

# CENTER ON EDUCATION AND TRAINING FOR EMPLOYMENT

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THE OHIO STATE  
UNIVERSITY

CENTER ON EDUCATION AND  
TRAINING FOR EMPLOYMENT

## ANNUAL REPORT



2020

[WWW.CETE.OSU.EDU](http://www.cete.osu.edu)

# 2020 IN REVIEW

The year of 2020 was challenging—the COVID-19 pandemic resulting in the loss of many lives, the persistence of racial injustices and systematic racism across the nation, and elections riddled with controversy and strife.

The Center on Education and Training for Employment focused attention on opportunities to contribute to resultant community needs through real-time adjustments, leading to innovation and transformation.



*"Center on Education and Training for Employment:  
Where Research Meets Reality"*



# THE VISION

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The Center on Education and Training for Employment's vision is to propel our expertise in workforce, community engagement, and education towards healthy urban and rural communities that support well-being and economic prosperity. The center occupies a unique position as a translational research center within The Ohio State University's College of Education and Human Ecology.

The center's approach to translational research includes problem definition and goal setting, development of alternative solutions, setting up criteria for selection, solution selection, implementation, and monitoring and evaluation.

In bridging research and practice through work in assessment; equity, engagement, and evaluation; corrections education; curriculum and training; family engagement; professional learning for educators; and more recently, online learning, the center continues to push the boundaries of possibilities.

Since 2006, the center has served as an International United Nations Educational, Scientific, and Cultural Organizations (UNESCO)/International Center for Technical and Vocational Education and Training Center (UNEVOC).

A photograph of a person walking away from the camera down a long, brightly lit hallway. The hallway has a white ceiling with horizontal slats and a wall on the left with vertical slats. The floor is made of large, light-colored tiles. The person is wearing a dark shirt and pants, and has a bag slung over their shoulder. The hallway leads to an outdoor area with green trees and a brick building in the background. A yellow rectangular box is overlaid on the upper part of the image, containing the text "RESPONSE TO COVID-19 PANDEMIC" in bold, black, uppercase letters.

# **RESPONSE TO COVID-19 PANDEMIC**



# THE RESPONSE

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In 2020 the center successfully and promptly supported its 50 staff members and seven students to transition to a work-at-home environment using technology. In March the center's senior leadership which includes Dr. Ana-Paula Correia, Center Director, Traci Lepicki, Associate Director of Operations and Strategic Initiatives, and Dr. Melissa Ross, Associate Director of Research Partnerships and Impacts, Donna Smith, Finance Officer, and Jodi Renshaw, Human Resources Generalist responded to the COVID-19 pandemic quickly and with extreme caution with a focus on the safety of center associates, students, faculty affiliates, and partners. Work practices and procedures were adjusted by following university and college guidelines, recommendations from health professionals, and state-mandated orders.

The next sections describe the center's new initiatives, program area activities, and events in 2020. We want to take this opportunity to thank our partners, sponsors, and advocates for supporting the center's research and service during a time that required organizational agility and accelerated innovation.

Please note that some of the pictures used in this report were taken before the COVID-19 pandemic.



# **NEW INITIATIVES**

## RACIAL EQUITY, DIVERSITY, AND INCLUSION (REDI) MOVEMENT

As the center transitioned to a work from home environment, like much of the United States, we were compelled to take action following the tragic murder of George Floyd on May 25, 2020. As a translational research center positioned to positively impact families, schools, educators, students, and a vast number of community partners and organizations, it was important that we proactively contribute to the dismantling of systemic racism.

*"REDI is transforming the center into an inclusive, safe, and welcoming place, where racial equity is a day-to-day priority and white privilege is acknowledged and has no negative influence on how individuals of color fare."*

On June 1st, 2020 the college's Dean Pope-Davis issued a call to action for racial equity and social justice. To answer the Dean's call the Racial Equity, Diversity, and Inclusion (REDI) initiative was created. It has since evolved into a movement designed to build our associates' capacity to effectively work with our partners (which include policy makers, educators, employers, and administrators) to positively impact systemic inequities experienced by students, employees, and families.



# ONLINE LEARNING

The Online Learning program is a center-wide initiative that leverages the center's expertise in learning design and educational technology.

Self-paced online modules designed by the center's award-winning learning designers are available to meet the evolving needs of Human Resource and Learning and Development professionals, and educators. These bring content to life in a dynamic and flexible format without the constraints of scheduled times.

This program has grown in a time that meeting in the classroom and training room is no longer a requirement for successful learning and fulfilled development as a professional.

Online learning at the center is based on learning design principles. Learning theories are created for learners to apply new knowledge and skills to hands-on projects that showcase their expertise.



*"Several center associates and students led by Dr. Ana-Paula Correia won the 2020 Crystal Award presented by the Association for Educational Communications & Technology, Division of Distance Learning."*



A photograph of a brick building with a yellow text overlay. The building has several windows with grey shutters. In the foreground, there are two large concrete planters filled with red and white flowers, and a black metal bench. The ground is covered in green grass and some low-lying plants.

# **PROGRAM AREA ACTIVITIES**

# ASSESSMENT

showcases over 30 years of experience in the creation, refinement, and delivery of assessments through multiple formats

The Assessment program is a longstanding program at the center. In the context of workforce development, the Assessment team works with various clients and sponsors to design, develop, and deliver tests of occupational-technical knowledge and skill. With the widespread closures in March of 2020, the team adapted to the challenge of the virtual workspace for achieving its deliverables.

One large and long-term project is the Technical Testing Project. During 2020 instead of delivery of end-of-course tests across Ohio, the team quickly pivoted to

support course grade uploads as substitutes for assessment scores for Ohio Career-Technical Education students.

In two windows, Spring-Summer and Autumn 2020, the Assessment team enabled the Ohio Department of Education's Office of Career-Technical Education to grant a one-time exemption from testing so that local districts could submit over 240,000 course grades to the center, which converted them into assessment scores, and sent back to local districts for reporting to the statewide Education Information Management System.



# ASSESSMENT CONT.

The Assessment program continued to host and manage online surveys for job-task analysis verification for clients and submitted proposals for new work in that area. In addition, the team is entering into a partnership with Ohio State's Virtual Laboratory School to create post-tests associated with 16 Focused Topics modules for the purpose of professional development in early childhood education and care.

Finally, the psychometric subgroup shifted to the virtual model for psychometric consulting projects involving certification framework creation with clients whose goal is accreditation under ISO 17024. Such work consists of gathering a group of practitioners to serve on a Certification Scheme Committee to develop a framework for certifications that consists of elements and process requirements.



# CORRECTIONS CAREER-TECH EDUCATION

offers career and technical education experts with teacher education proficiency

The center's Corrections Career-Technical Education program supports new career technical education teachers within rehabilitation and corrections. Teachers are offered services that include assistance with the license program enrollment, coursework continuation, classroom observation, and feedback.

The team assists teachers with the license process for the required end of resident education assessments, as well as professional development opportunities to other groups within the adult correctional field,

including mentor groups, adult education programs, and other entities seeking career-technical licensure information and teaching expertise.

Prior to 2020, center associates offered in-person teacher classes on a regular basis along with individualized coaching and feedback, which are integral to the classroom visitations and observations. Since the pandemic, this team continued to serve these teachers using online classes and regularly scheduled virtual visitations.



# CORRECTIONS CAREER-TECH EDUCATION CONT.

The Correctional Career-Technical Education teachers have also been disproportionately affected by the pandemic, as most have not been able to consistently deliver in-person instruction, as institutional COVID-19 infections have spiked at times.

The teacher licensure program for Correctional Career-Technical Education teachers continues to serve about 30 newer teachers who teach for the Ohio Department of Rehabilitation and Correction and the Ohio Department of Youth Services throughout the state of Ohio.



# CURRICULUM AND TRAINING

specializes in developing curriculum, instruction, and systems to support adult learning

The Curriculum and Training program area's efforts are designed to improve outcomes for learners in evolving educational and workplace environments and assist organizations in improving practices through collaboration, evidence-based translational research practices, and state-of-the-art technologies.

The Skilled Trades Professional Development program focused on finalizing the development of content and structure for program communications, along with the finalization of nearly 50 on-the-job training manuals, covering over 60 job tasks.

In conjunction with its partners, the Curriculum and Training team continued to provide support, technical assistance, and professional development for Ohio Aspire practitioners. Face-to-face learning experiences were redesigned to be offered virtually and new sessions were developed to provide training to practitioners.



# CURRICULUM AND TRAINING CONT.

These newly developed training offered practitioners the opportunity to then provide high-quality distance learning to adult learners. Seventeen new online training topics targeting distance learning were offered in the areas of distance education, assessment, program management, and technology. The team provided open office hours to support general discussion and teacher-led demonstrations of distance learning methods and technologies on topics including student engagement, growth mindset, online portfolios, learner mastery models, and supporting low-literacy basic education learners and English Language Learners.

From March-June 2020, the Curriculum and Training team provided over 400 individual professional development offerings across 21 topic areas to Ohio Aspire practitioners, garnering over 3,000 individual registrations.



# DEVELOPING A CURRICULUM (DACUM)

is a research-based job analysis method used worldwide for more than 40 years and in over 58 countries

DACUM (an acronym for Developing a Curriculum) program is an effective and relatively low-cost method of analyzing jobs and occupations used worldwide for more than 40 years and in over 58 countries through the DACUM International Training Center. This unique process offers components that successfully support job and occupational analysis for organizations.

Since the start of the pandemic, the DACUM team has reimaged their work to provide DACUM workshops virtually. This new workshop format has been highly successful in reaching even

more clients for multiple higher education institutions, community foundations, and corporations across the nation.

Following college, university, and center safety and health protocols, the DACUM program conducted its first in-person DACUM Institute in September 2020 for eight participants. Finally, a Virtual DACUM Institute has been developed. This project leverages center supports and a partnership with American Electric Power to launch a new approach to DACUM services.





# EQUITY, ENGAGEMENT, AND EVALUATION

designs, implements and evaluates projects to achieve outcomes based on evidence-based quality standards in an efficient and cost-effective manner

The center's Equity, Engagement, and Evaluation program team customizes tools and procedures to meet the needs of our community partners and is positioned to contribute to new and continuing projects and initiatives based upon productive working relationships with state and local stakeholders.

The Equity, Engagement, and Evaluation program team has leveraged its extensive knowledge and experience to offer facilitated logic modeling sessions virtually for the development of research projects, programs, and interventions designed to support

program development, implementation, management, and evaluation. A logic model, also referred to as a theory of change, is a graphic illustration of a program, project or intervention.

The innovations for virtual facilitation of logic modeling has allowed for the continued delivery of this essential program development and evaluation tool during the pandemic, supporting community partners' ongoing efforts to design and improve programs and projects toward the achievement of priority outcomes.



# EQUITY, ENGAGEMENT, AND EVALUATION CONT.

In addition to virtual logic modeling, the Equity, Engagement, and Evaluation team is spearheading the center's Racial Equity, Diversity, and Inclusion (REDI) movement using CETE's translational research problem solving process to design offerings that increase center associates' knowledge and skills relevant to the posture and practice of cultural humility; identify and establish anti-racist norms, practices, and policies at the center; and to contribute to the dismantling of systemic racism within the center's spheres of influence.

To accomplish these goals, monthly professional development and affinity group meetings are provided to build associates' knowledge and readiness for change and support engagement in the brave dialogue required to effect change. In addition, a steering team was convened and is preparing for implementation of a curated curriculum designed to build associates' capacity to activate change as it relates to individual bias and antiracism.



**HEAD START**  
Collaboration Office

# FAMILY ENGAGEMENT

inspires and equips schools, community organizations, and families to work together

Family engagement is families, education programs, and community partners working together to help children and youth learn, grow, and prepare for their future. For many years, the Family Engagement program within the center has worked with the Ohio Department of Education across projects to support schools in implementing practices to support family-school partnerships and has received federal funding to become Ohio Statewide Family Engagement Center.

With the rise of COVID-19, and the shift to more remote learning for K-12 students,

the program team has provided timely and responsive training, resources, and information. Some of its focused areas included designing a virtual Family Engagement Leadership Summit which garnered over 900 registrants across the nation.

The Family Engagement team also created a digital periodical of news and guidance in April 2020 which has featured 14 issues on topics schools are facing in their partnerships with families, specifically for school and district leaders, parents, and caregivers.



# FAMILY ENGAGEMENT CONT.

Currently, there are over 1,000 subscribers to date. The Ohio Statewide Family Engagement Center collaborated with researchers from the National Network of Partnership Schools at Johns Hopkins University to redesign all training for districts and schools in virtual, synchronous formats. They trained personnel and parents and caregivers from 15 Ohio school districts.

Other projects included creating resources on remote learning and COVID-19 response for families and schools. Four virtual networking and technical assistance meetings for family engagement district leaders were also offered from March through June 2020; additionally, five virtual networking and technical assistance meetings for regional family engagement specialists from Ohio's 16 State Support Teams were offered.



# PROFESSIONAL LEARNING FOR EDUCATORS

provides PreK-12 educators on Ohio's Alternative Resident Educator pathway with training in order to meet initial teacher licensure

The Professional Learning for Educators program team provides prospective and current PreK-12 educators on Ohio's Alternative Resident Educator pathway with training in order to meet initial teacher licensure. This allows students, schools, and communities to benefit from the candidates' content-related knowledge, life experience, and successful career experience. The program also provides pre-service and in-service teachers in high needs school districts with professional learning to improve instruction for English learners through Educators & Families for English Learners (EFs4EL).

Sponsored by the US Department of Education and Office of English Language Acquisition, teachers in Ohio, Texas, and the District of Columbia are served. Moving to virtual learning was a significant challenge for English learning families during the pandemic. Currently, in Year 4, EFs4ELs delivers a research-driven, technology-rich infrastructure of intentional professional development and coaching. It is designed to help its partner schools and districts build the capacity of teachers, administrators, and parents to support the English language proficiency and academic success of English Learners.



A photograph of a modern library interior. The image shows multiple levels of bookshelves filled with books, separated by glass railings supported by a metal frame. The lighting is warm and focused on the bookshelves. A large yellow rectangular overlay is positioned in the center of the image, containing the word "RESEARCH" in bold black capital letters.

# RESEARCH

# GRANTS, CONTRACTS, & EARNINGS

The center has continued to win grants and contracts and maintain earnings during the COVID-19 pandemic. In 2020, the center's awards totaled more than \$5,000,000. This included 21 new sponsored projects. The funding came from federal and state agencies and a variety of individuals, corporations, and organizations.

Center associates and research scientists continue to push the boundaries of their work, offering premier services in research and contact with communities and individuals.

**\$4,000,000**

**2020 SPONSORED PROJECTS**

**\$1,100,000**

**2020 CONTRACTS & EARNINGS**

# SCHOLARLY WORK

As a translational research center, scholarly work serves as a unifying priority. Center research is translated and disseminated through publications, presentations at national and international conferences, and professional meetings to help inform and impact the fields of education, workforce development, and community engagement.

Over the course of 2020, center associates, research scientists, and graduate students published over 10 articles and gave 26 presentations

and workshops throughout Ohio in-person and virtually. Presentations and workshop hosts included the *Ohio Literacy Academy*, *Ohio Association of Adult and Continuing Education*, *Association for Educational Communications & Technology Virtual Conference*, *The Ohio State University's Education and Human Ecology Research Forum*, as well as a number of invited presentations.

Articles were published in *Ohio School Board Journal* and the *American Journal of Distance Education*, just to mention a few.



*"The upcoming issue of the Journal of Community Engagement and Scholarship highlights the center's approach to translational research; the article on 'Online students' attitudes towards collaborative learning and sense of community' won the 2020 Best Journal Article (Quantitative) Award presented by the Association for Educational Communications & Technology, Division of Distance Learning."*



# FACULTY & STUDENT ENGAGEMENT

Senior Faculty Fellows, Faculty Affiliates, graduate students, and interns are part of the center's community. The center's Senior Faculty Fellows have successfully collaborated with existing program areas to develop innovative and transformative work with local communities and schools. Faculty engagement offers reciprocal opportunities to conduct research and produce scholarship and educational interventions to support its mission.



*"My projects gained from the expertise in building communities of practice and the wide network of experts working to translate research into practice. On a personal level, I greatly enjoy the many conversations and discussions with my colleagues at the center and their genuine interest in working together to achieve shared goals."*

Dr. Caezilia Loibl, Senior Faculty Fellow



Since August 2020 six graduate students have been employed by the center. These are doctoral-level students that work on a variety of topics from psychometrics and school counseling to learning technologies and financial education.

Graduate students work in partnership with center associates and researchers to advance the academic mission of the College of Education and Human Ecology and bring current perspectives and innovative methodologies to the center.



# SERVICE & EVENTS

A blurred office scene with people working at desks and a woman standing by a whiteboard. The image is overlaid with a yellow rectangular box containing the text 'SERVICE & EVENTS' in bold black letters. The background shows a modern office environment with large windows, desks with laptops, and people engaged in work.

# SERVICE

In 2020, center associates and research scientists have been elected or appointed to multiple committees and professional associations. The service positions listed below are a sample of the center's contributions to the college, the community, and the professions.

Dwight Anstaett	Member of the Executive Board, Ohio Career-Technical Administrators
Jody Angelone	President-Elect, Coalition on Adult Basic Education
Adrienne Boggs	President-Elect, Ohio Association for Adult and Continuing Education
Dr. Barbara Boone	Member of the Whole Child Framework Advisory Committee for the Ohio Department of Education and the Whole Child Framework Implementation Team
Sean Hickey	Member of the Strategic Planning Committee, Center of Science and Industry (COSI)
Bobbie Sin	Member of the Conference Planning Committee, Ohio Association for Adult and Continuing Education
Alicia Willis	Member of the Professional Development Subcommittee, College of Education and Human Ecology Staff Advisory Committee

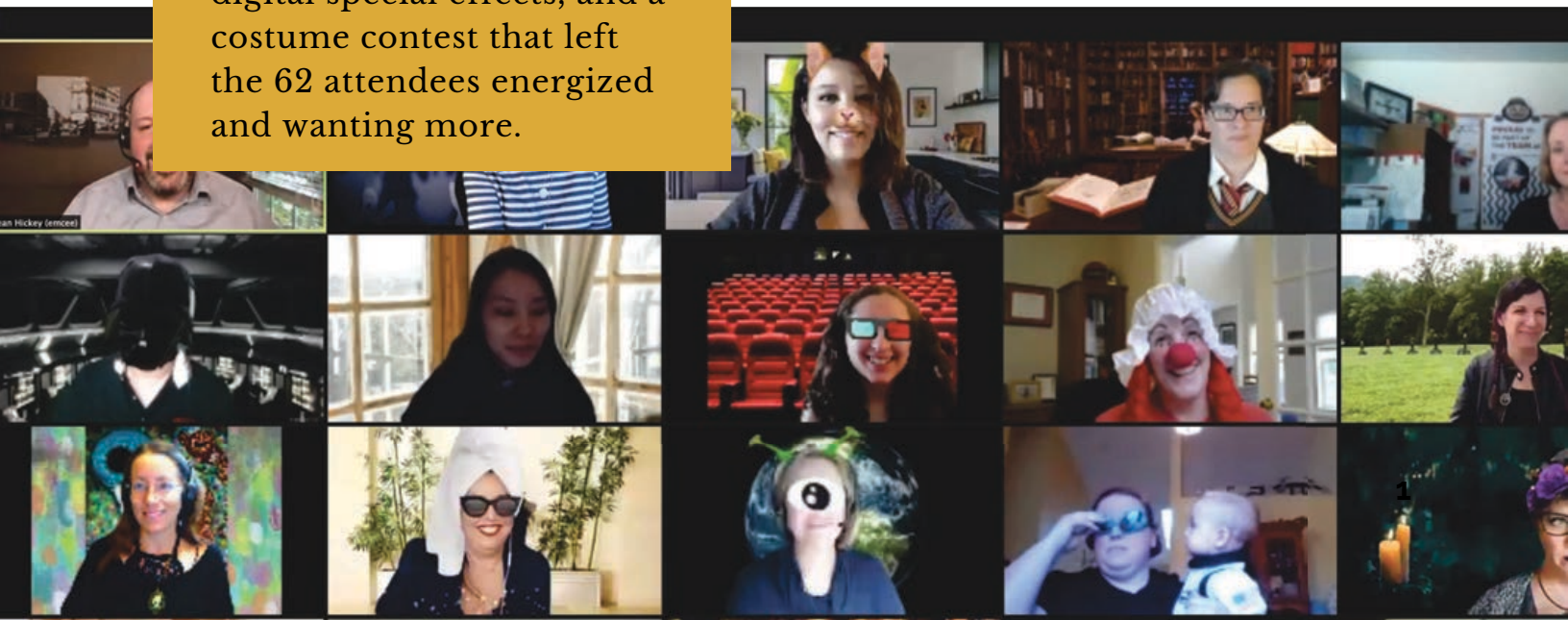
# EVENTS

Throughout 2020, the center focused on learning, collaboration, and communication. Since the start of the pandemic, the center has had to creatively tackle work-from-home transitions for all associates while fostering a collaborative virtual workspace and continuing to strengthen our longstanding partnerships.

The theme for the center's 2020 Virtual Open House was Reimagining the Center on Education and Training for Employment. The event offered music, digital special effects, and a costume contest that left the 62 attendees energized and wanting more.



The center's CARE Committee organized the first chili cook-off in February 2020. Sean Hickey and Sara Owens were the proud winners.



# ACKNOWLEDGEMENTS

The annual report was created by the following Center on Education and Training for Employment associates and leaders:

Sara Owens, Assistant to the Director  
Marcie Kamb, Program Manager  
Dr. Ana-Paula Correia, Center Director  
Traci Lepicki, Associate Director of Operations and Strategic Initiatives  
Dr. Melissa Ross, Associate Director of Research Partnerships and Impacts

Special thanks to all center program directors, leads, associates, and researchers for their contributions to this report content.



# WE THANK YOU FOR YOUR CONTINUED SUPPORT



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