

Professional Development Workshops:

"5 Step Program Improvement" - This workshop has been developed by NAPE and adapted 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 workshop will provide training on using data for decision making.

Career Fairs - Our curriculum has been developed by CTE Administrators across VA. This workshop provides a step-by-step guide to a successful event.

Career Camps - If you are planning to hold a spring or summer camp, now is the time to begin the process. We can help with materials and advice.

Career Expos - Get your community involved by showcasing your Nontraditional Career Pathways.

Step-by-step guides to planning your 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

- January 05,10
BRCC - Breaking NTO Barriers
- January 14, 10
VACTE - Richmond
- February 22-24
Innovations Conference - KS
- March 18-19
VSCA Conference - Richmond
- April 12-15
NAPE PD - Arlington

VDOE BUSINESS

The new [Administrative Planning Guide](#) is now available ONLINE from the CTE Resource Center!

FREE! GIS ArcView Software from the VDOE for Virginia P16 education
<http://www.doe.virginia.gov/VDOE/Instruction/CTE/te/Geospatial/>

Professional Development Webinars (click "Recorded Sessions") for Virginia CTE professionals. Includes a new introduction to GIS training session from ESRI

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State Legislature Takes A Look At CTE, And Likes What It Sees

Commission on Youth Recommends Support

The [Commission on Youth](#) is a standing legislative commission of the Virginia General Assembly providing a forum in which complex issues related to Virginia youth and their families may be explored and resolved. It is comprised of twelve members: six Delegates, three Senators and three citizens appointed by the Governor. This fall the Commission established an advisory committee to review CTE, since it has such an important role in serving Virginia's youth.

The Advisory Committee held roundtable meetings across the state attended by employers, community members and CTE professionals:

- Central Virginia Roundtable – Hanover Center for Trades and Technology
- Northern Virginia Roundtable – Chantilly Academy
- Tidewater Roundtable – Virginia Beach Advanced Technology Center
- Shenandoah Roundtable – Massanutten Technical Center
- Galax Roundtable – Crossroads Institute
- Henry County Roundtable – Virginia Museum of Natural History.

The tone of the meetings showed how much interest in CTE has grown in recent years. Participants wanted more of what CTE is providing: technical education, certifications, workplace readiness skills.

Following the meetings, the Advisory Committee made a number of recommendations to the Committee, including:

- Request the Secretary of Education and the Virginia Career Pathways System Working Group identify those credentials and certificates valued by Virginia employers.
- Introduce a resolution to support the update of Virginia's Workplace Readiness Skills (WRS) and test revision.

- Support the Board of Education's Career and Technical Education Advisory Committee's efforts to advocate and market CTE.
- Support the VDOE's revisions to the *R U Ready* Parent's Guide and request that it be shared with parents of 7th grade, rather than 8th grade, students and request that the Department consider making the *R U Ready* Guide for Students available to high school students in their sophomore year.
- Request the VDOE include in the training materials for Academic and Career Plans, as well as in the sample plan: a) the value of work-based learning for students; b) the value of skilled occupations for students; and c) information for students and parents regarding the importance of having an industry credential or certification.
- Support the Department of Education's efforts to promote private-public partnerships which offer real-world experience to students.
- Request the Chancellor of the VCCS provide guidelines on the requirements for credentials CTE instructors need to teach courses qualified for dual enrollment credit.
- Request the Secretary of Education provide an update to the Commission on Youth on the progress of developing a template for statewide articulation agreements for CTE and the feasibility of establishing a unified agreement of dual enrollment in the Commonwealth.
- Support the VDOE's efforts to address the shortage of CTE teachers.
- Support the continuation and expansion of Virginia Community College System's Career Coaches program.
- Support the VDOE and the VCCS plan to integrate and implement the Academic and Career Plan with the Virginia Education Wizard.
- Request the Board of Education's State Special Education Advisory Committee address barriers to appropriate placements of students with special needs into CTE programs by developing (or sharing) written guidelines.

The current state budget crisis makes it unlikely that these recommendations will lead to funding increases in the short term. However, the more good news state legislators hear about CTE, the the better for long range support for our programs.

House And Senate Vote To Fund Perkins Career And Technical Education Act At \$1.27 Billion, Equal To The FY 2009 Level

GOOD NEWS FROM CONGRESS

The ACTE Policy Watch Blog tracks government activity that's important for Career and Technical Education. They have just reported that the House and Senate have passed the legislation that funds Career and Technical Education through the Carl Perkins Act.

"On December 10, the House of Representatives voted 221 to 202 to pass H.R. 3288, an omnibus appropriations bill containing final FY 2010 funding levels for programs under the departments of Labor, Health and Human Services, and Education, as well as the components of five other appropriations bills." The Senate passed funding legislation on December 13th and it now moves to the president's desk for his signature.

"The Carl D. Perkins Career and Technical Education Act is funded at \$1.27 billion, which is equal to the FY 2009 level".

"Three new programs of particular interest to CTE are included in the bill. Under the Department of Labor, \$40 million is provided for a Green Jobs Innovation Fund that is designed to prepare workers for careers in renewable energy and energy efficiency, and \$45 million is provided for a transitional jobs program to help workers who face substantial barriers to entering the workforce. Under the Department of Education, \$50 million is designated for a High School Graduation Initiative designed to assist high schools labeled as "dropout factories" retain students and raise graduation rates".

To keep up with information on specific competitive grant applications that are currently available, visit [ACTE's federal funding Web page](#).

Encouraging Nontraditional Careers: It's NOT Just About The Girls

Shortage of Black Male Teachers

Much of the effort to encourage nontraditional students in CTE courses focuses on young women, and the need for more girls to take the STEM programs that will move them into high-wage science, technology, engineering, and mathematics jobs. But it's just as important to provide the right encouragement for boys who are considering courses that are nontraditional for them. CTE's teacher preparation students are overwhelmingly female in Virginia, but across the Commonwealth, we need more male teachers as role models for our young men. In particular we need more black male teachers. A recent [Washington Post article](#) explained this in detail.

"Only 2 percent of the nation's 4.8 million teachers are black men, according to the U.S. Bureau of Labor Statistics. The shortage of black male teachers compounds the difficulties that many African American boys face in school. About half of black male students do not complete high school in four years, statistics show. Black males also tend to score lower on standardized tests, take fewer Advanced Placement courses and are suspended and expelled at higher rates than other groups, officials said.

Educators said black male teachers expose students to black men as authority figures, help minority students feel that they belong, motivate black students to achieve, demonstrate positive male-female relationships to black girls and provide African American youths with role models and mentors..

Black males also leave teaching at a higher rate than their colleagues, according to a 2003 study by the National Education Association, a national teacher's union. Half of black males leave the profession before retirement, compared with 30 percent of all teachers. "There was a time when teaching was almost the only profession that African Americans could get into that would give them recognition, respect and a little salary," said Reginald Weaver, a former NEA president. "As other areas of employment have opened up, many minorities entered into those."

Your efforts to recruit and retain male students in [Virginia Teachers for Tomorrow](#) could pay dividends across the Commonwealth for years to come.