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From the Issue Editor

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This issue of the *Online Journal of Workforce Education and Development* provides a diverse group of articles illustrates research pertaining to evaluating workforce education. In the first article, Neal Grandgenett and Elliott Ostler from the University of Nebraska at Omaha and John Jeanetta and Jeanne Surface at the Applied Information Management Institute conducted a four state, workforce education project which involved evaluating the perceived interest and impact of administrators, instructors, and students on training in Information Technology and related programs. The content of the article is based on a funded grant from the National Science Foundation.

Next, Doug R. Ullrich, Dwayne Pavelock, and Dominick Fazarro from Sam Houston State University and Benjamin Shaw at K&M Consulting, describe the perception of school administrators on whether Career and Technology Student Organizations (CTSO) are providing necessary skill sets to become marketable in industry and to purse a degree in higher education. This research provides information on whether these organizations (CTSO) are doing an effective job at the secondary school level utilizing Carl Perkins funding in enhancing the workforce in the United States.

The Journal's third article is written by Claretha H. Banks from the University of Arkansas-Fayetteville. The author uses met expectations hypothesis to develop survey instruments to identify and compare the goals, expectations, and perceived outcomes developers held for the Faculty Development Institute (FDI). Banks provides a survey instrument that can be used for Workforce Development to effectively design and implement evaluation instruments for training programs, and achieve a higher quality of deliverables to stakeholders.

R. Lance Hogan of Eastern Illinois University presents the historical development of program evaluation by exploring their past and present use. This article discusses significant contributions to the Program Evaluation field and provides students and educator, and practitioners an overview of the evolution and growth of this field.

The last article in this issue is written by Paul M. Munyofu, an Education Research Associate for the Pennsylvania Department of Education. The article explains the lack of an evaluation system for validating and approving skill assessment tests. This article also illustrates a project that was conducted to implement and establish a system to which future tests that can used to measure student occupational skill attainment and determining employment readiness.

I hope this series of articles addresses the issue of evaluating workforce education. I also hope that these articles will be beneficial to graduate students, professors, and industry in understanding the developing trends in the 21st century workforce.

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