

OCCUPATION DATA FOR PLANNING

Call or email us for the occupation data you need for program planning.
Trailblazers@virginia.edu 434-982-5582

PROFESSIONAL DEVELOPMENT :

"Data-Driven Decision Making" - This workshop has been adapted from a NAPE presentation to meet the needs of VA CTE Administrators. If you are looking for training on how to use data to evaluate your Nontraditional programs, this Trailblazers workshop will provide training on using data for decision making.

Step-by-step guides to planning your nontraditional event:
www.ctetrailblazers.org.

Email us at trailblazers@virginia.edu for assistance using a "Best Practice" approach to your event this year.

MEET TRAILBLAZERS STAFF AT THESE UPCOMING CONFERENCES AND PD WORKSHOPS

March 18-19 VSCA Conference - Richmond

March 29-31 National Association of State Directors of CTE - Washington DC

April 12-15 NAPE PD - Arlington

VDOE BUSINESS

ACP TEMPLATES HAVE BEEN CHANGED
 Changes were approved December 11, 2009. Details are available in [Superintendent's Memo 336-09](#)

THE NEW [CTERS USERS MANUAL](#) is now available on the [new VDOE website](#)

THE NEW [ADMINISTRATIVE PLANNING GUIDE](#) is now available ONLINE from the CTE Resource Center.

Learn about the 2010 [Industry, Professional or Trade Association Certification Examinations and Occupational Competency Assessments](#)

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U.S. Department of Labor Women's Bureau reminds us:

Green Jobs Are For Women Too

Seven Reasons for Women to Consider a Green Job

1. **A green job can provide the chance to earn more.** Many green jobs offer better wages and benefits than jobs traditionally held by women. For instance, construction carpenters, 99 percent of whom are men, earn an average of \$18.72 an hour. In contrast, women make up 98 percent of preschool teachers, where the typical hourly pay is \$11.48 an hour.
2. **Women can start with any skill level.** A side-by-side comparison of jobs created from investments in efficiency and renewable energy with jobs created through investments in the oil industry demonstrated that nearly four times more jobs were created through green strategies, including more jobs at every step in the pay scale and across every skill level.
3. **Green jobs appeal to workers with a diversity of skills and interests.** Women with diverse interests and aptitudes ranging from mathematics to mechanics to management can find a rewarding green career. Women need to understand all of the opportunities that are available.
4. **There are multiple ways to get started in a green job** Training for green occupations is offered in a variety of forms, including on-the-job, paid union apprenticeships, programs sponsored by non-profit organizations, and formal degree programs. For some occupations, workers can begin their training CTE, and then go on to a community college, trade school, apprenticeship, or certification program. Other career paths require a bachelor's degree for entry-level positions.
5. **Green job opportunities are available for workers of any age.** The pathways

into green jobs are for all workers—those just starting out or those in need of a career change. Federal funding is spurring an increase in green jobs training.

6. **Green jobs can give women greater satisfaction.** Job satisfaction is a key ingredient for success in other areas of life, and contributes to a general sense of fulfillment. In taking a green job, women can have satisfaction knowing that they are contributing to a healthier environment.
7. **Green employers are looking to hire.** In many areas of the country, green jobs are in demand and future growth is projected. According to the National Governors Association Center for Best Practices, every state is seeing growth in at least one green industry segment. Projections show expected growth in sectors such as energy conservation, waste management, and clean energy.

Source: [Why Green is Good for Women?](#)
 USDOL Women's Bureau Factsheet



The [U.S. Department of Labor's Women's Bureau](#) is hosting a series of webinars for workforce practitioners that offer information and ideas to better connect women with green jobs training and green employment. The first teleconference in this series, "[Why is Green Good for Women?](#)" took place on March 15, 2010. More are coming.

Want more on Green? Take a look at Workforce One's great website: [Green Jobs Building Pathways for a Green Workforce](#) or the [Trailblazers green jobs page](#)

WWW.CTETRAILBLAZERS.ORG

U.S. Department of Education, Office of Innovation and Improvement
New USDOE Announces New Education Grants

Is your division, school, or CTE department involved in an innovative project to improve student achievement or student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates, or increase college enrollment and completion rates? If so, these newly announced development grants from the U.S. Department of Education may be a source of funds for your project.

INVESTING IN INNOVATION FUND: DEVELOPMENT GRANTS CFDA 84.396C

These grants allow local educational authorities to develop innovative practices that can serve as models of best practice.

In addition to addressing the areas above, applications will be evaluated on the way that they address one of four absolute priorities and four competitive preference priorities.

Applications must address one of these four absolute priorities:

1. Innovations that support effective teachers and principals;
2. Innovations that improve the use of data;
3. Innovations that complement the implementation of high standards and high-quality assessments;
4. Innovations that turn around persistently low-performing schools.

Applicants may choose to address one or more of these four competitive preference priorities

5. Innovations for improving early learning outcomes (zero or one point) [This is not appropriate for CTE];
6. Innovations that support college access and success (zero or one point);
7. Innovations to address the unique learning needs of students with disabilities and limited English proficient students (zero or one point);

dents (zero or one point);

8. Innovations that serve schools in rural LEAs (up to two points).

The Department is awarding three types of grants and applicants must specify which type of grant they are seeking at the time of application:

1. Scale-up grants provide funding to “scale up” practices, strategies, or programs for which there is strong evidence (as defined in the grant notice) that the proposed practice, strategy, or program will have a statistically significant effect and important;
2. Validation grants provide funding to support practices, strategies, or programs that show promise, but for which there is currently only moderate evidence (as defined in the grant notice);
3. Development grants provide funding to support high-potential and relatively untested practices, strategies, or programs whose efficacy should be studied.

FOR MORE INFORMATION

- Get information from the [Investing in Innovation Fund Development Grants page](#) on Grants.gov
- [Download the complete notice inviting applications](#) from the *Federal Register*.
- [Read the instructions and download a grant application packet](#) on Grants.gov

DATES TO REMEMBER

Applications Available: March 12, 2010.

Deadline for Notice of Intent to Apply: April 1, 2010.

Deadline for Transmittal of Applications: May 11, 2010.

Dates of Pre-Application Workshops: March 19, 2010, in Baltimore, Maryland; March 24, 2010, in Denver, Colorado; and March 30, 2010, in Atlanta, Georgia.

Deadline for Intergovernmental Review: July 12, 2010.

COMMUNITY BASED JOB TRAINING GRANTS FROM THE U.S. DEPARTMENT OF LABOR

New Community Based Job Training Grants grants have also been announced for Community Colleges and Technical Schools. These grant projects must:

- (1) Target skills and competencies in demand in select industries;
- (2) provide education/training for jobs currently available; (3)

educate individuals about opportunities for careers in targeted industry and/or occupation, and provide comprehensive coaching; and (4) result in an employer- or industry-recognized credential Applicants must propose projects that target incumbent workers, dislocated workers, and/or unemployed workers.

[Get the details from Grants.gov](#)