

## Stackable Certificates and ABE Programs

The emphasis on transitions to postsecondary education and to the workplace for Adult Basic and Literacy Education (ABLE) students has never been greater. Currently in Ohio there are many initiatives in place to facilitate student transitions. One such initiative is the Stackable Certificates, which is currently being field tested in 12 Economic Development Regions.

Ohio House Bill 699 directed Ohio Board of Regents to work with Ohio Department of Education to create a system of pre-college stackable certificates and college-level certificates. The Stackable Certificates Initiative will give learners a clear pathway to continue their education while achieving incremental successes. ABE programs will provide the Basic and Advanced precollege certificates. The graphic at right is a depiction of the flow of the Stackable Certificates.

The ABE Evaluation and Design Project at CETE recently finished working with practitioners to develop the introduction, competencies, and technology usage suggestions for the Basic and Advanced Certificates. Content for the certificates was derived from Ohio's K-12 Standards, Adult Basic Education (ABE) Standards and Benchmarks, and the College Readiness Expectations.

The Basic Skills Certificate is leveled at grade level 8.9 at completion and the Advanced Skills Certificate at 12.9. To achieve a certificate, learners must demonstrate competencies in mathematics, reading, and writing through a standardized assessment.

More information on the Stackable Certificates Initiative can be found at the following websites:

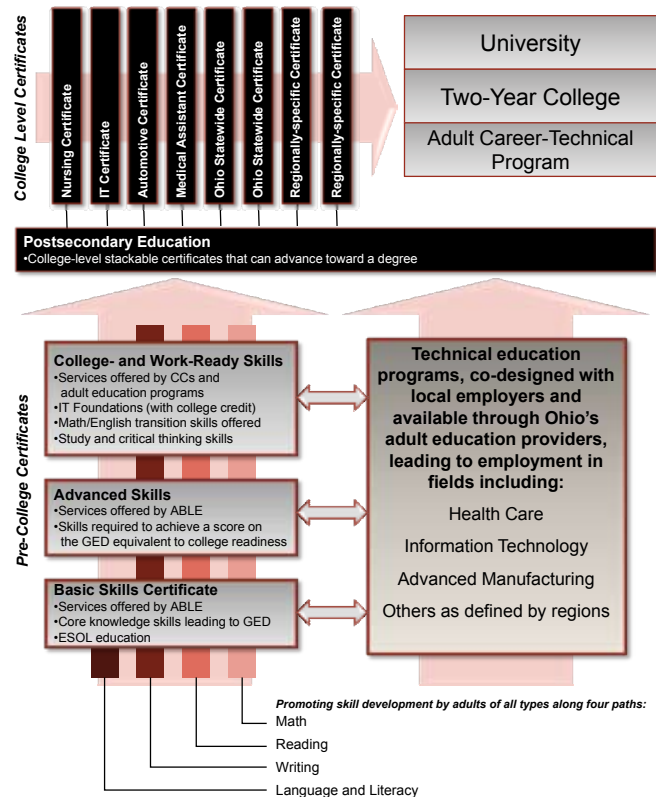
[http://www.regents.ohio.gov/news/press\\_releases/2008/OBRMediaRel\\_08Aug08.pdf](http://www.regents.ohio.gov/news/press_releases/2008/OBRMediaRel_08Aug08.pdf)

<http://uso.edu/opportunities/ohioskillsbank/documents.php>

In addition, the ABE Evaluation and Design Project, in partnership with the Northeast ABE Resource Center, has begun work to develop competencies for an English for Speakers of Other Languages (ESOL) Speaking and Oral Communication Certificate. Look for more information in an upcoming issue of the *Centergram*.

## Stackable Certificates

A new path for adult learners



## DACUM Handbook, 3rd Edition Now Available!

This revised and expanded handbook presents in over 400 pages thoroughly tested and proven effective procedures for conducting job, occupational, process, functional or conceptual analysis using the DACUM (Developing A Curriculum) process. It is organized around specific duties identified as being critical to the successful facilitation of the DACUM process:

- Market the DACUM Process
- Organize the DACUM Workshop
- Manage the DACUM Panel Recruitment Process
- Orient the DACUM Panel
- Facilitate Chart Development
- Facilitate the Group Process
- Conclude the DACUM Workshop
- Verify DACUM Results
- Coordinate Post-DACUM Activities

## CETE Hosts UNESCO Forum

As the only U.S. member of the UNESCO-UNEVOC Network, the Center on Education and Training for Employment was pleased to host a forum on October 2 sponsored by the United States Departments of State and Education in preparation for the 6th UNESCO International Conference on Adult Education (CONFINTEA VI). Attendees to the Forum represented a wide range of educational institutions, professional organizations, and civil society organizations focusing on adult learning and training issues.

CONFINTEA VI is a UNESCO-led intergovernmental conference for policy dialogue and assessment on adult learning and education. The conference will take place in Belém, Brazil in May 2009. The aim of CONFINTEA VI is to discuss the role of adult learning and education among UNESCO member states and highlight exemplary programs and initiatives.

In response to a UNESCO request, the United States prepared a national report on developments in adult education since 1997 (CONFINTEA V). That report was submitted to UNESCO in April 2008 and represents the status of federally supported adult literacy, adult vocational training, and postsecondary education programs. The report was the focus of the discussions and is available at <http://www.unesco.org/uil/en/nesico/confintea/confinteanatrep.html>

Although the focus of the forum was specifically on the federally supported system of adult learning and education, the discussions also included the wide spectrum of adult learning opportunities in the United States. The forum goals were to help foster a national dialogue among stakeholders about this critical societal topic. The specific goals of the forum are the following:

- A. Present the findings of the U.S. CONFINTEA VI report to stakeholders;
- B. Engage a panel of CONFINTEA V delegates and share information from the previous conference in Hamburg; and,
- C. Discuss relevant issues and information from stakeholders to inform United States government planning for CONFINTEA.

For more information about the UNESCO-UNEVOC Center at the Ohio State University, please contact Ronald L. Jacobs, [jacobs.3@osu.edu](mailto:jacobs.3@osu.edu).

## Presentations

**Ronald L. Jacobs**, Workforce Development and Education, was invited to speak to 50 senior staff members for the United Nations Peacekeeping Operations, Integrated Training Services (ITS) on August 1, 2008. He introduced them to the global standard called ISO 10015—Guidelines for the Quality of Organizational Training Programs. The standard drives development, delivery, and evaluation, based on Jacobs' research and development activities. The session was hosted by the Australian Permanent Mission in New York. See <http://www.un.org/Depts/dpko/dpko/ITS.shtml>. For more information contact Ronald L. Jacobs at [jacobs.3@osu.edu](mailto:jacobs.3@osu.edu).

On September 4-5, e-coaches from Dallas and Newport News attended a workshop at CETE led by **Becky Parker** to learn more about KNOTtT website features and how e-coaching fits within that framework, and to receive hands on practice in using Live Meeting. The e-coaches discussed how KNOTtT participants will be linked to an e-coach; what e-coach contact information should be listed on the website; and how e-coaching sessions will be scheduled, e-coaching resources will be handled, and feedback will be collected.

On September 19-20, **Belinda Gimbert** and **Becky Parker**, Project KNOTtT, and **Jean Stevens**, Project KNOTtT e-coach, presented a workshop in Las Vegas to help Alternative Routes to Licensure teacher participants prepare for the PRAXIS II Content Area Exam in Mathematics. For more information on both of these presentations, contact Becky Parker at [parker.304@osu.edu](mailto:parker.304@osu.edu) or Belinda Gimbert at [gimbert.1@osu.edu](mailto:gimbert.1@osu.edu).

**Dr. Belinda Gimbert** co-presented with **Dr. Judith Hayes**, Wichita State University, at the NASDTEC 80th Annual Conference on "Innovative Pathways to Teaching: Plotting the Course to Recruit, Select, Prepare and Retain Effective Teachers through Alternative Certification Programs." The presentation included a discussion on the criteria that should be examined to determine predictive indicators of high-quality programs.

## DACUM Supports Quality Assessments

Many persons from education and business have been asking if DACUM can provide a reliable and legally defensible basis for student and/or employee assessment. The answer is an emphatic Yes! Many organizations such as NOCTI, Professional Testing, Inc., RVDA (Recreational Vehicle Dealers Association), and companies like American Electric Power have been using the results of a DACUM workshop as a basis for certification and credentialing. Many organizations are also using the results of DACUM as a basis for “high stakes” assessment such as employee selection and employee promotion.

Why are the outcomes of DACUM so highly valued and legally defensible? First, the process of DACUM results in a high quality job/occupation analysis because a panel of 5-12 expert workers selected for their occupational expertise, work with a certified DACUM facilitator. Over an intensive two-day period, the panel members identify and reach consensus on a comprehensive and precisely worded list of the duties and tasks they must perform to be considered an expert. The DACUM facilitator is a “process” person who guides the panel members who serve as the “content” experts. Guided through extensive brainstorming and discussion sessions, the panel members achieve group consensus on all duties and tasks.

Second, to provide further assurance that the appropriate tasks have been identified; a task verification (validation) process typically follows the DACUM workshop. Task verification may be conducted electronically or by a mailed survey sent to a large sample other job/occupational experts for their input. The verification process can be conducted on a local level (e.g., community college labor market area), state or regional level (e.g., state education agency), or on a national basis (e.g., national trade association). Respondents are usually asked to: (1) add any tasks they feel are missing (additions are rare because of the intensive panel member brainstorming and discussions), and (2) rate each task on such factors as (a) its importance to job success, (b) its learning difficulty, and (c) its frequency of performance. The data is usually analyzed by determining the mean scores for each factor on each task. A criticality score may also be computed which combines scores on two or more of the individual questions. The data is then used to make data-based decisions about which tasks should be selected for assessment and/or curriculum development and training, and to create preliminary test specifications or blueprints. At this point, a group of job experts can be convened to develop scenarios and test questions that address the important knowledge and skills that support the performance of each of the selected tasks.

Another option, and one that is usually preferred if curriculum development and training are also of concern, is to also conduct task analysis. Task analysis involves asking expert workers to delineate each of the selected tasks into (1) the

steps involved, (2) the tools and equipment needed, (3) the knowledge, skills, and behaviors required, (4) decisions the worker must make, etc. This detailed breakdown of each task provides a solid basis for developing test questions and scenarios as well as for curriculum development and training.

Given the involvement of expert workers, the persons who know the job best at each stage of the process, and the verification of the duties and tasks identified by the DACUM panel, one can see why DACUM is so widely recognized, domestically and internationally, as a job/occupational analysis process that produces a legally defensible basis for student and employee assessment. For more information about the DACUM process, contact Bob Norton at [norton.1@osu.edu](mailto:norton.1@osu.edu) and about assessment, contact Bob Mahlman at [mahlman.1@osu.edu](mailto:mahlman.1@osu.edu).

### **DACUM Handbook**— *continued from p. 1*

A comprehensive set of PowerPoint slides and information on task statements, terminology, competency-based education, potential problems, and a history of DACUM are provided to support the DACUM process. DACUM involves a trained facilitator guiding a group of 5-12 skilled expert workers in producing a comprehensive and high quality list of duties, tasks, related knowledge skills, worker behaviors, tools and equipment, and future trends that are assembled into a profile known as a DACUM Research Chart. The DACUM process works equally well for semiskilled, skilled, technical, supervisory, managerial, and professional occupations. The product produced—the DACUM Research Chart—is a comprehensive, valid, and reliable worker profile.

The cost for the *DACUM Handbook*, 3rd Edition, 2008 is \$125 plus a 12% shipping and handling fee within the U.S. International orders will be charged actual shipping costs. Quantity discounts are also available. Purchase orders, checks made payable to OSU/CETE, and credit cards are acceptable forms of payment. For security purposes please provide credit card information by telephone: Debbie Weaver, 614/292-9934 or Judy Cohen, 614/292-8320.

For DACUM Facilitator Training and DACUM Job Analysis services, please contact Robert Norton, [norton.1@osu.edu](mailto:norton.1@osu.edu); John Moser, [moser.120@osu.edu](mailto:moser.120@osu.edu); or Debbie Weaver, [weaver.22@osu.edu](mailto:weaver.22@osu.edu).

## Events

### Test Development Workshop

March 9-11, 2009, 8:30am-4:30pm, presented by CETE, Columbus, OH; \$1,100

Constructing valid, reliable assessments of job-specific knowledge and skills is critical to effective human resource practice. This workshop provides participants with practical knowledge and skills to understand the creation of valid, reliable, and legally defensible assessments. For information contact Kathy Summerfield, summerfield.1@osu.edu or 614/688-400, or Jim Austin, austin.38@osu.edu or 614/292-9897.

### DACUM/SCID

*DACUM (Developing a Curriculum) Institute*, November 10-14, 2008, or January 26-30, 2009, 8am-5pm, hosted by CETE, Columbus, OH; \$1,395

DACUM is an innovative approach to job/occupational analysis. It has proven to be a very effective method of quickly determining, at relatively low cost, the tasks that must be performed by persons employed in a given job or occupational area. Local men and women with reputations for being the "top performers" at their jobs become the Panel of Experts. They work collec-

tively and cooperatively to describe the occupation. DACUM participants get information that's hard to come by. Once the process is completed a DACUM Research chart listing a graphic profile of important duties and tasks required of successful workers in the occupation developed by expert workers from that occupation is completed.

*SCID (Systematic Curriculum and Instructional Development)*, November 17-21, 2008, or February 2-6, 2009, 8am-5pm, hosted by CETE, Columbus, OH; \$1,195

Workshop participants will acquire knowledge and skills through individual and small group hands-on experiences. These experiences will enable to develop high-quality competency-based instructional materials such as competency profiles, learning aids, job aids and modules. These materials are appropriate for secondary and postsecondary career and technical education, business-industry training, as well as for private and government training.

For information, contact Robert Norton, norton.1@osu.edu; John Moser, moser.120@osu.edu; Debbie Weaver, weaver.22@osu.edu; www.dacumohiostate.com.

## Belinda Gimbert & NAAC

**Dr. Belinda Gimbert** was reelected secretary of the National Association for Alternative Certification (NAAC) Board of Directors for 2008-2009. She also serves as the co-chair of the NAAC National Task Force on Quality Indicators for Nontraditional Teacher Preparation Programs. The quality indicators will serve as a tool for program self-evaluation and a tool for providing benchmarks to help programs improve their preparation of teachers.

To date, the Task Force has completed a thorough review of current literature and teacher education program standards, and has begun delineating the important components of high-quality nontraditional teacher preparation programs, including recruitment, selection, preparation, support and induction, retention, and leadership and governance. The goal is to identify indicators of quality and describe what each indicator might look like in a beginning, developing, at-standard, and/or advanced nontraditional teacher preparation program. Additionally, sources of data that can be used by programs to indicate quality performance will be described. The result will be an interactive document that programs can use for self-assessment and improvement.

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