

# DIVISION REPORT

## TECHNOLOGY EDUCATION DIVISION

### Know Your VP



Joe Scarcella has been an active member of ACTE, serving as the Technology Education Division's conference program chair, teacher education/postsecondary officer, and working on public information for ACTE and his division. Currently, Scarcella is the coordinator for the Career and Technical Teacher Education Master's Degree Program at California State University, San Bernardino. He holds a

Ph.D. in technology and industry education from the University of Missouri-Columbia, an M.A. and B.A. in industrial and technical studies from San Diego State University, and an A.S. in aeronautics from Grossmont Community College.

Concurrently, Scarcella serves the International Technology Education Association (ITEA) as Region IV Director. He serves on the San Bernardino County Horizons School-to-Career Leadership Team, is co-trustee for Epsilon Pi Tau's Gamma Nu Chapter, and is actively involved in significant university and regional committees. He has published papers in several respected professional journals, delivered presentations at regional, national and international conferences, and received a number of grants.

Scarcella is enthusiastic about assuming Technology Education Division responsibilities and looks forward to working more closely with division members. He hopes all members, new and continuing, will come together for conferences and meetings ready to provide the leadership necessary to share their knowledge and enjoy the opportunities and challenges ahead.

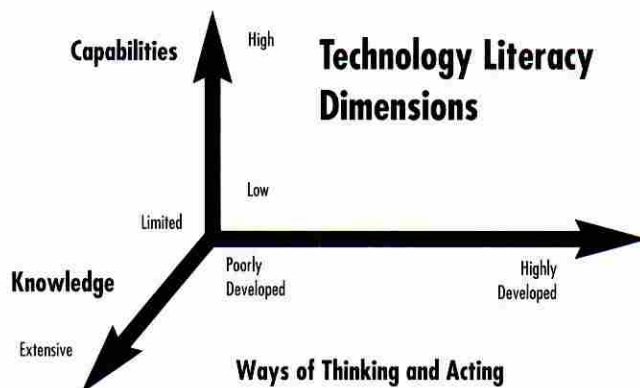
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### Technically Speaking: Why All Americans Need to Know More About Technology

Technology encompasses simple to complex artifacts one uses daily. If a human made it, it is technology. According to the National Academy of Engineering (NAE), "technology comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves; the process by which humans modify nature to meet their needs and wants."

NAE, with assistance from a diverse committee, recently released "Technically Speaking: Why All Americans Need to Know More About Technology." This group completed a two-year study for developing a common understanding of what technological literacy is, how important it is to the nation and how it can be achieved. It also provides recommendations for strengthening the presence of technology education in formal and informal education and illustrates the three-dimensional technological literacy model showing desired growth in "space" occupied by most Americans. The three technological literacy dimensions depicted in the graphic include capabilities, knowledge, and ways of thinking and acting.

Although national standards exist in a variety of subject areas, such as science, mathematics, language arts and history, *connections to technology education* for the most part are not reflected in curricula, instructional materials and assessment of those subjects. This report is directed at groups that are well positioned to address this concern and influence the



development of technological literacy, including schools of education, career and technical education, industrial and engineering technology, engineering, K-12 teachers and teacher organizations, developers of curriculum and instructional materials, federal and state policymakers, industry and non-industry supporters of educational reform, and science and technology centers and museums.

According to Thomas Young, the report's committee chair, "the notion that *all* Americans should be better prepared and informed about our highly technological world has been advocated by many individuals and groups for years. By presenting the topic in a straightforward and compelling manner, the committee hopes technological literacy will be put 'on the map,' and the way will be cleared for meaningful movement toward technological literacy in the United States."

Distinguished technology educators represented on this committee include: Dr. Rodney L. Custer, Illinois State University, and Paul De Vore, PWD Associates.

This report and a companion Web site are available for viewing at [www.nae.edu/techlit](http://www.nae.edu/techlit).

### Technology Education Division Membership

New members joining professional associations may not fully understand the significance of their membership and participation. As a professional, you will have many decades of policy advocacy afforded by your membership and by your elected or appointed colleagues. Your personal involvement can result in many benefits, including professional growth and networking opportunities, and may also allow you to serve and work toward professional objectives. Our profession is always looking for strong leaders and those who demonstrate a strong purpose within our profession.

In addition to providing opportunities and advocacy, one goal of the division is to increase membership participation and reduce new member attrition. This should serve to strengthen our numbers and embrace leadership roles for continued success within technology education.

Our awareness and understanding of the technology education profession will help all of us to promote our programs, develop community awareness, build and strengthen industry alliances, and enhance our reputation within the academic community.

### What New Technology Education Professionals Should Know

The Association for Career and Technical Education provides direction for technology education through research, publications, annual conferences and leadership that address academic issues and further enhance

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# DIVISION REPORT

## HEALTH OCCUPATIONS EDUCATION

### Know your VP



Mary Kleber has been involved with technical education for 21 years as a teacher, program coordinator and state program director for all health programs in Kentucky. Experience in each area provided insight into issues that affect health occupations education. Her goal, as VP, is to promote collaboration and appropriate representation in order to advance secondary and postsecondary educational initiatives that will positively impact all HOE members.

Kleber says, "We have many changes occurring within our division. We have new policies and changes in the makeup of the policy committee, as well as the restructuring of our councils. The assistance of every HOE member is needed in order to meet the strategic plan and goals of ACTE and the HOE division." ([www.acteonline.org/about/division/div-hoe-pre-letter.cfm](http://www.acteonline.org/about/division/div-hoe-pre-letter.cfm))

"As we enter the new millennium, change and progress will occur at an unprecedented rate and with that, a new era for (career and) technical education. We need to be cognizant of initiatives that focus on improving student achievement and preparation for postsecondary education and careers. We, as teachers, administrators and teacher educators, must ensure that our educational systems provide programs that will meet the needs of each student as well as business and industry.

"The HOE-HOSA partnership is important to the organization. Our future health care workers and many HOE members will come from this sector. The impact that HOSA has on our secondary and postsecondary students is profound. I will strive to strengthen this partnership."

### AWARDS PROGRAM - PROGRAM CHAIR, RUTH ECKENSTEIN

An annual awards program is offered during the ACTE Convention honoring those who have served the HOE Division and health occupations field in general. Details about the program can be found on the ACTE Web site on the Health Occupations Education page, Awards Program, <http://www.acteonline.org/about/division/div-hoe.cfm>.

### 2001 HOE DIVISION AWARD WINNERS

OUTSTANDING VOCATIONAL EDUCATOR 2001: GLORIA RUDIBAUGH

AWARD OF MERIT 2001: RADFORD CITY POLICE DEPARTMENT

TEACHER OF THE YEAR 2001: ELAINE SINK RABON

### EIGHTH BIENNIAL NATIONAL HEALTH OCCUPATIONS CURRICULUM & RESEARCH CONFERENCE - PROGRAM CHAIR, DONNA MEYER

Three hundred of the nation's health science technology educators, administrators, and health care industry partners gathered in Houston, Texas, on October 29-November 2, to share best practices,

resources, skills and expertise. States were represented from Hawaii to New York and from Alaska to Florida!



NASA's Benefits of Space Exhibit was on display at the Eighth Biennial National Health Occupations Curriculum & Research Conference.

In addition to 30 exhibits, more than 70 sessions/labs/educational tours were available to participants. Topics ranged from classroom management, to integration, to student certifications, to cutting-edge biotechnology. Keynote speaker Dr. Rick Rigsby made an impact on the audience with his humor and powerful stories highlighting the importance of a positive attitude, ethical behavior, and of determination in the face of challenge—reminding all of us of the importance of modeling these characteristics as we have the opportunity to make a positive impact on the lives of so many students.

NASA's Dr. John Charles and Anthony Bruins unveiled cutting-edge technology and possible medical applications for the future. NASA also provided the awesome Benefits of Space Exhibit for conference participants to explore.

Conference attendees were treated to the latest research updates and tours of MD Anderson Cancer Center, Baylor College of Medicine - Human Genome Sequencing Lab, Rice University - Department of Bioengineering - Musculoskeletal Bioengineering Lab, and UT Medical Branch - Gross Anatomy Lab.

Futurist Peter Bishop shared visions of life to come as participants left Texas to return to their classrooms energized to prepare the nation's future health care workers.

### PUBLICATIONS - PROGRAM CHAIR, LARRY HUDSON

The HOE Division offers two publications, both online only with no subscription fees. The *NEWSletter* is published through the ACTE Web site under the HOE Division. The second publication is the *Journal for Health Occupations Education*. The journal includes teacher-related articles and one to two research articles per issue. All past issues since 1986 are archived and referred to on the HOE Web space under the ACTE Web site, [www.acteonline.org](http://www.acteonline.org).

**ACTE Division vice presidents and Communications Committee members are responsible for Division Report content. Mary Kleber is the vice president and Larry Hudson is the Communications Committee representative for the Health Occupations Education Division.**



Nancy O'Brien  
Assist. Executive  
Director for  
Government  
Relations

## 2003 – A Year of Policy and Politics

With the November elections behind us now, we know the "lay of the land" as we approach the reauthorization of the Perkins Act in 2003. The American voters showed strong support for the President by electing a majority Republican House and Senate, with bigger margins than we have seen in recent years. Governorships nationwide also will have a majority of 26 Republicans to 24 Democrats in the 50 states, although three Democrats and two Republicans in the territories somewhat even out that tilt.

Though there is a tendency to generalize about which party is more supportive of education, it is important to recognize that our voices can make a difference with whichever party is in power. We have worked effectively with both Republican and Democratic elected officials because our message resonates on both sides of the aisle and because our members take the time to get to know the politicians, bringing the issues "home."

At a time when local, state and federal budgets are more constrained than they have been in years, and at a time when proving academic achievement is the mantra in education policy, the burden is on us to prove our case to policymakers. We must deliver a message that career and technical education is an invaluable investment and that we are part of the continuum of educational opportunities that enable students to learn and apply their knowledge. To do this, ACTE members must be active on public policy issues.

At the ACTE headquarters, we focus on federal policy, such as the Perkins Act, the Workforce Investment Act, No Child Left Behind, and Higher Education. The grassroots initiatives and the grassroots training we offer focuses on federal policy, but is directly applicable to state and local advocacy as well. ACTE is constantly seeking new ACTE members to strengthen our voice in Congress. This involves recruiting new members to ACTE as well as recruiting new soldiers in our grassroots army.

To ensure ACTE's success in grassroots advocacy, each career and technical educator must make a commitment to participate. Paying ACTE dues is a critical first step. It would be a much more powerful message to say to Capitol Hill that ACTE represents 100,000 career and technical educators rather than the 30,000 we currently have (though they are a critically important and stalwart 30,000).

Dues revenue funds our advocacy efforts, but we also have a new way to garner support through our Legislative Support Fund. Through this fund, tax deductible donations are accepted that directly bolster our public policy initiatives, and more information about how to donate is on ACTE's Web site.

A key opportunity to participate directly in federal advocacy is ACTE's National Policy Seminar. This meeting, scheduled for March 16-18, 2002, is an annual rallying cry for the issues being considered in Congress regarding career and technical education. This year's meeting is expected to be bigger than ever due to the timing of the Perkins reauthorization and the new unilateral party control of the White House and both houses of Congress. In depth issues analysis will be provided, and key policymakers will be on hand to share their views. New features of this year's meeting will include greater coordination of state delegations, including support from ACTE on organizing groups going to the Hill and more extensive grassroots training and issues briefings.

Please be sure to do your part to ensure that the voice of career and technical education is very strong. Recruit your colleagues to be ACTE members and to participate in our grassroots efforts and plan to come to Washington, D.C., in March to participate in policy discussions and advocate for your programs. For more information, see the National Policy Seminar information on ACTE's Web site: [www.acteonline.org](http://www.acteonline.org).

## Ohio

**Cliff Migal retired as president/CEO of Great Oaks Institute of Technology and Career Development effective December 31.**

Migal spent 31 of his 35 years in education at Great Oaks and had served as its president since December 1998.

**Dayton high school teacher Amy Dunaway-Haney has been named recipient of the Muscular Dystrophy Association's 2003 National Personal Achievement Award. The national award recognizes the achievements and community involvement of people across the country affected by neuromuscular diseases.**

Dunaway-Haney teaches Spanish at Kettering Fairmont High School in Kettering, Ohio, and works on weekends and evenings in various counseling jobs. She has master's degrees in school and clinical counseling. She specializes in dealing with families and children, does marriage counseling, works with families facing chemical dependency issues and treats people with mental health diagnoses.

## Pennsylvania

**Partnering for Dental Services, the free dental services program featured in October's *Techniques* ("Partners of the Community") has been named one of the best free clinics in Pennsylvania by Highmark Insurance Company. Karen Riley, the clinic's dental coordinator, says that the \$10,000 won by the clinic will be used to purchase equipment and supplies.**

The clinic is the result of a cooperative effort between the Altoona Hospital for a Healthy Community and the Greater Altoona Career and Technology Center, where Riley is a dental assistant instructor. Riley and her students participated in Make a Difference Day on October 26, and they continue to serve the community by taking Oral-B toothbrushes to homeless, teen and domestic abuse shelters, as well as to the pediatric floors of all four area hospitals.

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the vision for the profession. The Technology Education Division was developed to unite its membership nationally. The mission of the division is "to provide educational leadership in developing a competitive workforce, and more importantly, to instill the belief that technological literacy is essential for all to function as productive citizens of society."

**Joe Scarcella prepared this report based on works from the National Academy of Engineers' "Technically Speaking: Why All Americans Need To Know More About Technology."**

