in construction or building maintenance—can be improved by adding green skills.

"In the process, workers will change how they measure success in their careers away from just earning a living, and toward building a more sustainable world," he says.

Congress Passes Higher Education Act Reauthorization

Retrieved August 27, 2008, from http://www.acteonline.org/policy/legislative_issues/update_081108.cfm

ASTD reports that “for the first time in 10 years, Congress has approved a new version of the Higher Education Act.” As reported in ACTE’s [last legislative update](#), a deal was imminent in the last week of July. However, at that time, final action wasn’t expected until September. Since then, several procedural issues were cleared, and Members of Congress wanted at least a small victory before the August recess.

The conference committee met to negotiate differences between the respective House- and Senate-passed bills on Tuesday, July 29, 2008 to iron out the final issues. On Thursday, July 31, 2008, the House adopted the agreed-upon conference report, the new Higher Education Opportunity Act (H.R. 4137), on a 380-49 vote. Later that same day, the Senate voted to approve it 83-8. The final bill is now on the President’s desk and is expected to be signed into law later this week.

The new Higher Education Opportunity Act addresses a broad range of issues, largely focusing on financial aid for postsecondary students and teacher education. It has gotten mixed reviews from many within the higher education community, but there is a general feeling of relief that work is finally com-

plete. ACTE will be analyzing the over 1,100 pages of legislation in the coming weeks and providing you with detailed information on how the changes affect CTE programs, but here are a few highlights of the bill, both positive and negative:

The bill raises the ceiling on the maximum Pell Grant to \$8,000, subject to Congressional appropriations, and allows for students to receive Pell Grant funds year round, instead of just during the traditional academic year. Allowing students to receive Pell Grants year round should be particularly beneficial for the average CTE student, who may need to take courses throughout the year.

- The bill makes changes to Academic Competitiveness Grants, including making them available to part-time students and those seeking certificates. It also leaves the decision about which high school programs qualify up to state officials, instead of the U.S. Secretary of Education.
- The bill creates a total of over 60 new programs, including four that ACTE had advocated for: Student Success Grants, Business-Workforce Partnership Grants, College Partnership Grants and Bridges from Jobs to Careers Grants.
- The bill makes numerous changes to simplify the federal student aid process, including making it easier for students to get aid information, and shortening the free application for federal student aid from seven pages to two.
- The bill creates many new federal reporting and regulatory requirements dealing with textbooks, tuition and fees, cost of attendance, alumni activities, foreign gift reporting, fire safety, graduation rates, drug violations, vaccines and peer-to-peer file sharing. According to the American Council on Education, “Complying with these requirements will be time-consuming and inevitably will increase administrative and personnel costs on campuses.”
- The bill consolidates three teacher education programs into one single program for training and professional development and raises standards for teacher education programs.
- The bill makes further changes to federal student loan programs, aiming to crack down on conflicts of interest and tighten regulation of private loans.

Out of Many, One: Toward Rigorous Common Core Standards From the Ground Up

This report prepared by *Achieve, Inc.*, a bipartisan, non-profit organization that helps states raise academic standards, improve assessments and strengthen accountability to prepare all young people for postsecondary education, work and citizenship. The efforts by individual states to set college- and career-ready standards for high school graduates have actually led to a remarkable degree of consistency in English and mathematics requirements. This “common core” –

detailed in “Out of Many, One: Toward Rigorous Common Core Standards from the Ground Up” – is the byproduct of aligning standards to real-world demands. The leadership role that the report shows states have displayed in setting common English and math standards has implications for the role of the federal government in education policymaking and has the potential to change the way education issues are viewed at the state and national levels.

Achieve, Inc. proposes the use of the

core standards as part of an Advanced Degree Project.

You can download this report from www.achieve.org/files/CommonCore.pdf



Career Programs Stress College, Too, and Give Students a Leg Up, Study Says

By Erik Eckholm, Published: New York Times, June 26, 2008

Forget the old-fashioned “vocational ed” classes that sent students on a decidedly noncollege track. Over the last quarter-century, a new kind of high school program known as a career academy has proliferated, especially in low-income districts, that combines job placement, college preparation and classes beyond the vocational trades, from accounting to health care.

Now, a long-term and rigorous evaluation of nine career academies across the country, to be released in Washington on Friday, has found that eight years after graduation, participants had significantly higher employment and earnings than similar students in a control group.

Poverty experts called the findings encouraging because few interventions with low-income teenagers, especially blacks and Hispanics, have shown significant and lasting effects, and they come at a time when young minority men, especially, are losing ground disastrously in the job market.

Career academies offer students experience in the workplace, and help them get paying jobs while they pursue standard academic coursework. When the study, by the Manpower Demonstration Research Corporation, began 15 years ago, there were fewer than 500 career academies in the United States. Today there are more than 2,500, and the new findings are likely to spur more growth, several experts said.

The participants were mainly Hispanic and black, and the schools had emphases including business, tourism, health care and electronics, with students enrolled for three or four years.

Eight years after high school, when most participants were about 26, the academy group had average earnings 11 percent — or \$2,088 a year — higher than the control group.

“The findings show that you can make an investment in high school that has a measurable payoff in earnings well after,” said James J. Kemple, the author of the study and an education specialist at Manpower, a New York-based group that evaluates poverty programs.

“They also show that you can provide a solid foothold in the labor market without compromising a student’s capacity to go on to college,” Mr. Kemple said.

To compare similar students, all those who volunteered to join a career academy at each school were randomly assigned either to participate in the academy or to serve as part of a control group outside the academy. The increase in earnings was higher for men in the academy group, who showed a 17 percent difference, or \$3,731 per year. The researchers were mystified by the negligible gains for women and plan to study possible factors like the time the women

spent raising children and the longer time they spent in postsecondary schooling, which might portend better earnings in later years.

To the surprise of researchers, the groups showed no difference in rates of high school and college completion. Ninety percent of students in both groups finished high school or obtained a G.E.D., and half gained some postsecondary credential — rates far higher than among their school populations over all. Researchers believe that those who initially expressed interest in the academies may have shared similar motivation to succeed, whether or not they were chosen for the special program.

But this also suggests that something about the academy experience, apart from educational achievement, promoted greater success in the job market. One likely factor is the exposure the academies provide to a range of adults in real workplaces, said J. D. Hoye, who directed a “school-to-work” initiative for the Clinton administration and now heads the National Academy Foundation, which advises career academies on curriculums and other topics.

“The students see what work is like, and they build a network of caring adults at school and in the workplace,” Ms. Hoye said.

Students in an academy stay together as a group. They usually get paying internships after their junior year, which for some turn into jobs they keep through college or longer. At the tourism academy at Miami Beach Senior High School, for example, many start working on the front desks of major hotels, some with hopes of entering management.

One school in the study is Valley High School in Southern California, where nearly 90 percent of the 3,000 students are Hispanic and about 180 sophomores, juniors and seniors are in its Global Academy of Finance. Along with traditional subjects, students take computer training and accounting courses and study the stock market, real estate and personal finance. They do internships with banks, law and finance firms and in the school district’s administration, among others.

Students seem to benefit from being part of a special, small group, said Mark Bartholio, the academy director. Many do not pursue finance careers but instead go into teaching, social services or criminal justice, he said, but one graduate said the accounting skills he learned in the academy had enabled him to help start a small business.

One student who just graduated, Henry Gomez, 18, started working as a Wells Fargo Bank teller last year and is continuing this summer. “I’m not sure this is what I want to do, but I like the experience I’m gaining,” he said.

Before he entered the academy, he had worked at a Target store, said Mr. Gomez, whose parents did not finish high school. He plans to enter a community college in the fall, with the bank wages helping him pay his way.

A Federal Agenda for Promoting Student Success and Degree Completion

By Sara Goldrick-Rab. Retrieved August 27, 2008, from http://www.americanprogress.org/issues/2008/08/degree_completion.html

Nearly every child in America hopes to become a college graduate. Her ambitions are at least partly realistic—rates of high school graduation and college-going are very high. But the chances she will succeed in college are more modest: Less than 60 percent of students entering four-year institutions earn bachelor's degrees, and barely one-fourth of community college students complete either associate's or bachelor's degrees within six years of college entry.

Students from socioeconomically disadvantaged families are even less likely to realize their college ambitions. Only 40 percent of beginning college students from low-income families complete a two- or four-year degree within six years. Rates of degree completion are much higher among high-income students (62 percent). Focusing on the most lucrative undergraduate degree, the baccalaureate, there is a 40 percentage point gap in completion rates between individuals from the bottom and top income quartiles. Since future economic and social success is largely predicated on holding a college degree, this low chance of college success among the poorest students perpetuates growth in income inequality.

Since the mid-20th century the federal government has played an active role in promoting access to higher education, primarily through financial aid policies designed to reduce credit barriers to college attendance. But Washington pays far less attention to whether students finish college, operating under the false assumption that after conquering college admission a degree is guaranteed. In this paper we describe the results of that inattention: stagnating completion rates, increasing time to de-

gree completion, and persistent and likely increasing income disparities in attainment. We follow with a discussion of the factors contributing to student success and then elaborate on the areas in which policymakers might most effectively intervene to reverse these trends.

We conclude that the federal government needs to broaden its role in higher education by taking actions to support states and public colleges and universities in their efforts to help more college students complete their education. We argue that increased investments in the most accessible but under-resourced schools are needed to ensure that all college students receive an adequate education. Efforts should be aimed at not only effectively alleviating the financial barriers to college completion, but also at improving students' chances of experiencing academic success in college, broadening access and increasing efficiency by facilitating the transfer of students and credits across schools, and ensuring the value of degrees by emphasizing and measuring individual learning and achievement. Federal involvement is required to guarantee that the necessary funding is provided, clear messages are communicated, and data is collected so that progress toward goals can be measured. By acting as a guiding partner in the American higher education system, national leaders—together with educators, state legislators, and families—can turn more dreams into college diplomas.

Read the full report (at www.americanprogress.org/issues/2008/08/pdf/highered2.pdf)

A Policy Brief Entitled, "The Perkins Act of 2006: Connecting Career and Technical Education with the College and Career Readiness Agenda."

Achieve, Inc., a bipartisan, non-profit organization that helps states raise academic standards, improve assessments and strengthen accountability to prepare all young people for postsecondary education, work and citizenship, has published a policy brief entitled, "The Perkins Act of 2006: Connecting Career and Technical Education with the College and Career Readiness Agenda."

The brief is written to inform leaders, particularly those who are implementing the ADP agenda in their states, about the opportunities to align and coordinate strategies between ADP and the Perkins Act. It addresses the major components of the new Perkins Act, discusses CTE more broadly in the context of the ADP agenda and offers a number of specific complementary and mutually supportive strategies state ADP leadership teams could employ

to implement the ADP agenda and the Perkins Act.

The report reviews how the Perkins Act currently is being implemented by states and suggests a number of specific strategies states could employ to implement in their Advanced Diploma Project (ADP), an agenda item for *Achieve*. The ADP agenda and the Perkins Act, on the surface, look very different, but the Perkins Act and the American Diploma Project focus on a common objective: ensuring that all American youths graduate from high school with the skills and knowledge they need to be ready for college and careers.

A copy of this report can be downloaded from http://www.achieve.org/AchievePolicyBrief_Perkins.

Iota Lambda Sigma Information



Anna Skinner, Secretary-Treasurer, hard at work preparing for the Annual Meeting.



Annual Awards Given at Charlotte in December 2008



Tommy Rhodes accepts Chapter of the Year Award for the Alabama Filed Chapter.



Past President Phil Reed accepts the Presidential Plaque for President George Haber from Newly installed President Gary Theil



William Sadler receives the Lifetime Achievement Award



Dave Netherton picks up Gold Key Award for Old Dominion University



Alabama Filed Chapter picks up the Blue Key Award



Ernest Scarborough received the Alabama Chapter Business and Industry Workforce Developer of the Year Award



Steven Price received the Alabama Filed Chapter Scholar of the Year Award



Eva Mangham awarded the Distinguished Teacher Award

**The First Issue of Iota Lambda Sigma's *Journal for Workforce Education*
will published in the fall.**

Approved by the Executive Council about five years ago, this journal will finally begin to be published twice a year. Those interested in publishing scholarly work should follow the editorial policy outlined below.\



**Iota Lambda Sigma
Journal for Workforce Education**

EDITORIAL POLICY

The *Iota Lambda Sigma Journal for Workforce Education* (JWEd) publishes refereed articles that examine research and research-related topics in human resource development, vocational education, career and technical education, preparation for work, and the workplace. The JWEd Editorial Board is committed to publishing scholarly work that represents a variety of conceptual and methodological bases. Submission of manuscripts representing one of the following styles is encouraged: (a) empirically-based manuscripts that report results of original research, either quantitative or qualitative, (b) reviews or synthesis of empirical or theoretical literature, (c) editorials and essays derived from original historical or philosophical research, (d) reviews of recently published books, and (e) rejoinders to articles recently published in the JWEd. Page costs are not assessed. However, if a manuscript is accepted, authors will be asked either to supply camera-ready tables and figures, or pay for the costs incurred in preparing complex tables and figures for publication.

MANUSCRIPT PREPARATION. One (1) electronic copy (on floppy disk, CD, or email) of the manuscript should be submitted to the Editor. The electronic version must be in MS Word version 6 or higher. Manuscripts typically range in length from 20 to 30 double-spaced pages including references, tables, and figures (12,000-36,000 characters in length with 36,000 characters as an absolute maximum). Book reviews, editorials, and rejoinders should be approximately 4-8 pages (approximately 6,000 to 12,000 characters). Text, references, and tables must be prepared according to the guidelines detailed in the *Publication Manual of the American Psychological Association* (latest edition). The title page should include the title of the article, and the name, affiliation, mailing address, e-mail address, and telephone number for each author. Each manuscript must be accompanied by an abstract of no more than 150 words. The receipt of all manuscripts will be acknowledged within one week of receipt. Manuscripts are subjected to a double-blind refereed review process. Typically, three individuals, including the Editor, review each manuscript. Reviewers' comments and a letter indicating the publication decision will be sent to the primary author approximately 3-4 months following receipt. Manuscripts accepted for publication are usually published within one year of formal acceptance. Since the articles will be published on line, there will be no copies furnished to authors.

Send manuscripts to:

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Career and Technology Education Programs Standards: Keeping CTE Programs Strong and Viable

Rhonda Hoyman, April, 2009

Instructor Expectations:

Meeting increasing accountability expectations while serving student needs requires the balance and flexibility of being an educator, certified business/industry professional, counselor, disciplinarian, technology liaison, budget and facility manager, and other duties as assigned.

Teamwork and Partnerships:

Priority One: Understand the mission, vision, and educational priorities of your principal and your school.

- Work with your department chair to inform school administrators, professional school counselors, and peers/staff on the value and rigor of your completer program – renew this message each year.
- Support school projects and activities that relate to services and skills your program provides.
- Invite an administrator, counselor and/or academic teacher to visit and to learn about what your program offers each quarter.
- Develop an integrated lesson with their programs when possible.
- Visit other programs; do not operate in isolation.
- Conduct at least one, and preferably a fall and spring, program advisory council meeting of industry peers and community members. The meeting should have 50% or more representatives from business/industry. Focus on advisory input and program improvement recommendations.
- Gain the confidence and support of your principal; he or she has a great deal of influence over the long-term survival of your program.

Accountability and Data:

Assessing and documenting individual student cognitive- and performance- based knowledge and abilities are not optional activities. During a lesson show evidence of student learning with a quiz, project rating checklist/worksheet, test or demonstration which ties into your lesson and connects to your summative unit and program level accountability.

All technical program instructors are required to use a competency profile which can progressively document each student's level of performance. Documenting academic, workplace readiness, and technical skill ability to industry standard certification and program accountability measures is required for state and national standards.

To document Perkins performance measures CTE programs will submit student performance data on industry certification exams for MSDE reporting criteria.

To support student performance on HSA, SAT and AP academic standards all CTE instructors are teachers of reading, mathematics, and science, who therefore must integrate applied academic instruction in their CTE content on a regular basis.

Recruitment and Student Selection:

Planning and participation in your school's early fall student recruitment, open house, career fairs and selection processes are essential to program survival and improvement. When possible, share information with technology education class students, visit middle schools, and invite business and postsecondary partners to your activities.

For low enrolled programs, reach out to middle school students through summer camps, parent/guardian bulk mailings, buddy day visits, school visits and other school events.

Be proactive; use your program matrix and parent page, develop information for a school based web site, and work with your program advisory council for promotional outreach. Do not wait for counselors or others to do it for you; it's all about enrollment.

If you do not have a program application process, work with your school administration to develop an approved model and use it. The three R's are the Right students, for the Right program, for the Right reason.

When possible expand your first course to two or more sections to create a pool of candidates seriously interested in the completer program course sequence and standards. Program survival includes selling students on the relevance and rigor of your program as a meaningful career pathway.

Promote your program as a high skill, high wage, high demand career pathway that connects to postsecondary educational opportunities in apprenticeships, and in one, two, and four year colleges.

Key Components and Responsibilities for a Successful CTE Programs:

- Plan at least one and two years in advance for consumable resources, materials, equipment, contracted services, and facility enhancements. School-based, local, and Perkins funds are based on enrollment and student performance measures. You must show how funds support student program improvements and success to

(Continued on page 11.)

Keeping CTE Keeping CTE Programs Strong and Viable Programs Strong

(Continued from page 10)

qualify for increased funding. Just wanting something without justification will not work. When funds are approved, prepare purchase orders and charge requests for major items and equipment so items can be received at the beginning of the school year.

- Maintain an accurate inventory of equipment to local and federal standards. The best time to request and move obsolete equipment is in the middle of the school year.
- A well organized and clean classroom and shop laboratory promotes effective instruction and sends a positive message about your program. Develop a display board of industry partners, student award winners, or senior project/career goals near the entrance of your program. A positive message goes a long way.
- Participate in, and conduct student youth organizations such as Skills USA, FFA or HOSA for your program. This is a requirement in MSDE's proposal standards, but more importantly, it is the right thing to do to build a student's competitive and leadership skills.
- Post-secondary education connections are also very important in the cluster process and we will continue to develop and strengthen articulation agreements with apprenticeship, community college, and four-year college partners on an annual basis. Please review and use the *Articulation Agreement*.
- Promote senior level capstone work-based learning opportunities with your School to Career Transition facilitator. The Technical Programs office will provide a substitute each quarter to develop and monitor capstone work based experience for your program.
- Participate in county, state, and industry sponsored professional development activities.
- The Career and Technology Education office supports teacher empowerment and depends upon your expertise to assure your program is all that it can be. You must be the strongest advocate and promoter of your program.

Yes, developing, maintaining, and enhancing a Career and Technology complete program is a big task! YOU are the key to program success. If we all do our part, we can assure the survival of CTE in a competitive educational environment and the success of your students as they enter an increasingly challenging and competitive global economy.



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Early-bird registration ends July 15! Sign in and register now for your early-bird discount and save **30 percent** on your registration fees. Take advantage of funds you may lose at the end of the school year by registering early!

Catch the new rhythm of CTE! Let ACTE's 2009 Convention preview video show you what you can expect in Nashville—watch and share with your colleagues. You can also see what attendees had to say about the 2008 Convention and view select sessions and presentations from last year to get a taste of the engaging and informative content you'll take away from Nashville.

