

## Iota Lambda Sigma Annual Meeting to be in Nashville, Tennessee on November 20-22.

The Constitution of Iota Lambda Sigma requires that it hold its annual Grand Chapter Meeting at the same time and location as the Association of Career and Technical Education's annual conference. This year the meeting will be held in Nashville, TN, on November 20-22.

Each Chapter has two delegate seats at the National Advisory Council Meeting and one seat at the Annual Grand Chapter Meeting. Members who will attend the gatherings are encouraged to email Anna Skinner at [ILSgrandchapter@aol.com](mailto:ILSgrandchapter@aol.com).

The meetings are currently scheduled as follows:

- \*Iota Lambda Sigma Leadership Training Meeting  
Friday, Nov. 21  
1:00 - 2:30  
Jackson CD Room
- \*Iota Lambda Sigma National Advisory Council Meeting  
Friday, Nov. 21  
1:00 - 2:30  
Jackson CD Room
- Iota Lambda Sigma Grand Chapter Meeting  
Saturday, November 22, 2014  
11:00 - 12:30  
Ryman Studio O

\*Note that the Leadership Training meeting and the National Advisory Council meetings have been combined into a single 90 minute meeting. This is a departure from past schedules. Any time additions, as well as meeting location announcements, will be posted on the Grand Chapter Web site located at <http://iotalambdasigma.com/annualmeeting.html>.

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## ILS Grand Chapter President's Message 2014

Critical is a word which can be used to mean acute or time to take action, in many situations. Unfortunately in my opinion this describes the status of Iota Lambda Sigma (ILS) state chapters which in turn affects the effectiveness and strength of the Grand Chapter. Just like most professional organizations in today's less personal technology age.

We are at a time when it is critical to revive local state and university ILS chapters if they and the Grand Chapter are going to remain a viable organization and a way to honor deserving career and technical education personnel and programs. Just as career and technical education programs are being recognized as a meaningful way for today's job skill preparation, ILS can easily be used to support today's CTE professionals.

I believe next year, 2015, is critical for all chapters to step forward in nominating and selecting active members for the established and new certificate awards (11 total each year) for teachers, administrators, programs, and student advocate professionals at the secondary and post secondary levels. This selection will not only serve the purpose of ILS as an honorary society, but can also be the basis for holding a meaningful chapter meeting to recognize the award winners and provide a nucleus to revive the chapter and invite new members for future recognition.

The other less personal way is to either set up an online technology-based meeting or a combination of live and online participation event. Whatever the venue taken, it is critical for state chapters to begin turning membership around and providing the leadership mission of ILS. Go to <http://iotalambdasigma.com/awards.html> for all the award nomination details and to get started.

Looking forward to seeing those that can come to Nashville ACTE conference in November and thanks to all ILS members for your support and all you do.

Sincerely,

Rhonda Hoyman, ILS Grand Chapter President



**A**re you looking for exciting new ways to learn, engage and connect with other CareerTech professionals? Are you committed to develop a successful adaptable and competitive workforce? If so, VISION 2014 is for you.

VISION 2014 and CareerTech Expo brings CTE professional (educators, administrators, researchers, guidance counselors and others involved in planning and conducting CTE programs at the secondary, postsecondary and adult levels) together to share new ideas and best practices that will help them be prepared for their greatest challenges—all while connecting to inspirational general keynote speakers, didactic idea labs, the latest technolo-

## Why Should You Attend ACTE's CareerTech VISION 2014?

### Nashville, Music City, is getting ready for you!

gies, hands-on workshops, powerful business connections at the CareerTech Expo and much more.

VISION is the largest professional development event for CTE professionals at every level. VISION offers numerous professional development opportunities for the entire CTE field.

#### Teachers will learn:

- How CTE educators are moving beyond traditional forms of assessments to reflect formative and performance-based tools.
- How using data-driven instruction and project-based learning helps support the classroom environment and help students succeed.
- What tools, techniques and approaches work with to-

day's diverse learners.

- New and emerging strategies for increasing work-based learning and its impact on student success.

#### Administrators and policy makers will learn:

- How educational institutions are creating safe and effective environments for teaching and learning in both the physical and digital realm.
- How CTE programs support students as they transition in their career paths.
- How businesses and industries that support CTE programs lead to increased student success and college and career readiness.
- How you can ensure your CTE programs have the resources and support needed for success.

The New Rhythm of CTE is

ACTE's CareerTech

**VISION**  **2014**



Featuring...



**DIANE RAVITCH**  
OPENING SPEAKER



**EMILY PILLOTON**  
KEYNOTE PRESENTATION

FOUR POWER TALK SPEAKERS



BRIAN SCHOCH



MICHAEL DEPRISCO



ENZO PATERNO



FRANK MARTINEZ

## Iota Lambda Sigma's *Journal for Workforce Education* will published in the fall.

Those interested in being considered for publication of scholarly work should follow the editorial policy outlined below. For past issues and more information, visit the journal online at

<http://www.iotalambdasigma.com/journal.html>

## EDITORIAL POLICY

The *Iota Lambda Sigma Journal for Workforce Education* (JWE<sub>d</sub>) 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 JWE<sub>d</sub> 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 JWE<sub>d</sub>. 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 CD or email) of the manuscript should be submitted to the Editor. All manuscripts must be double-spaced and must adhere to the guidelines published in *Publication Manual of the American Psychological Association* (6th Edition). Tables and figures should be embedded within the text itself rather than at the end of the document. All figures and artwork must be scaled to fit within the JWE<sub>d</sub> page size (4.5" column width) and included electronically within the document. Manuscripts for articles should generally be 15-20 pages (22,000-36,000 characters in length, with 36,000 characters an absolute maximum). Book reviews, editorials, and reactions should be approximately four to eight manuscript pages (approx. 6,000-12,000 characters). 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. Because the articles will be published online, there will be no copies furnished to authors.

Send manuscripts to:

Dave Netherton, Editor, JWE<sub>d</sub>

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## Congress Passes Short-term Funding Bill for Perkins

September 19, 2014, by Mitch Coppes

Reprinted from ACTE at <http://profile.typepad.com/6p01b7c6dcdabd970b>

Yesterday, Congress passed a stopgap continuing resolution (CR) to provide temporary funding for the federal government through December 11. The House passed the bill ([319-108](#)) on Wednesday, with the Senate following suit ([78-22](#)) a day later. This CR will continue current funding levels for Perkins and other education programs until a long-term agreement for Fiscal Year (FY) 2015 can be reached.

In July, the Senate Labor, Health and Human Services, and Education Appropriations subcommittee released an FY 2015 funding bill that would increase the Perkins Basic State Grant to \$1.123 billion (up from \$1.118 billion in FY 2014)!

However, neither the Senate nor the House of Representatives will be able to pass a Labor-HHS-Education appropriations bill before the end of the fiscal year, so the short-term CR is necessary to keep the federal government running past September 30.



Following the passage of the CR, Congress adjourned until November for the midterm elections.

ACTE has called on Congress to complete its work on a full-year appropriations bill that includes an increase in Perkins funding. With so much uncertainty about the future of funding for CTE, this is an important time to reach out to your Members of Congress and let them know

that investing in CTE can't wait!

*Mitch Coppes is the Legislative Liaison in the Department of Public Policy at the Association for Career and Technical Education (ACTE). He represents ACTE on Capitol Hill in all federal budget and appropriations issues. Mitch is graduate of Ohio Northern University, where he received a BA in political science in*

*2008. He previously worked at the U.S. House of Representatives and the National Republican Senatorial Committee before joining ACTE in 2011.*

## Human Resources News

# Implicit Bias, Explicit Results

A single one-time dose of learning may raise awareness about bias, but it won't permanently change habits.

By Stephen Paskoff, September 19, 2014

Reprinted from <http://www.workforce.com/blogs/1-the-ethical-workplace/post/20780-implicit-bias-explicit-results>

Humans make quick decisions. We react reflexively to strange, threatening and potentially life-threatening situations. It's part of how we survive.

Less dramatically but more frequently, we have routine interactions where we meet someone and later realize we'd gotten a "good" or "bad" impression about that person. Maybe this "feeling" translated into an instant like or dislike, all based on an encounter that lasted only a few seconds. But they can affect whether and how we choose to interact with individuals afterward.

These gut-level reactions often don't rise to the level of consciousness. Frequently, we're not even aware of the choices we made when we made them. Articles have been written and tests developed to explain and prove the process referred to as hidden, unconscious, or implicit bias. Neurobiologists are still trying to understand how it works. What we do know is that it exists and affects behavior.

In our workplaces, these biases can lead to bad and potentially illegal business decisions. For example, as noted in [a recent article](#) in the New York Times, individuals may review resumes and screen out qualified individuals whose background facts may suggest they are African American in favor of applicants with equal qualifications whose biographies suggest they are Caucasian. These forms of bias may extend to gender, national origin and other characteristics.

This process can affect other employment decisions, as well as social interactions.

This unconscious process can conflict with organizational commitments to maximize the best talents of applicants and employees and to avoid making decisions that are unfair, unwise, divisive and potentially illegal. To overpower this hardy, hidden instinct, employers have to address it. The ultimate responsibility is to make sure that conscious decisions aren't tainted by unconscious biases.

This is not a simple task; it takes awareness, time and narrow, workable objectives. After all, we are not going to change the hardwiring of our species quickly! Many organizations are attempting to use training exercises to counter this process. A single one-time dose of learning may raise awareness, and that's important. But it won't permanently change habits that are so deeply embedded in us and that many will deny having ("Other people may have this, but not me").

[In a recent article](#), Yale professor John Dovidio suggested that the power of hidden bias tends to diminish the more we come in contact with people who represent groups where our biases may surface. This is promising; it suggests we should combat hidden bias, especially for situations where "relationships" are not well formed and where decisions may be made on paper qualifications or records without knowledge or familiarity of par-

ticular individuals.

Here's a strategy for dealing with this issue in the workplace by not only building awareness but also providing models for changing high-risk unconscious decisions:

- Not all implicit biases can be addressed. Organizations need to choose the areas that affect the greatest numbers of the workforce population and that can cause the greatest organizational harm. A logical place to start would involve implicit biases tied to race, gender, religion, age, national origin, disability and sexual orientation.
- Awareness learning should be seen as part of a process, not a solution. Individuals need tools and actual behavioral suggestions for dealing with situations where implicit biases are likely to occur.

In our workplaces, there are two major areas where hidden biases are most likely to take place:

- Frequent actions concerning major employment decisions, including hiring, disciplinary, promotional, wage, and any other decisions pertaining to terms and conditions of employment.
- Routine interactions involving meetings and conversations where communications include not just what is said but also behaviors such as body language, tone of (continued on p. 9)

## CTE Report

# Understanding Participation in 21st Century Secondary Career and Technical Education

By James R. Stone, 8/15/13

Reprinted from <http://www.nrccte.org/about-nrccte/about-james-r-stone-iii/jims-corner/understanding-participation-21st-century-secondary>

How does one define a secondary high school CTE student? The general approach is to label students who take 2 or 3 CTE courses – out of a high school career – as a ‘concentrator.’ This satisfies accountability requirements but does it truly reflect how students actually use CTE courses within their high school career?

Researchers at the NRCCTE created a more nuanced typology of course taking behavior and applied it to an NCES data set (ELS2002) to create a more effective means of understanding how students access and combine CTE and academic course work.

To read more about what they learned, go to: [http://muse.jhu.edu/journals/high\\_school\\_journal/v097/97.3.aliaga.pdf](http://muse.jhu.edu/journals/high_school_journal/v097/97.3.aliaga.pdf) This is an article that was recently published in The High School Journal. The article is entitled, Understanding Participation in Secondary Career and Technical Education in the 21st Century: Implications

for Policy and Practice, below is the abstract. Abstract: We examine participation in Career and Technical Education (CTE) using a typology that better reflects the CTE credit-taking experience of all public high school students, and it is based on the several changes in academic requirements that all students need to meet in order to graduate, including those considered CTE students. We argue that the more traditional approach of classifying students as either academic or vocational concentrators does not reflect the current requirements. We propose this typology using restricted data from the Education Longitudinal Study of 2002. Our analyses show that the typology provides a more effective means of understanding the credit taking experience of high school students than analyses based on dichotomous, CTE versus academic classifications. About 17% of all high school students complete high intensity CTE in addition to their ac-



ademic requirements. Although CTE has historically targeted low-income and special populations, our study reveals high levels of participation among higher income students and those with parents with higher levels of educational achievement. Positive results were also found for academic outcomes, such as a high rate of high-intensity CTE participation among students who were also enrolled in advanced mathematics and, to a lesser extent, in advanced science classes.

*Jim Stone is a Professor at the University of Louisville and the Director of the National Research Center for Career and Technical Education.*

## It's Brookings' Turn to Measure the STEM Workforce

By Anne L. Kim

July 1, 2014

reprinted from <http://blogs.rollcall.com/technocrat/relative-shortage-of-stem-workers-report-says/?dcz=>

The past several weeks have brought a couple of reports on STEM workers, and in the ongoing debate over whether there's a shortage of qualified people to work in the science, tech, engineering and math fields, the Brookings Institution has weighed in.

The report by senior research associate and associate fellow

the first quarter of 2013.

When looking at the average number of days jobs were advertised, STEM openings were advertised for 39 days while non-STEM jobs were advertised for 33 days during that time period.

Again, when assessing the average number of days jobs va-

skills are at a distinct advantage over their non-STEM counterparts."

Rothwell concludes:

The principle finding is that there is a relative shortage of U.S. workers with STEM skills. In other words, STEM skills are in high demand relative to supply, and the problem is especially acute in certain metropolitan areas, where the average vacancy for STEM workers takes months to fill. As a result, workers with STEM knowledge tend to readily find job opportunities, even as large categories of workers with little education or STEM skills compete over a relatively small number of jobs.

The extent to which there is an absolute shortage of STEM skills is harder to determine.

But even with a relative shortage, that means the "already sizable long-term gap in lifetime earnings and unemployment rates between STEM and non-STEM workers" will grow, absent "major changes in training or education policy and practice," the report states. And that will exacerbate "income inequality generally and inequality across racial/ethnic groups and gender more specifically," according to the report.



# Solutions

Jonathan Rothwell says there indeed is a shortage. In addition to other sources, the study, released Tuesday, used a database from the company Burning Glass of job postings advertised on company websites.

Among its findings: The median number of days a STEM vacancy was advertised (11 days) was more than twice the median number of days that non-STEM jobs were advertised (5 days) in

cancies were advertised, the report also found that STEM jobs requiring an associate's or high school-level degree were posted for more days (40 days) than non-STEM jobs requiring a bachelor's degree (37 days).

"These results suggest that the supply-demand imbalances at the middle education levels are very different for those with STEM skills than those without," the report states. "At these education levels, those with STEM

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## Implicit Bias (continued from p. 6)

voice, gestures, and eye contact.

For each of the above, leaders and team members need behavioral tools that they regularly and consciously follow to counter the possibility of their own unconscious biases. Two suggestions:

1. Use specific processes to evaluate applications, as well as pay and disciplinary records. Simple checklists are used in surgery; organizations should use the same kinds of tools in their approach in our workplaces.
2. Teach team members the skills they need for raising and responding to issues of treatment that may stem from unconscious bias.

Finally, hold everyone accountable for the results of their actions – no exceptions. For instance, if the organization requires that behavioral checklists be used and it is discovered that certain individuals are not using them, then they need to explain why they failed to do so.

When organizations address unconscious biases at work, they will make better decisions, increase teamwork and reduce multiple risks that can harm performance and results. And as with other major initiatives, all of the above must be seen as a long-term initiative — a process to change behavior not a one-time event that will be soon forgotten.

*Stephen Paskoff is a former EEOC trial attorney and the president and CEO of Atlanta-based ELI Inc., which provides ethics and compliance training that helps many of the world's leading organizations build and maintain inclusive, legal, productive and ethical workplaces.*



**We're on the Web at**  
**[www.iotalambdasigma.com](http://www.iotalambdasigma.com)**

Iota Lambda Sigma recognizes individuals for excellence in their various endeavors in workforce education and development.

Persons invited into this professional society come from the fields of education, business, and industry.

We are dedicated to scholarship and excellence in education, business, and industry workforce development. Our Society is a community of professionals dedicated to worthy ideals:

- **Recognizes scholarship and excellence in workforce development.**
- **Promotes the development and dissemination of worthy educational ideals and practices in workforce development.**
- **Enhances the continuous professional growth and leadership of its diverse membership.**
- **Fosters inquiry and reflection on significant educational and training issues.**
- **Maintains a high degree of professional fellowship.**

## *The Emblem of the Society*

The emblem of the Society shall be a key in the form of a keystone with indented top, bearing on the face the Greek letters Iota Lambda Sigma, surmounting a torch over which is crossed a rule and a hammer.

The original design of the emblem is in the keeping of the Executive Secretary-

Treasurer, and all emblems worn by members of the Society

shall be true copies of the same. Only authentic copies of these

in such size or sizes as shall be authorized by the Executive Board shall be used or recognized by the Society or its members.



Many thanks to **Matthew MacVeigh**, a marketing and communications specialist, as well as a doctoral student at North Texas University, for “cleaning up” the artwork of the ILS key

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