

Summer 2005

Message from the Director

I am honored to introduce myself as the Interim Director of CETE. Many of you know me as a professor in the Workforce Development and Education section for the past 21 years. My primary focus has been on human resource development and more recently on the broader societal issues related to workforce development.

The opportunity to play a role in CETE's future is both a gift and a challenge. The gift is being part of the rich legacy of CETE. Over the past 40 years, the number of people who have been touched by CETE is truly amazing, either as a graduate research assistant, as a staff member, as a partner on projects, or as a direct recipient of its services. In the most unexpected places, people have said to me: "I attended a workshop there 10 years ago." "I used some curriculum materials from the Center." Or, "I worked there as a graduate student, what a great experience." CETE can rightfully lay claim to being a major influence—if not *the* major influence—on the career and technical education field.

CETE's challenge comes on how to respond to the ever-changing global economy. For one thing, educational planners can no longer consider the preparation of youth for work separately from the success of its private-sector organizations, or from broader societal issues for that matter. Issues related to work and learning have become much more seamless and, in the end, more complex. Unique characteristics can be found across different nations and regions, but the need to integrate these issues remains the same globally.

Thus, CETE is now reviewing its mission and vision statement to ensure we are able to meet the new challenges. The emerging perspective of workforce development—which refers to the coordination of the entire work and learning enterprise across the lifespan—offers a wonderful opportunity for CETE. We are poised to respond through the resources of a great university to continue our global leadership role.

I look forward to sharing more information about our ongoing activities and new initiatives through the *Centergram* in the coming months. Thank you for your interest and support.

Ron Jacobs

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Events

DACUM (Developing a Curriculum) Institute, September 12-16, 2005, 8am-5pm, hosted by CETE/OSU, Columbus, OH; \$1,295

SCID Workshop, September 19-23, 2005, 8am-5pm, hosted by WMATA, Washington, DC; \$1,095

For information: Robert Norton, norton.1@osu.edu; Debbie Weaver, weaver.22@osu.edu; www.dacumohio.state.com

Webcasts

August 12, 2005, 3pm EDT
"Strategies for Articulation/Transition"
Panel Discussion with:

Deena Allen, Minnesota State
Colleges and Universities
Joan I. Athen, Office of Vocational
and Adult Education
Anne Crook, Orangeburg-Calhoun
Technical College, Orangeburg,
SC
Kelley Rhoe-Collins, Louisiana
Community & Technical College
System

October 18, 2005, 3pm EDT
"Serving Adults and Non-Traditional
Students" Panel Discussion with:

Thomas Brock, MDRC, New York
Alex Johnson, Delgado Community
College, New Orleans
Rachel Singer, Kingsborough Com-
munity College, Brooklyn
Linda Stacy, Owens Community
College, Toledo, OH

Presented by the National Dissemina-
tion Center for Career and Technical
Education

View webcasts online at [http://
www.nccte.org/webcasts/](http://www.nccte.org/webcasts/)



CETE Publications for Sale

Alternative Assessment: A Work and Family Life Teacher's Tool Kit—WFLAG, \$30

This guide helps you answer the question: What should I do regarding assessing learning of my students? Divided into three sections, the guide assists you in understanding issues related to and purposes of assessment, developing an overall assessment plan, and selecting or creating specific product, performance and process assessment tools. Examples in the guide match with competencies in the Work and Family Resource Guides. Includes 3-ring binder.

Assessing Learning—ASLN, \$15.50

This easy-to-understand handbook is designed to improve your ability to plan and implement assessment of student performance in three skill areas: academic skills, occupational skills, and employability skills. Separate chapters of the handbook are devoted to assessment of learning in three major domains: cognitive, affective, and psychomotor. The handbook also provides information about a variety of alternative assessment techniques.

Using Authentic Assessments in Vocational Education—IN381, \$9.75

Discusses the theoretical foundations of authentic assessment, examines research on its value and effectiveness in promoting learning. Details strategies and tools for assessing learning.

Applying Constructivism in

Vocational and Career Education—IN378, \$8

This compilation explains how people construct knowledge through their interpretive interactions and experiences in the social environment. It provides examples of applications in career and vocational education, practical curriculum, instructional and assessment strategies, and annotated lists of print, media, and web resources.

Contextual Teaching and Learning: Preparing Teachers to Enhance Success in and Beyond School—IN376, \$26

Contains seven papers by eminent scholars designed to clarify and amplify aspects of contextual teaching and learning, which acknowledges that the construction of knowledge and learning are situated within, and greatly influenced by physical, social, cultural, and subject matter context. Aspects addressed include teacher education, service learning, authentic assessment, and self-regulated learning.

Performance Assessments for Carpentry OCAP (Occupational Competency Analysis Profiles)—PAOCAP-15R, \$15

Performance Assessments for Horticulture OCAP (Occupational Competency Analysis Profiles)—PAOCAP-53R, \$15

These packets of assessments cover all competencies within the Carpentry and Horticulture OCAP that are best demonstrated by skillful performance. These assessments are generic and flexible enough to be used within almost any task environment set by the instructor.

Assess Student Performance

Knowledge-Preparing Better Teachers for Tomorrow (PBTT)—102-D, \$8

Assess Student Performance Skills-Preparing Better Teachers for Tomorrow (PBTT)—104-D, \$7

Establish Student Performance Criteria-Preparing Better Teachers for Tomorrow (PBTT)—101-D, \$7.50

These modules provide learning experiences that integrate theory and application, culminating with criterion-referenced assessment of the learner's performance on the specific competency. The module design provides considerable flexibility for planning and conducting a performance-based professional development program for teachers and other occupational trainers, meeting a wide variety of individual needs and interests.

Order CETE Publications Online!

CETE's online ordering system is now available at <http://cete.org/publications.asp>. You can search by title, series, subseries, subject, author, or description or browse catalogs on special topics.

Prices do not include shipping and handling. Shipping costs are figured at \$5 up to \$50; over \$50 add 10% of your total order. Priority shipments are charged at the actual shipping costs plus a \$15 handling fee. Call for actual shipping costs and quantity discounts information (614/292-4277).

Send orders to Publications, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090.

Preparing Workforce Education Leaders

The Center on Education and Training for Employment is looking for collaborating institutions, agencies, and organizations to provide participants the opportunity to interact with nationally known experts on topics critical to preparing individuals for the workforce. There is a national need for workforce education programs in schools, colleges, and state agencies to provide leadership as community college presidents, senior administrators, and faculty are retiring at an alarming rate and will likely continue as baby boomers age. Globalization and technological change are transforming national economies and the skills needed in the workforce. In order to remain competitive in a global economy, all industrialized countries realize their need for a skilled workforce. It will be necessary for the United States to prepare workers who can learn and adapt to continually changing demands of a world economy in order to maintain a dominant position.

The purpose of participating in Preparing Workforce Education Leaders is to develop a cadre of secondary and postsecondary workforce educators who have the knowledge and skills necessary to lead change and improve the quality of workforce education programs.

The objectives for participants completing the program are as follows:

- Lead educational change by helping their institutions, organizations, and agencies overcome resistance to change, accept changes, and ground changes in a new culture
- Develop their leadership capabilities
- Develop an understanding of policy development processes
- Develop an understanding of the culture and context in which workforce education programs operate
- Establish meaningful personal and organizational vision and mission statements
- Identify and recognize outstanding workforce education programs and effective practices
- Develop and implement dissemination programs and activities to inform practitioners about the identified outstanding programs and practices

Local, state, regional, and national secondary and postsecondary workforce education agencies wishing to participate in this effort may do so by selecting either an individual or a team to enroll in the program. Each participant will develop an individual leadership plan designed to increase personal leadership capabilities and identify outstanding workforce education programs and effective practices; participate in five national face-to-face 3-day meetings; select mentor(s) to assist with achieving identified leadership goals; and engage in online webcasts and discussions related to leadership and workforce education program quality. We are pleased to announce that our first group of participants will begin their year-long training in July 2005.

For additional information on how to become part of this program, you can browse the website, <http://www.workforceleaders.org> or contact N.L. McCaslin, mccaslin.2@osu.edu, 614/247-7964 or Rebecca A. Parker, parker.304@osu.edu, 614/688-5941.

Subscribe to the Electronic Centergram

Send a message to Judy Cohen at cohen.5@osu.edu to receive the *Centergram* via e-mail.

Share *Centergram* with a Friend

Know someone who might enjoy receiving our newsletters? Share your paper copy or send them this link (<http://cete.org/CentergramIntro.asp>) and let them decide if they would like to subscribe.

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Needs Assessment:
Design and Multiple Use

Dr. James W. Altschuld, Professor Emeritus at The Ohio State University and Center on Education and Training for Employment colleague, will offer 2 days of training in Needs Assessment at the Evaluator's Institute in Washington, DC, July 29-30, 2005. He developed a sequence of evaluation courses for the College of Education that includes two on needs assessment. Dr. Altschuld is author or co-author of three books: *Planning and Conducting Needs Assessment: A Practical Guide* (Sage, 1995); *From Needs Assessment to Action: Translating Needs into Solution Strategies* (Sage, 1999), and *Evaluation of Science and Technology Education at the Dawn of a New Millennium* (Kluwer, 2002). He has also published numerous journal articles.

During the 2-day training, this course will focus on types of Needs Assessment (NA)—traditional, retrospective, and future oriented—with the emphasis on the first two. Content will include different strategies for NA with implementation steps; when and where to use specific methods; how to handle those aspects of data analysis that are unique to needs assessments; and examples of how identified and prioritized needs are translated into plans implemented by agencies, schools, businesses, and other organizations. Much of this course will be based on *Planning and Conducting Needs Assessment: A Practical Guide* (Sage, 1995). For questions on Needs Assessment, contact Dr. James Altschuld at altschuld.1@osu.edu.

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