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Iota Lambda Sigma Annual Meeting Held in St. Louis, MO. November 19-21.

The Annual Meeting of the Grand Chapter was held November 2011 in St. Louis, MO. in accordance with the Iota Lambda Sigma Constitution.

After the delegates were seated, the minutes from the last meeting were approved. The financial report was then read and approved. All reports and meeting minutes may be located on the iotalambdasigma.com Web site.

Rhonda Hoyman gave a report on the National Policy Seminar, and provided everyone a comprehensive handout.

The following business was recommended by the National Advisory Council and approved by the Grand Chapter:

- **Mickey Kosloski** was nominated and accepted to be the next appointee on the ILS Executive Board.
- **Rhonda Hoyman** will represent ILS and attend the next National Policy Seminar located in Washington, D. C.

After business was addressed a memorial service honoring our deceased members was conducted by Grand Chapter Vice President **Tony Mileca** and NAC Chair **Rhonda Hoyman**.

Next, the Grand Chapter Awards were announced by President **Tommy Mosley** and NAC Vice Chair **Adam Viney**. **Dave Netherton**, a long time member, former board member, former Webmaster, and current journal editor, was awarded a prestigious *Outstanding Service Award*.

Finally, the slate of officers nominated by the National Advisory Council were approved by the Grand Chapter. Secretary-Treasurer **Anna Skinner** then installed the new officers for the Grand Chapter.

President **Tony Mileca**, Theta Chapter

Vice President **Rhonda Hoyman**, Nu Chapter

Secretary/Treasurer **Anna Skinner**, Alpha Theta Chapter

Past President **Tommy Rhodes**, Epsilon Chapter

NAC Chair **Adam Viney**, Alpha Gamma Chapter



President Tommy Rhodes conducts business at the Grand Chapter meeting in St. Louis, MO.

Rhonda Hoyman Receives ACTE's Lifetime Achievement Award



Rhonda Hoyman
Baltimore County Public
Schools
Glen Arm, Maryland

Throughout her career, Rhonda Hoyman has acquired a long list of accomplishments and has positively impacted her local community. With over 32 years of supervisory, technical, career, and special needs educational experience at the state, county, and school-based levels, she has gone above and beyond one lifetime's worth of achievements. Ms. Hoyman has developed 22

new career completer programs in Baltimore County and established a national model Associated Builders and Contractors Apprenticeship program that was the foundation of the current NCCER certification for all of the 17 construction programs also located in Baltimore County. She has supported student leadership and skill attainment through her never ending efforts to promote and provide resources to schools for Skills USA, FFA, HOSA, and other competitions.

Along with her many achievements, Ms. Hoyman has lead construction teams four times in Honduras to help build shelters for distressed women and has donated two school buses to their community. She has also conducted many community outreach programs such as Habitat for Humanity and other non-profit involvement which she coordinated with the CTE programs under her supervision.

One of the many award plaques in Rhonda Hoyman's office reads, "In recognition of her hard work, tireless efforts, boundless enthusiasm and dedication to teachers and students." This phrase clearly states how Ms. Hoyman's tireless efforts continue to provide leadership, vision, and achievement in career and technology education. With "ATTITUDE" as her motto, she continues to exert a positive can-do outlook on education programs and student success. Rhonda Hoyman's ceaseless efforts and actions continue to significantly benefit the local, regional, and national community and economy.

This article was reprinted from <http://www.acteonline.org/content.aspx?id=11198>

2012 Annual ILS Awards

Remembering...

Outstanding Service Award

Dave Netherton, Alpha Rho Chapter

Chapter Scholar of the Year

Haley Chapman, Epsilon Chapter

Valerie Brennan, Nu Chapter

Chapter Workforce Developer of the Year

Judy Loar, Nu Chapter

Gold Key Award

Alpha Rho, 37 new members initiated

Blue Key Award

Epsilon, 19 new members initiated

Chapter Outstanding Member of the Year

Carol Bugg Knight, Epsilon Chapter

Leon Copeland Nu Chapter



Rhonda Hoyman accepts an award from President Tommy Rhodes.

The following members were reported to have passed away: We remember them with respect.



Delta Chapter

Emmett Keener

Carl Workman

Epsilon Chapter

George Phillips

Sigma Chapter

Dewey Cowling

Fred Gregory

Lou Ann Hitt

Dorothy Heine

Nu Chapter

Gerald Day

Carl Truxel

Financial Report
Grand Chapter Meeting
 St. Louis, Missouri
 November 21, 2011

Edward Jones

AT&T Inc. Global Note (4.95% interest)

Purchased for \$28,786.95 Current value: \$32,628.01 (as of 10-28-11)

Interest paid this year \$1485.00 (\$742.50 Jan and June)

Maintenance fee paid this year \$36.00 (\$3.00 per month)

Money Market \$1204.81 (as of 10/28/11)

Outstanding checks:

Ck#1069 \$69.20 Domain reimbursement Mickey Kosloski

Huntington Bank Savings account (as of 11/17/11)

Balance \$3,626.02

Huntington Bank Checking Account (as of 11/17/11)

Balance \$5,295.34

Deposits

4/4/11	\$5053.95	Invoices \$798.45, \$35.00 cash sales, \$4220.50 Dues
11/14/11	\$4017.50	Invoices \$120.00, \$3897.50 dues

Paid out:

12/3/10	\$100.00	Tommy Glasscock, training stipend
2/15/11	\$1413.43	American Express conference expenses
4/03/11	\$110.00	American Express, card fee
4/11/11	\$484.85	Gary Thiel, reimb. Las Vegas mtg
4/27/11	\$578.71	Anna Skinner, reimbursement for Las Vegas mtg.
4/27/11	\$3000.00	Anna Skinner, Honorarium
4/27/11	\$561.32	ue Anthony reimb. Las Vegas mtg
4/27/11	\$500.89	Anthony Mileca, reimb. Las Vegas mtg
4/27/11	\$594.35	Rhonda Hoyman, Reimb. National Policy Seminar (2010)
4/27/11	\$487.24	Rhonda Hoyman, reimb Las Vegas mtg

Checks Outstanding:

11/7/11	\$81.00	Dan Skeens, plaques for 2011 awards
11/16/11	\$320.80	Tommy Rhodes, reimb. Las Vegas mtg.
11/17/11	\$500.00	Mickey Kosloski, Webmaster Stipend

These leaves a balance at \$4393.54 as of 11/19/11

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_d) 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_d 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_d. 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_d 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. Since the articles will be published online, there will be no copies furnished to authors.

Send manuscripts to:

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Anthony Mileca Inducted into Hall of Fame for 40 Years with National Guard

Bob Bauder, PITTSBURGH TRIBUNE-REVIEW

Monday, September 19, 2011

Reprinted from http://www.pittsburghlive.com/x/pittsburghtrib/news/pittsburgh/s_757519.html.



Anthony Mileca said the Pennsylvania Air National Guard saved him from a dirty and dangerous career at the J&L Steel Co. plant in Aliquippa.

The National Guard bestowed its highest honor upon Anthony Mileca, 75, of Derry on Sunday by inducting him into its hall of fame during the annual Flight of Freedom honors ceremony at the 171st Refueling Wing air base in Findlay.

Pittsburgh firefighter Jim Perrott of Morningside received a heroism medal for helping break up an attempted carjacking last year outside the city's East Liberty fire station. Also inducted was Lt. Col. James Zambo of Harrisburg.

"This is overwhelming," said Mileca, retired director of the former Eastern Westmoreland Area Vocational Technical School. "I was very humbled by it. I thought they made a mistake when they told me."

The ceremony, conducted inside a base hangar with about 600 members of the 171st Air Refu-

eling Wing standing in formation, featured Maj. Gen. Wesley Craig, adjutant general and commander of the Pennsylvania National Guard, and other dignitaries.

U.S. Rep. Tim Murphy, R-Upper St. Clair, congratulated the air wing for receiving a Governor's Unit Citation for outstanding service last year.

The 171st flew 7,402 hours — more than any other air wing — and worked nonstop in refueling aircraft over Iraq and Afghanistan.

Mileca was elected to the hall of fame for his long career of outstanding service: 40 years, one month and 27 days.

He is the only person to serve with the 112th Consolidated Aircraft Maintenance Squadron, forerunner to the 171st Air Refueling Wing, from its inception in 1954 until its deactivation in 1993. He retired in 1993 as a chief master sergeant.

Mileca, who grew up in the neighborhood of West Aliquippa, said he was destined to work in the steel mill before a friend guided him to the National Guard after graduation from Aliquippa High School. Coincidentally, Mileca's relatives owned a farm on the property that later became the Findlay air base.

"My son tells everybody that I was here before the runways," Mileca said.

While serving with the National Guard, Mileca earned a bachelor's degree from the University of Pittsburgh and master's degrees from Pitt and Indiana State University. He also holds an associate's degree from the Community College of the Air Force. He said his education permitted him to leave the steel mill and start a long career as an educator. He also retired as executive director of the Remington Education Center in Blairsville.

"The National Guard changed my life," Mileca said. "The people here were education-oriented. All of a sudden, I just loved it here."

Perrott, 50, a master sergeant, said he was a little embarrassed by the heroism medal. A member of East Liberty's Engine 8 fire crew, he said he was working out in the firehouse gym last year when he saw a group of young men and women rioting on Penn Circle.

The youths were slamming construction barrels into cars and dragged one driver from his vehicle and began beating him, Perrott said. They also attempted to steal the man's car. Perrott said he called police, then went outside with the rest of the fire crew and helped break up the fracas.

A fellow airman nominated him for the medal.

"I think the other firefighters should be recognized," he said. "I'm just the guy who saw it happening."

Human Resources News

Preventing Employee Burnout: Customized Solutions

By Rita Pyrellis, December 16, 2011

Reprinted from <http://www.workforce.com/article/20111216/NEWS02/111219974>

Employers are demanding more and employees are engaging less, but there is one way to keep your best workers from checking out completely—recognizing who they are and rewarding them accordingly, according to a recent survey by consultancy Towers Watson & Co.

It sounds simple, but few employers are doing it, according to Laura Sejen, global practice leader at the New York-based consulting firm. The process is called "segmentation" and it involves identifying which employees have the greatest impact on the company's bottom line and customizing a talent management and rewards program to keep them engaged.

While 71 percent of companies formally identify top performers and 68 percent of them tab their high potential employees, only 28 percent actually let their high-potential workers know that that's how they are viewed, according to the *2011/12 Talent Management and Rewards Study*. And just 44 percent of survey respondents said they identify critical-skill employees at all—those who possess the skills a company needs most to compete in their industry.

"That to us represents a lost opportunity to enhance engagement and reduce retention risks," Sejen says. "If the reason that you identify employees in that high-potential group is to invest more resources on them, more training dollars, or devel-

opment opportunities and that group doesn't know what's going on, you won't get the ROI you're looking for."

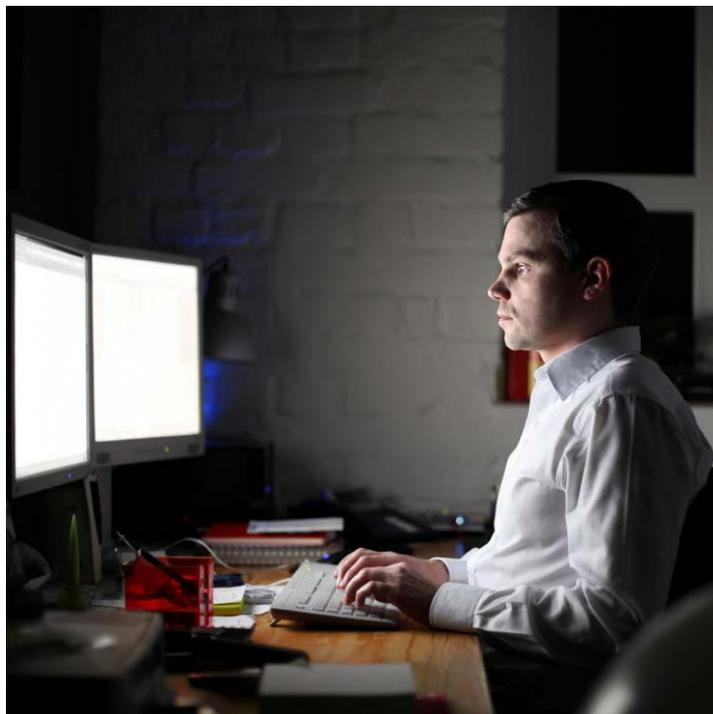
In the high-pressure workplace, a little recognition can go a long way, but surprisingly, very few companies offer customized employment deals for key employees, according to the survey, which polled HR professionals at 318 organizations in the U.S. and Canada.

"A lot of companies haven't thought about this or have had a hard time getting their arms around it," Sejen says. But that needs to change, she adds, because the economic climate is not likely to improve anytime soon..

"We think it's prudent to expect ongoing volatility and uncertainty," Sejen says. "Employers are saying, 'I've got to be careful how I spend my money on rewards and recognition. I can't be all things to all people. I really need to be focused on these segments that will drive the business forward.' But we employers are not doing as much as we should."

There is resistance to the concept of customized employment deals, she says, in part because line managers are uncomfortable explaining to employees that only a select group will be receiving certain financial rewards or career development opportunities.

"It's hard to have those conversations," she says.



CTE Report

How College Prep is Killing High School

A narrowing focus means more dropouts, says an expert

By Russell W. Rumberger

Reprinted from *The Boston Globe* November 2011 from <http://bostonglobe.com/ideas/2011/11/20/how-college-prep-killing-high-school/94mGUe6o9InIEuO9oMhnzJ/story.html>

What is the purpose of high school? Over the past several years America seems to have arrived at a consensus: The overarching goal of high school is to prepare students for college. The current mantra is “college ready for all,” which means high school students need to be focusing on academic preparation and study skills. It’s a rare issue that crosses party lines — both Republicans and Democrats can win points by pushing for a tougher, more competitive high school education.

Driven by this notion, states and districts around the country have raised high school graduation requirements by increasing the number and rigor of required academic courses and by adding exit exams. Massachusetts doesn’t let students graduate unless they can pass the MCAS exam in English, math, and one science or technology subject. Americans, anxious about their competitiveness, look around the world and worry that, if anything, we’re not doing enough.

But as we push harder to create more demanding high schools that are more focused on college preparation, something is also going wrong.

Emerging research in the education world suggests that a tough-

er approach to high school academics might leave students no better prepared for college and work, while also increasing the number of high school dropouts. The National Research Council concluded that high school exit exams have decreased high school graduation rates in the United States by 2 percentage points without increasing achievement. In Chicago, a 2010 study found no positive effects on student achievement from a school reform measure that ended remedial classes and required college preparatory course work for all students. High school graduation rates declined, and there was no improvement in college enrollment and retention rates among students who did graduate.

The United States clearly needs more college graduates: We currently rank ninth in the world in four-year college graduation rates for domestic students, and President Obama has set a goal for the United States to be first in the world by 2020.

But we need something else: more high school graduates, and better-trained ones. And to do that, we need to think differently about what high school should be: not narrowly focused on classroom achievement, but broadly designed to keep more students engaged, reward more types of thinking, and leave young people better prepared, whatever they plan to do.

To college-minded parents and educators, rethinking high school in this way might sound like a scaling back of ambition. But it can also be a more broad-minded, accommodating vision of what school is, and who it’s for. It’s a vision with deep roots in American history, and one that gives more students a chance to lay the groundwork for their futures.

Despite the current focus on college preparedness, American students, parents, and public officials have long seen education as having broader goals. In 1818 Thomas Jefferson stated that the purpose of public education included giving citizens information for transacting business, the ability to express ideas in writing, and an understanding of duties to neighbors and country.

Support for a broad range of educational goals continues to this day. A recent survey of the general public, elected officials, and state legislators by Richard Rothstein from the Economic Policy Institute and his colleagues showed support for eight broad goals for public education, with “basic academic goals” being the highest rated, but generating no more than one-quarter of the votes. Other goals included critical thinking, social skills and work ethic, and citizenship.

The need for schools to do more

How College Prep is Killing High School (cont.)

than prepare students for college is supported by studies about jobs in the future economy. A 2010 report from Georgetown University forecasts that by 2018, 63 percent of all jobs in the United States will require a postsecondary education — but that also means that more than a quarter of all jobs will not require any postsecondary education. Indeed, the Department of Labor Statistics has projected that more than one-third of all job openings in the US economy between 2008 and 2018 will not require a college degree, and in fact will require one month or less of on-the-job experience or instruction to be fully qualified in the occupation.

So for a large number of Americans, a college degree won't matter at all. What will matter, however, is graduating from high school with a set of skills that they can use to get a job, to keep learning, to live a better life.

A number of economists, including Nobel economist James Heckman, have documented the need for noncognitive or so-called soft skills in the labor market, such as motivation, perseverance, risk aversion, self-esteem, and self-control. A 2001 report from the National Association of Manufacturers found the top skill deficiency in both current workers and job applicants was a lack of basic employability skills such as timeliness and work ethic.

Only 76 percent of public high school students in the United States earn a diploma within four years of entering the ninth grade, a rate lower than 40

years earlier. This translates into more than 1 million students who fail to earn a high school diploma each year. When these students drop out of high school, either from lack of interest or because they can't pass an academically rigorous exam, they're losing not only the chance at the diploma they'll need to get a job, but also any opportunity they might have to acquire those basic skills.



How can we keep those students in school — and better serve them when they stay? Research has shown that the key factor in student success is being engaged. Students who are not engaged are less likely to perform well in school, more likely to fail classes, and less likely to graduate. In the 2006 Civic Enterprises report, *The Silent Epidemic*, high school dropouts reported that the most frequent reason for leaving school was that classes were

not interesting.

America's education system — and its students — would benefit from developing a broader measure of high school success, one that includes vocational and technical education as well as the arts and humanities.

Research demonstrates that career and technical education — courses that teach applied skills in agriculture, engineering, health science, and the like — increases attendance, raises completion rates, and improves earnings and employment prospects of high school graduates whether or not they attend college. International comparisons further reveal that countries offering more access to vocational options have higher high school completion rates as well as higher scores on international tests.

Such courses, if approached creatively, can also provide another way of teaching rigorous academic content. The University of California, where I work, is helping teachers design so-called integrated technical courses for high schools that meet entry requirements for the university. One example is an auto mechanics course that also teaches students college prep physics, already offered in one California high school.

A more balanced high school education would also offer students the chance to spend time in a workplace, not only learning career-specific skills, but also developing the "soft" skills needed for success. In such

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How College Prep is Killing High School (cont.)

schools, graduation requirements could be redefined so students could succeed not just by passing MCAS-style tests, but by demonstrating mastery of an area that most interests them — whether it is math, physics, cooking, mechanics, or sports — while achieving acceptable proficiency in core academic and other areas.

High school, in short, should not just prepare adolescents for college and careers, but for successful lives as adults. And far from backing off modern notions of success, this approach actually embodies new understandings of what really helps people succeed: not just reading and math, but deeper life skills that aren't reflected on exit exams or college applications.

A long-term study by sociologist John Clausen tracked children born in the Great Depression for six decades and found that those whose lives turned out best — who obtained more education, had lower rates of divorce, had more orderly careers, achieved higher occupational status, and experienced fewer life crises such as unemployment — shared something he labeled “planful competence,” a combination of dependability, intellectual involvement, and self-confidence. Those factors, he found, didn't necessarily correspond to higher education or test scores. “There's nothing that predicts better,” he wrote “than what they were like in high school.”

Read the response to this story by Jim Stone, National Research Center for Career and Technical Education Director located at <http://136.165.122.102/mambo/content/view/525/1/>.



We're on the Web at
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. The Our Society as 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.



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