Welcome to the Professional Development Speaker Series, sponsored by the National Dissemination Center for Career and Technical Education and cosponsored by the Office of Technical and Adult Education at the Ohio Department of Education, and The Ohio State University chapter of Omicron Tau Theta.

My name is Barbara Nicol, and I'm with the Ohio Department of Education in Adult Workforce Education, and a current scholar in the National Leadership Academy.

The topic of today's Webcast is the Role of the Professional Organization in Career and Technical Education. And the National Dissemination Center is pleased and honored to have Janet Bray, executive director of the Association for Career and Technical Education as our speaker.

The Association for Career and Technical Education is a not-for-profit association representing over 35,000 professionals across the United States.

As executive director, Janet manages the staff and program services of the association.

She is actively involved in the legislative and public awareness efforts of the association.

She provides leadership and guidance to the ACTE board of directors, committees, and related associations.

Prior to joining ACTE in October of 2001, Janet was the executive vice president of the National Association of Enrolled Agents, where she oversaw comprehensive strategic planning process, governance, restructure, and leadership development programs.

During her 28-year tenure in the association management profession, she has provided leadership to a variety of associations in strategic planning, education program development, outreach to related professions and public, and creation of innovative programs and services.

She was instrumental in the development of youth apprenticeship programs for graphic arts industry in the state of Wisconsin and initiated the industry's effort to develop national skills standards.

She's been an active participant in the association community, serving on the American Society of Association Executives Education Foundation board of directors, the Greater Washington Society of Association Executives board of directors, and numerous association-related committees and councils.

She has served as a speaker at numerous association conferences and seminars and has authored articles related to the association field.

Janet holds a bachelor's degree in history and government from the University of Maryland and a master's degree in adult education from George Washington University.
Janet earned her certified association executive credential in 1991 and is a member of the distinguished ASAE scholars group. The Association for Career and Technical Education, currently celebrating its 75th anniversary, is the largest national organization dedicated to the advancement of education that prepares youth and adults for careers. Its mission is to provide educational leadership and developing a competitive workforce through professional development, program improvement, policy development, and marketing. Following Janet Bray's presentation, there will be time for questions by the audience, both those on-site and those viewing via the Web site and from those participants who are logged in via the chat room. A reminder to members of today's live audience to please turn off your cell phones and to use the live microphones when you ask questions so that the Webcast participants can hear the questions as well as their responses. With that, we would like to welcome Janet Bray. There you go. >> BRAY: Thank you, Barbara. It's indeed a pleasure to be part of this speaker series and this Webcast today. While I am with the Association for Career and Technical Education, I'm here representing all of the professional associations that -- and organizations that are involved in this dynamic field. And as I've learned since I've come on board in October, there are a multitude of organizations in this field, each one of them very valuable, each of them meeting a specific niche or need of career and technical education professionals. So I'm really talking on behalf of all of them. I'd like today -- because this is probably a little different topic than this speaker series has had in the past, I'd like this to be rather informal and interactive to establish a dialogue. So if we can, to those in the audience here, as well as those on the Webcast on-line, interrupt. Let's do questions throughout as I present some of the information along the way, rather than holding them to the end, and I think that will help make for a richer dialogue this afternoon. You know, the associations have always been critical to any profession, any industry. They've been in existence since the 1700s, so they've been around a long time. Since September 11th, the role of the professional organization actually has taken on even a more critical role, because one of the things that an organization does is to provide some stability and comfort in people's lives by bringing people together, by providing a safe place for people to join. And certainly as our lives were upended during those tragic events, I know it was the role of the associations that members reached out to
them, to their colleagues through association, through the services that associations provided.

Now, since September 11th, all across this country a lot of associations stepped up to the plate and provided services to help out, whether it was in the building trades to help with what went on at ground zero with the World Trade Center, through the chiefs of police, the fire departments across the country, the Association of School Psychologists posting on-line and sharing with anybody who was interested, how do you deal with the trauma children are going under -- undergoing now, a whole host of things.

And that truly showed the spirit and the value of an association is what they can do during times of crisis; that they are there with resources, knowledge, expertise, and one place to bring it forward. So certainly on a very broad base, the true colors and the true value of associations came to the forefront since September 11th.

For career and technical education, as we enter this era of a lot of legislation coming forward, I think everyone in this field, in the career and technical education field, they're going to see firsthand the value of what an association can do for them.

So let me just share with you today some ideas of what the value and the benefits of the professional organization is, how we make decisions as to what we do, how you can impact those decisions, how you can get the greatest value out of any organization, and how you can get involved in your organization.

And that's certainly what we want to show today.

So feel free, as you have questions, you have concerns, you have ideas, to fax your questions, if you are on-line, to raise them here in the audience, and we will try to address it as much as possible, and hopefully I'll use the technology correctly.

There's a very simple, basic truism about what an association is that I wanted to start with, and basically it's nothing more complicated than an association is a group of people who voluntarily come together for a common purpose or interest.

And the key -- there's two key words in this. One is "voluntarily."

Nobody forces you to join an organization.

And it's the common interest or purpose.

And that's what makes an organization so dynamic, is that commonality that brings you together and the fact that you're there because you want to, and that's what the associations, the leadership and the staff of the associations, need to respond to, is meeting your common interests and taking advantage of your passion, your dedication, and your commitment.

And the one thing I can say about all of the professionals, whether you're a teacher or teacher educator, or administrator in career and technical education, is you are definitely passionate individuals and very dedicated to this field, and that is a real benefit for us on the organizational side and something we need to make sure we take full
advantage of.
So let's start with the value.
What is the value of an organization?
Why do they exist?
What can they bring to you?
And certainly one of the key values of an organization -- it goes back to the very basic definition of coming together for a common interest -- is organizations offer a strong and collective voice.
You can be far more effective if thousands of you stand up shouting a message versus each of you individually going.
And if there's any one true value and benefit of an organization, it is that, is that -- what an organization can do for you much easier, much faster, much more effective than what you yourself can do, but not quite as effectively.
So it offers a strong and a collective voice for the profession that you're in.
It gives you access to current and relevant information.
I mean, it's no secret, we are definitely in an information explosion.
Today there is more information in one issue of the "New York Times" than back 200 years ago there was collectively altogether.
So we have more information coming at us from all different sources.
How do you cut through all of that information?
How do you find what is relevant for you?
How do you make sure it's current?
And how do you save time doing it?
And that's the value of your professional organization.
Another aspect is the recognition of the profession.
Again, collectively what we can do is provide programs that promote awareness of the profession, and that's done in a multitude of ways.
It's not only marketing and career awareness programs, but it's also elevating the quality of the teaching, the elevating the information that you have.
Elevating and enhancing what you yourself can do increases the recognition of the profession.
So all that associations do, indirectly or directly, will increase your recognition of you as a professional and of the profession as a whole.
And then, finally, one of the values also is associations, organizations are a terrific effective source of professional development.
Whether it's the local, state, regional, national, international level, you have expertise from all over the country that organizations pull together to provide you education.

So it is a valuable source for your own professional development.
So that's the value of a professional organization.
So we provide value.
What are benefits to you for belonging to an organization?
Well, there's a lot of them, and all of them apply.
And which ones apply to you depends on what you need and what you take advantage of. Certainly a benefit of belonging to an organization is it saves you time and money. Again, it saves you time and money in many ways, and we're going to explore some of those ways, but by providing -- cutting through all the information out there, it saves you time. By providing some products and services at a reduced cost because of the collective numbers of the members can save you money. So it does save you time and money.

It, as I just said, provides you access to products and services that reduce costs, insurance, professional liability insurance, office supplies, cellular telephones, office equipment. I mean, there's a host of things that it can provide you at less than if you went to do it yourself. They're your voice on issues that are important to you, and that's a benefit to you. It's your livelihood. How does your voice reach those that need to hear what you have to say? And through your professional organization, you can be -- they can be your voice to carry your message through to those who need to hear. Facilitate your networking with colleagues across the country on different issues, and, boy, if there is an example of that, it's this speaker series.

Now, you can pick up the phone and talk to people you know, but how do you reach those you've never heard of that have excellent information and ideas, who have done current significant research? How do you have access to them? How do you find ideas for new programs and new curriculum designs for your classroom? Yes, you can talk to the teachers in your school, but through your professional organization, you will have access to information, to colleagues who have expertise, that you wouldn't otherwise have. Some of it reminds me -- and while this isn't necessarily through an organizational story -- I was listening a number of years ago to a gentleman who has been a guru with the Internet, and he was talking about his 14-year-old daughter, who loved math. And he, because of his connections, put her in touch with one of the foremost mathematicians who lived over in Germany, and they got in touch via the Internet, and they established a dialogue, and continued that dialogue throughout the year. And his comment was, who would have thought, certainly when we were younger growing up, that here's a 14-year-old having an ongoing dialogue with one of the foremost mathematicians in the world? And an organization does the same thing.

It brings key experts in the field and makes them accessible to you, whether it's at a meeting, whether it's on-line, whether it's through
articles in a magazine, but it allows you access to expertise in all different areas, 24 days -- 24 hours, seven days a week, oftentimes. So, I mean, this Webcast will be archived, and you can go up, and anybody will, at any time, and view it. Where else would you have that opportunity? And that's a true benefit to you that can't be overlooked. And, finally, it keeps you current professionally. If there's one thing that you all in career and technical education know, you're under the gun to demonstrate your value to the educational arena, and part of that is to keep yourself up to date with the latest information, the latest techniques, to be all that you can be, to quote -- I think that's an Army statement, be all you can be -- to quote that, and that's where your professional organization can come into play, is they can help keep you current professionally because they are also staying on top of what is out there and what is important for you to know. So stop and ask yourself, without the professional organization, what is the cost to do all of that yourself? What would it cost you to do this without your organization or association? And I would venture to say it would cost you a lot more than what you're -- your dues dollars would pay. It's a small price to pay for the value and the benefit that they come through. So when you sit and you question, what is the role of the professional organization, do I really need them, stop and ask yourself, could I do this without them; and if I could, what would it take for me to do it? What's the time? What's the cost? Do I have the time? And if you can, then you should, by all means. If not, then you need your professional organization. And there is one for every need that you want in this field. There are a lot of them. And oftentimes people need to join more than one, because you all have different needs. And the trick for an organization is how to find the needs of the members and define that common interest. Remember our definition was, an association is a group of people who voluntarily come together to solve a common interest or purpose. So an organization needs to determine what is its core purpose, what common interests are they trying to meet and to solve for its membership. So I'm often asked by our members and nonmembers, so how does an association decide what it is going to do? How does it cut through all of that myriad of programs that it can offer and all of the different interests that your members might have, and how does it decide that?
And this is true regardless of the organization that you belong to, and this is certainly how ACTE is going about doing it, but there two different areas we need to look at. And the first is what we call internal factors, and first and foremost are member expectations and needs. We need to know from our members, as well as our prospective members out there, what are your expectations, what is it you need, what is it you want, why did you join this organization? And then we need to look at the resources available. And when we talk about resources and the capacity of an organization, we talk about financial resources, obviously; but we're also talking about volunteer, how much volunteer time. Someone has to develop these programs and services. Staff, is there staff available? How much staff time is available? And you begin to match those up. But at the same time, we need to look at the external factors, because often members don't even know what they need, and part of the role of an organization is to anticipate what your needs will be, which means we need to look externally, we need to look outside the field as well, to understand, before you do, what's going to impact your everyday life, your everyday job. So we need to constantly monitor trends in the profession. I mean, obviously, there's a trend going on now, no secret to anyone, the integration of academics into technical education. How can we as an organization help you with that? So we need to constantly be on top of the trends that are going on. We need to look at demographics that are happening. What are the profiles of the students you are going to get five years from now? That information is out there. And, yes, you all could take the time to study, read it, and some of you probably are, and figure out what kind of student am I going to have in five, ten years down the road? But one of the roles of a professional organization is to do that research for you and to now begin the dialogue and to now begin the development of programs that provide you that information and begins to provide you some of the tools and the curriculums that will be applicable when those students hit your classroom. And it doesn't make a difference if you're secondary, postsecondary, or adult education. There are generational differences, and we all know that. And we need to look at trends happening demographically as well, to find out, you know, how many people -- we're going to have a huge wave of people, they say something close to 76 million people, retiring out of business and industry over the next few years. What does that mean for career and technical education? Are they going to go back into classrooms? Are they going to the community college and to the four-year college?
What are they going to be doing?
Are they potential teachers for career and technical education?
We need to look at all of those factors.
What is going on with immigration trends?
Are we going -- we have a very culturally diverse population in America.
Is it going to increase, remain the same?
Are we going to close our borders, especially since September 11th?
Nobody knows for sure.
But there are studies being done.
So as an organization, we need to take a look at that.
And all of this has to begin to factor in to what we're doing.
The economy, what is the prognosis for the economy?
How is that going to translate into the funding for career and technical education?
And if indeed we continue on a road where funding is going to be very tight, how do we as an association respond to that so that we provide programs and services in vehicles that are different from what we have today that still provides you the benefit and value and the access to the information and the education that you need?
So we need to constantly, as an organization -- and every organization needs to be doing this, and as you look at organizations and you're trying to determine is it valuable to me, do I want to belong to it, one of the questions you want to ask yourself is how are they keeping their eye on the horizon?
Are they looking into the future for me so that they can anticipate my needs and not wait till I tell them what it is?
So certainly trends are very important.
We have to look at external factors, such as the legislative and regulatory activities.
And there's certainly quite a bit of it going on now, the dialogue on that.
But we need to look at what could potentially happen in the next election, and how will that -- which -- and you play out the scenarios.
If, you know, the leadership of the House turns over, and you have now the Democrats controlling both House and Senate, what does that mean legislatively?
If they both go back to Republican control with a Republican administration, what does that mean for the legislative events and activities happening?
We need to anticipate that.
The same thing in the regulatory area with the U.S. Department of Education, with the Department of Labor, with the Department of Commerce.
We need to look at what kind of dialogue are they having, what is their philosophy, and how are they moving forward so that we either know how do we jump into the dialogue, or what kind of research do we
need to do, or what kinds of programs and information do we need to
give the members so that they can continue to perform what they have
set out to do to the excellence that they want to, so that they have
the tools and the information.
And, of course, technology advancements.
We look at what's coming down the road.
You know, Webcasts.
Would anybody have thought, well, years ago, you could provide
education and information through a Webcast?
Obviously, the National Dissemination Center did, you know.
So you look at what's happening. Are we at the point -- I mean, we're
today where there are more computers sold than television sets in this
world.
The growth in people being on the Internet is just exploding.
I mean, it is so fast that it's hard to keep up with it.
And we know that our members tomorrow, the younger generation, they
live and die on that Internet, they spend all of their time on it,
they get their education that way, they get their information, they
get their news, they are very used to it.
And while those of us of the older generation -- I'm sorry, I'm not
calling myself part of that -- but we didn't grow up that way.
You know, we grew up where we processed -- it was ink on paper for us,
and we still process it that way.
Even if we're reading it on a screen, it's still being processed as if
it's ink on paper.
I tell the story, I have a 7-year-old grandson.
By the time he was 3 years old, he would pick out which game he wanted
to play, and it was always an educational game, it was a CD-ROM, he
would take the CD-ROM, he'd load it onto the computer, he knew how to
install it, he'd turn it on, and he'd play his game.
He's learning how to think very differently.
As an organization, we have to think about that.
And we have to start thinking about how do we design programs and
services that meets that child's needs down the road, because that's
our future member.
And, actually, one of the lessons for career and technical education,
in terms of the organizations, is that if we can respond to those
needs early and reach those kids very early, they're more apt to
understand what career and technical education is.
We have a better chance of getting them to come into the field because
it now is viewed as a very dynamic field.
So how do we promote recognition of the profession?
That's one of the indirect ways that we can do that.
We have found at ACTE -- one of our staff went up on-line to search
out -- he was looking at chat rooms -- and to see where are people in
career and technical education going, and he found a chat room full of
young 20-year-olds who are in career and technical education.
And I bet you most of those, we don't see around too often at local,
state, or even national association meetings, but they're there, because what they're finding are different ways to come together, and as an organization, we need to respond to that. So those are the various thought processes that an organization goes through as it decides what programs and services it's going to provide. It needs to meet your needs today. But to do that, we need to be one step, at least, ahead of the members. And that's how organizations provide value to its members, and that's how decisions are made. Most organizations have a strategic plan. ACTE is undergoing its strategic planning process right now, where those are the questions we are looking at. We are making assumptions about the realities that our members and the profession will be operating in five to ten years. And based on those assumptions, we'll put together a strategic plan that will determine our directions, the goals and objectives, and the activities we will put together. And it becomes a road map. And organizations by and large do that, and they should be doing that. And that should be public information for any member that belongs, is what is the strategic direction of an organization, and this is how we figure it out. So it is interesting as a side note to let you know, as I said, ACTE is undergoing this process, and we are making our assumptions, and our assumptions will be posted on our Web site soon. And we're going to invite people to respond to those assumptions. We want to know if we're way off base or correct. And it's the input from the membership and the profession out there that's actually going to help shape the direction and the activities of ACTE. So it is a collective effort. It is designed and shaped by those people who voluntarily getting together for a common interest. It's not a staff sitting back there. Some organizations are strictly run by volunteers, have no staff. And there's all shapes and sizes of organizations. The key question you ask yourself is are they providing me value, and are they going about making their decisions in the right way? And this is one of the ways and the key way they should be doing it. I've got to hit this thing right. So let me just go through some of the key program areas that organizations are involved in. And not -- not every organization does all of these, but these are areas in which they could do them. Every organization has determined its own core purpose, its mission, and has certain goals.
And they focus on those things that they feel that they can do best and what most meets the needs and expectations of their members. So these are things, activities that an organization can do. You need to decide for yourself what is it that's important to me, and then is my organization undergoing these activities, therefore, meeting my needs.

First and foremost, because it's so critical in this profession, is the whole role of advocacy. And it's really focusing -- it's your voice, both on the state and federal level, in the legislative process. And on your slide that you can see, these are a series of legislative initiatives on the national level that are coming up, that we're beginning the dialogues now to talk about. Certainly the Perkins Act. If the Perkins Act goes away, what happens to the funding? It could be subsumed and put somewhere else; it could be eliminated. The one thing we know with Congress is that the stroke of a pen could wipe something out, like that. And so it is very critical to make sure that that pen is never picked up and used.

And so your professional organization, their role is as your advocate, to make sure that your message is carried to the policymakers, is understood by the policymakers, is appreciated by the policymakers, and is incorporated into the legislation. Doesn't mean we get everything. We comprise along the way. But you preserve that which is vitally important to the profession and keeps it going.

And, again, this is on a state and federal level as well. ACTE, in collaboration, we are working to pull together a coalition of the diverse number of organizations within this field so that we come with a very loud, collective, strong, consistent message about what is needed for career and technical education. The I.D.E.A., the funding for special needs, people with special needs, critical. It is an area that is under fire right now, that we are concerned about. We need to make sure that we work with those organizations, all those that have a common interest on that come together.

What is interesting about organizations is you have permanent organizations, and then you have organizations -- they're often called coalitions -- that come together for a specific purpose at a specific time, achieve that and go away. And there's nothing wrong with that. And, again, it's groups that come together for a common interest. And you will see that over the next year or two as we go forth with all of these legislative priorities, pulling together ad hoc coalitions so that we can increase the size and the strength of the
voice that goes forward.
In addition, the more consistent message is, the more common our message is when we go up to Congress, the more effective we will be, the better we will be heard, and the more successful we will be.
We also have the Workforce Investment Act coming up.
Welfare reform.
And, of course, the Elementary and Secondary Reform Act has just -- Education Act has just been passed.
The one thing we always have to remember is even though legislation is passed with funding in it, it still has to go through appropriations. So it doesn't -- we can't just stop once an act is passed.
We have to see it all the way through, year after year, through appropriations.
And this year and next are going to be very tough.
There was a time when we were talking about a trillion-dollar surplus. Now we're talking about deficits.
And a lot of that money in Congress is now -- in this country is going toward homeland security and the war on terrorism.
And so there's a smaller pie to divide up amongst all the various programs in this country that are searching for money.
So we need to constantly be vigilant.
Organizations are -- can be very effective in this.
But to do so, they need the active involvement of its members.
And the more members these organizations have, the more active the members are, the more effective the organization is.
It's sort of like a Catch-22.
You know, it takes the collective strength of all of us.
So, as I said, now more than any time it's important that professionals in career and technical education not only join their organization and support it, but become actively involved in it.
In the role of advocacy, your organization represents you with the U.S. Department of Education and the Department of Labor.
Regardless of which organization, they're all up there, constantly.
They're -- not only are they providing your message, they are hearing back the philosophy and the thinking of the regulators in those departments.
And through that, they are sharing that information with you.
You can't be up there all the time.
You cannot always be in Washington, D.C.
They are your voice.
They're also your ears and your eyes and bring that back to you.
They're your liaison with your state directors of career and technical education.
They're your liaison with other like organizations.
They're oftentimes liaisons with the unions, with the teaching unions out there.
They're your liaison with business and industry, many times.
So they also serve as your liaison in their role as advocates for you.
And the key word is "advocates."
They are there on your behalf.
We talked about one of the benefits is professional development. Through a whole host of ways, they can provide this -- conventions and conferences that offer a broad range of topics. And you could probably attend a convention or conference every week throughout the year if you wanted to, so it's finding that which matches your need the most. But they do. And through that, they are bringing together experts from across the country. They are bringing the experts to a specific location for you to go out, for you to come and meet with that expert and listen to it. Through workshops on a local area, state area, workshops across the country. Distance learning, which, of course, is the new and growing trend today, is where you can sit -- and, actually, this speaker series, this professional development, this is distance learning. You're sitting at your desk, you're watching a Webcast, you can ask a question if you want, and you don't have to travel. There's no cost involved. And I think we will see even more of that come along. Internships and apprenticeships. Organizations are very good at matching people up to apprenticeships and internships that are out there. And for those who are in the field that want to apprenticeship somewhere or do an internship, maybe in business and industry, it facilitates that process as well. Mentoring programs. There are several of them across the country. Certification/accreditation. Many organizations do accrediting of individuals, of programs, and make that available, and give -- through that, provide recognition for the profession as well. So those are many ways in which they meet the professional development needs of career and technical education. Another area is research and information. Access to databases. You can go up on-line through their Web site and have links to all kinds of databases out there. They -- many organizations have libraries of historical data, of research that's been out there, that you can have access to. They do surveys on a continual basis of all kinds, surveys of the profession, surveys of students, surveys of parents, surveys of regulators, all kinds of topics. They are continually doing surveys, gathering statistics along the way, and making that available to you, to regulators, to legislators, whoever has a need to get that information.
They do research on the latest techniques and trends in career and technical education.
And, again, they're then going to make that information accessible to their members.
They have information centers and libraries.
Many organizations have it on-line.
You can go up on-line and ask a question, and they have an information center where they can come back -- somebody will come back with "Here's the answer, here are places you can go look for it."
You can go to their offices, and there is a library.
There are bookstores on-line that you can have access to publications.
Bibliographies and information kits.
Brochures.
If you need any kind of brochures, I know ACTE has a number of them, and most organizations do, informational brochures, brochures you can use yourself, brochures you can give out to others.
They will do customized research, many organizations, that meets just the needs of their profession or very often just the needs of a particular member, as well.
Depends on the capabilities of that organization.
But many of them do customized research, as well.
Provide teaching materials.
If you are an instructor in family and consumer sciences, they would have teaching materials that have been developed by other professionals in family and consumer sciences.
Same thing with agricultural education, automotive education.
There are teaching materials out there available from the professional organization.
So a key area for an organization, as we said, value and a benefit is access to information, and they do that through a number of research and information programs and activities that they have.
There are publications.
Books -- they write books, they get books at discounted costs, they make books available to you, they do periodicals of newsletters, newsletters on latest trends, newsletters that come out daily, newsletters that come out once a week, every other week, once a month, once a quarter.
They're all across the board, depending on it, but they -- and there are special interest newsletters.
So you have a host of newsletters, oftentimes, that you can choose from that will meet your specific need.
Buyers' guides and guide packs of products and services that you might need.
Many organizations publish those.
They put out reports of industry statistics and market analysis on a regular basis.
Directories, directories of experts across the country, directories of products and services, directories of people within -- whether it's
the state Department of Education or the U.S. Department of Education, here's a directory of all the people you might want to reach and their phone numbers, directories of your Congresspeople to talk to, directories of professional organizations and what they offer, so you know where to go to find the information. And as we said earlier, informational brochures and promotional materials. ACTE has their Career and Technical Education Week, and while that's certainly part of our recognition activities, it is also promotional materials that professionals, teachers and administrators within this field, can use throughout the week and use them very successfully and very effectively. So there's a whole host of activities to provide in the publications area, to provide its members. Interestingly is -- one of the questions I'm often asked is, you know, "Well, how do you as an organization decide what publications to develop and to write?" And it looks back to what we said earlier about how decisions are made. If we find there is a need, we find that need through surveys we have done of our members, or we watch dialogues going on either at meetings or on-line to see people asking constant questions and there's no written literature out there for it, now we know there's a need; there's some kind of need for a publication on that topic. Most likely, after the Perkins Act is passed, whenever it's passed, Congress tends to move slowly, but when it is passed, we will put out a publication on the Perkins Act, what it means, the implications, how do you respond to that, just as we had done the last time the Perkins Act was passed. That's just one example. That's a need. We know that's a need, so we will do a publication on that. So a host of publication activities that go on. Networking. Associations do a lot to facilitate networking. Peer group meetings. You go to your state meetings, a local meeting, you know, or even a national meeting. It's meeting with those, with your colleagues, who have the same interests. You can share problems, concerns, ideas, just commiserate. But it allows you -- provides the environment for peer group meetings. On-line chat rooms, very popular. The Webcast is sort of like that, but on-line, where you can go in and set up -- a lot of organizations do it now. ACTE is in the process of developing it. You know, I teach 11th grade family and consumer sciences, and I would like to hook up with rural communities -- that's very specific -- and
I want to talk to other teachers who teach 11th grade family and consumer sciences in the rural community because I think we've got a lot in common, because I've got some ideas, and I want to share them with somebody.

You can do that.

You can do that very specifically on-line and have a chat room with it, either a live chat room or what we call bulletin boards, where you can go up whenever you want, and people respond whenever they want, and it's ongoing.

It's a phenomenal way to network, and you will meet people you never knew existed.

And could you do that without an organization?

Of course, you could.

But that means that you need to get the word out to them that you have a chat room that you want them to enter into.

Well, you don't need to if it goes through the organization because they will promote that and make people aware.

Plus, the organization's Web site, people naturally gravitate to it anyway.

So that goes back to the question, can you do it yourself?

What would it cost you to do it?

Well, yeah, you can do it yourself, but it would take you an awful lot of time and effort to do that, where it's a lot quicker and a lot more effective if you were doing that through an organization.

Videoconferencing.

Not quite as popular as it used to be, but that's one of the ways that they can network, they can -- when a piece of legislation is passed -- I mean, nowadays it's kind of being supplanted by Webcasts, but you can have an expert in Washington, D.C., talking to people -- you know, we could take a room in every state and have 50 people sitting in it so that they can network with each other, plus talk to the experts.

Videoconferencing is an effective tool for networking.

The Webcast, such as we have here today, which I think is phenomenal.

Peer directories.

We talked about the directories before, but it's also a form of networking.

Where are people in other areas of the country that have the same interest that I have, the same type of job that I have?

And special interest groups.

ACTE does it through its division.

Other organizations do it in other ways.

But they all have special interest groups to meet the diversified needs of their members.

So there are multiple ways of networking.

Again, can you do it yourself?

Absolutely, but it's a lot more time consuming and a lot more difficult versus doing -- having your professional organization do it.

Group purchasing programs.
Just briefly, this -- it can't be underestimated, though, you know, the things you could one-time purchase, equipment. There are some organizations that offer discounts on copier machines, computers, fax machines, cellular phones. There are also your ongoing programs, such as your yearly insurance that you want to buy, professional liability insurance, credit card programs, office supplies, a host of programs that save you money. And we call them purchasing programs because the vendors come to an organization because they look at the collective buying power, purchasing power.

If you have 30,000 members who are potential buyers and they can reach -- the vendor can reach those 30,000 members through that professional organization and are willing to provide you a discount on purchasing it, versus you walking into a store. So it's a key advantage of membership in an organization. It gives you access to products and services at less cost than if you went to do it yourself. You can get the same products and services on your own, but not necessarily at the discounted price. It's taking advantage of that collective buying power. Well, so I'm not sure I have to repeat again, but I'm going to anyway, why you need to join your professional organization. And first and foremost, let me give you one good reason: It's to protect your livelihood. It's to protect what you do on a day-to-day basis. Because if the professional organization wasn't there and there was nobody who was your voice out there, nobody who was providing you the greatest techniques, the current information, it would be a lot harder to survive out there if nobody was out there promoting the value of career and technical education and you had to do it yourself or you had to take the time to band together your colleagues. You know, it's -- you have a lot harder chance of surviving. So it is, first and foremost, to protect what you do on a day-to-day basis, and that's why you need to join it. It's nice to say, "I don't need to, they exist, somebody else will do it without me." That's true, as long as not everybody thinks that way. If everybody thought the same way, we wouldn't have professional organizations and you'd be up a creek. But even if not everybody thought that way, the sad part is, is actually, then, you are allowing your colleagues to carry the burden for you. Plain and simple, that's unfair. It's your livelihood they're working to protect. You need to become involved, you need to take a step and help protect it as well. And the more people who are involved in their organizations, the louder their message, the more effective we can be.
Certainly there's a lot more we can do.  
So, first and foremost, you need to join to protect your livelihood.  
I can't put it stronger than that.  
You need to join so you can keep current on the latest information and techniques.  
If you have to do it yourself -- and especially as teachers, you're busy enough trying to, you know, just teach in the classroom and keep up with all you have to do, and the regulations are there, but, of course, if you're not up on the latest information, you're not sure you're keeping up with all of the regulations you have to meet, so you need access to that information.  
And, again, can you do it yourself?  
Sure, but it's going to take you a lot more time, and if you're willing to spend your life awake 24 hours a day, then by all means, you should do that.  
You should join, again, so you can save money.  
And I'm not sure there's anybody that doesn't want to save money.  
And I think nowadays there's something every organization offers that you need, that you have already been purchasing or thinking about purchasing, and now you're going to save money on it.  
I can't quite figure out how people say they don't care about that, because I for one like to save money.  
Could you network with your peers across the money without it?  
Of course, you can.  
But you can network with more people, people you never thought about, if you join your professional organization.  
You need to join them just for your own benefit, your own growth, your own development.  
And be a part of your professional group.  
You spend a lot of time learning how to be involved in career and technical education.  
You spend a lot of your waking time doing your job.  
So be a part of your group.  
Don't do it alone.  
Step up to the plate, join with your colleagues and participate in your organization.  
Which leads me to a key point.  
Why become involved in your professional organization?  
And this is really important because, as I said early on, these organizations are run even when they have staff.  
Staff help implement it, but decisions and a lot of the development of programs are done by the members, by volunteers, because you are the ones that are actually out there on the front lines doing the teaching or the administration or the guidance -- the counseling.  
It's you out there.  
You more than anyone understand what is needed in the field.  
So we need people, members to become involved in their professional organization.
But, first and foremost, all right, you've decided to join your be
professional organization, and I've convinced you, and very good, and
so now why should you become involved?
Well, like anything else, you've made an investment; you've paid dues.
That's money that you've given somewhere.
And any prudent investor will tell you if you want it to grow, you
need to monitor and work it.
So if you sit there and don't get involved, if you don't tell the
organization what is important to you, what you need, what issues are
critical, then you really can't complain when they don't meet your
needs because they don't have any idea what's important.
So you need to become involved.
You need to make sure your dues dollars are working for you.
And you can only do that if you're involved.
So you need to become involved to monitor and tend to your investment
and to watch it grow, to make sure your expectations are understood
and addressed.
And, again, we don't know that unless you tell us.
And even if we ask you, we might interpret it differently.
And, generally, like anything else, those who speak the loudest do get
listened to, so make sure you have a very loud voice, and the way to
do that is to become very actively involved.
To gain leadership knowledge and skills.
And there are lots of leadership programs you can go through, but
sitting on a committee or sitting on a board of directors gives you a
tremendous platform on which to practice your leadership skills.
It's a great way to put it into place.
And then turn that around and help your students and your colleagues
with what they're doing, because you've got experience out there doing
that.
I also have to tell you one of the great -- because I'm very active in
my own professional organization, and one of the things I love most
about being active is going to committee meetings, and before we get
down into the real work of the committees, sitting around and talking
and just sharing ideas, I gain more out of those meetings just by
listening to my colleagues talk about what they're doing in their
organizations than I get from anything else.
So, actually, being involved increases my networking opportunities.
So it's another by-product of why I get involved.
It's also giving back to your profession.
You know, it's -- you've put a lot of time and effort into this.
The profession hopefully has been good to you, so maybe it's time to
give back.
And in giving back, you're also helping those who are coming up behind
you, those young people who are entering the profession, because
you're helping to shape the programs that they will be the beneficiary
of.
By giving back -- by stepping in and getting involved through
mentoring the young people, you are giving back. By sharing information and research you have undertaken, you are giving back to your profession. So it's getting involved and giving back. And, finally, it's to make a difference, to make a difference in your own life, your students' lives, your colleagues' lives, and the profession. It's to make a difference. There are lots of ways to do it, but this is a key way in which to do it. Do we have any questions?

>> A whole lot of questions.

>> Bray: Okay, I didn't know that. Very good.

>> This one is multiple parts, but the scholars are interested in what is the membership currently, and has it declined over the years? And if that's the case, what's your perception of why that's happened?

>> Bray: Are you talking about ACTE or -- ACTE, okay. ACTE's membership is roughly 30,000 members. Has it declined?

Yes, it has.

At one time I understand it was around 40,000 members. Why has it declined?

That's a good question, and that's actually one we are undertaking. Part of it is we've had a decrease in the number of professionals, career and technical education, a lot of people retiring, programs being shut down across the country, and they haven't been replaced. That is certainly some of it. And some of it we believe, also, is people have stopped becoming involved in what they're doing. I think for a while, as valuable as ACTE is -- and it has kept up its advocacy role very well -- it has eliminated some of its programs. It becomes almost cyclical. As members start to decrease, the ability to provide some programs and services, unless you raise money, begins to decrease, so you're providing less benefit to the members, so people begin to drop off. And it becomes a cyclical event. We've managed to be very effective in our advocacy work. That has not stopped at all. And we've done that on behalf of the entire organization. What we need to do now, utilizing technology, especially, and what we are doing, is finding ways to give back value to those in career and technical education. I think for a while -- and I say this as someone who has just come into this field in October, so -- but from somewhat of an outsider perspective, this is a very disjointed profession. When I said at the beginning of this Webcast there are a multitude of organizations, that's an understatement.
Each one of these organizations has tremendous value, and I don't take away value from any of them, because they do. But ACTE is really sort of that glue that holds them together. It's that common base. And I think that common base got lost for a while. It gets remembered every time Perkins comes forward or there's some funding issue. Everybody goes, "Oh, my God, we need funding for career and technical education, let's join," the funding's there, and they go away back to their little niche. That's absolutely the wrong way to do it. And I think that's a lot of what has happened in the long run. But I think that we are beginning -- we're beginning to see membership climbing back up. Certainly funding is a problem. But I also want to take this in a little bit of a tangent for a moment. One of the things -- and I will say this from -- we headed our national policy seminar a couple weeks ago. Belle Wheelan -- Dr. Belle Wheelan, who is the Secretary of Education for the State of Virginia -- and she said it very clearly to the audience, that career and technical education's main problem is, you don't speak up, you don't have a voice. And I think that's part of the problem. People do not see the value in the advocacy role, which is one of the major activities of ACTE. Somebody's going to do it, it's okay, and they're afraid. What we're doing is mom and apple pie, you know, career and technical education. How could anybody not be supportive of it? And teachers are very quiet about it. "I'm not going to get up and yell and scream." Well, you have to because everybody else is, and you're not going to be heard. And hopefully we're going to get this message out and that the profession will come back to be a collectively strong voice and we'll work -- all the organizations will begin to work collaboratively. There are lots of ways to do that, and I think we'll all increase membership as a result of it. >> So that leads directly to the next question. What are ACTE's plans to bring CTE together as one field with one vision? >> Bray: Well, there are a couple of ways we're looking at doing that. And, first of all, I don't want to preempt the board. They're my employer; I don't preempt them. But -- because we are going through strategic planning, where we are looking at the future and crafting what our vision for the future is,
so that is still a work in progress. 
But in the meantime, there are a few things that we are doing, and let me take it from a couple of avenues. 
One is I talked about advocacy. 
ACTE has already started reaching out to other organizations. 
We work with, of course, the National Association of State Directors of, now, Career and Technical Education -- they have changed their name just recently -- and the Association for Community Colleges, and we have a joint position in the letter about funding that's gone up to the Hill. 
We are going to be, as we did in the last Perkins Act, forming coalitions so that all of the organizations involved in the skills will come together with one collective voice. 
We have a strong government relations staff at ACTE, very good volunteers that are involved, and we feel we're in a good position to begin to spearhead that. 
We're holding a series of town hall meetings across the country to gather input from everybody as to what issues are important as we go into this legislative cycle. 
So our role with advocacy is done through a collaborative effort with all the other organizations. 
It is very, very important that we, as career and technical education, regardless of the organizations, speak with one message. 
If we want to be successful, we have to have one message, or we'll splinter ourselves up. 
The other thing we're doing is we have undertaken very aggressively an on-line initiative. 
Our Web site is undergoing revision. 
We are establishing on-line chat rooms, bulletin boards. 
We will have a member-only area. 
We plan to reach out to hopefully like organizations, such as the National Dissemination Center, to link with them so that we can bring in -- we are one organization, and if we see ourselves, as I said earlier, as the glue, or as said somebody said, "We're the mortar that holds all these bricks." And we're sort of that mortar that brings it together, and so what we want to do through the use of technology on-line is to link out to all of these various organizations, to what they have, and provide value to anybody involved, both professionals, teachers, administrators, guidance counselors, as well as students and parents who have interest in career and technical education, for them to have a location where they can go. 
We won't develop all of the information on there, but we'll have links. 
What we are developing is a search engine. 
You can put in a key word, and it will give you a list, a few of the various links you can just click and go to.
Saves you time and money.
Gives you access to current information, all of the value that I talked about for an organization.
So that's certainly one of the things we're doing.
Our efforts in the image awareness or business education partnership has brought together a number of organizations, educational organizations as well as industry, to collaboratively pool our resources to come up with programs to promote the value of career and technical education.
So there is much that we are doing to try to bring this organization. A lot of my time has been spent going out and talking to executive directors of these other organizations.
Our effort is to be partners with them and work with them, not compete with them.

>> I have a question from Dan Smith, Minnesota Department of Children, Family, and Learning, and member of the ACTE board of directors.
>> BRAY: I hope I didn't say anything he's angry about.
>> His question sort of follows what Becky just asked you.
He first said, how essential is consensus for the organization to present a common message, and you said that.
Then he wants to know, does consensus building impede progress in a rapidly changing environment?
>> BRAY: No, it does not impede it; it actually facilitates it.
One of the things I learned a long time ago, consensus does not mean that everybody agrees 100%.
What it says is, I don't necessarily agree with you, but I can live with it.
And you can narrow it down.

By building consensus, what it does is it forces you to put all of the issues on the table, all the opinions, all the ideas.
If ACTE just stood up and said, "This is what we believe in, and so we have consensus," without consensus, that's ACTE's position, and every other organization would do the same, that's not consensus.
But if we all come together and we put on the table all of our issues and we find those that are common, and then we look at those, and we say, "All right, we have consensus on this, this is our message; now, out of this other pile, are there things that are important, that are broad based, that we can all live with?"
Because there are going to be some issues that are so narrowly focused that nobody can agree with that an organization might have to take on its own or might have to say, "Not this go-around."
As I said before, legislation is political, and you will not get 100% of what you want.
So you better be very clear for yourself and for all of career and tech, what is critical, what is important that we must have, first and foremost, and then what is it we would really like to have, but not until we achieve the must-haves.
And you can only do that when we reach consensus and when you have all
the views on the table.

>> Have you done anything to partner with AACC?

>> BRAY: Yes, we have.

As I said, our government relations staffs work very, very closely together.

They share a lot of information.

We do have a joint letter with them that they have signed regarding the funding appropriations.

And so we have worked with them.

We do -- on the agenda is for me to sit down with their executive director to talk about potential cooperative efforts that we can do together.

He and I spoke very briefly together once when we met and just agreed that it is time that the organizations did sit and meet together.

But we have a sharing of information, both on the volunteer side as well as on the staff side, and I don't want that overlooked.

While there's nothing maybe formally in place, informally there's a lot of sharing that does go on.

>> This one comes from a state director in New Hampshire.

How do we convince teachers to join when national meetings are held during teaching times and there are limited travel funds?

>> BRAY: Well, the reason I went through that whole litany of benefits and value is because meetings is just one way.

And if the only value or benefit that we provide to a member is by attending a meeting, then, you know, we'll have a membership of about 6,000 people.

And it would be nice if we could say we have 100% attendance of our members at a meeting.

It would be very nice.

But the value has to go beyond that, and that's why I said there's a lot of different ways we provide it.

First and foremost is that we need to convince that teacher that if they don't support their professional organization to make sure that the funding is there they might not be teaching the next year.

And that's a very real statement that I don't think many teachers understand, that, yes, there's a lot of funding -- it's just as important that they join their state association because the state money is just as important.

But the federal money, also, is critical.

So without that, they -- they have problems at the state level.

And so they need to join, if nothing else, to support the efforts, to protect their livelihood.

We will provide value to them through programs on-line.

They can do that anywhere, through distance learning, through the publications, through magazines, through newsletters.

They can save on their professional liability insurance, and nowadays it's hard to teach without it.

It's a sad statement, but it's true.
And they can get it on their own, absolutely.
And what I find is interesting, here's an interesting point. Teachers don't think twice about joining the union at the -- at a major price, but they question joining their professional organization, yet they both protect their livelihood.
And, in fact, the professional organization goes beyond that.
Not only do they protect their livelihood, they enhance it by providing the information, by providing research, by providing networking, by providing surveys, by providing, you know, ongoing activities to them through the Internet, through face-to-face, a whole host of ways.
So they do more than just protect their livelihood, yet they question the value of it.
And that has always confused me somewhat.
And I understand and I'm not questioning the unions.
They're very important, and you should belong to them.
But for the same reasons, you need to belong to your professional organization.
You're a professional.
Why wouldn't you join your professional organization and be part of your profession?
>> What advice do you have for teachers that may be seeing this for the first time and really finding out about ACTE, for them to become actively involved, both at the state and the national level, and also for teacher educators who are trying to provide information to students in undergraduate coursework?
>> BRAY:  Well, first and foremost, the data -- well, they can do one or two things.
They can go up on-line to the N.A. Web site -- or ACTE Web site -- that's the organization -- which is acteonline.org, and they will find not only information about ACTE, information how to get involved, information on programs and services, they will also find information and links to their state association.
They can send us an e-mail with any questions, "Here's my interests", "Here's what I'm looking for."
We will respond immediately, giving them direct, here's where you can find what you need.
They can e-mail their state association, "What are the dates of your meeting," "What activities do you have?"
We have 12 divisions in ACTE.
So regardless of what you teach, there's someplace for you.
They have their own newsletters.
They have their programs and services that they offer.
You can find all of that in one place on the ACTE Web site.
And if you don't want to go up on the computer, you can call us.
The phone number is (703) 683-3111.
Or you can fax us, and I don't know the fax number by heart.
But you can reach us in any way, and we'll be glad to talk with you,
the teacher, and match you up.
And we love to get teachers who are new in the profession.
In fact, one of the programs ACTE has is a new professional
scholarship program.
If you are new -- and that's five years or less -- teaching in career
and technical education, there are scholarships that give you a
stipend to attend the ACTE convention, to -- in some cases, some of
the states do it to attend the state association meeting or regional
conference.
ACTE has five regions and five regional conferences, many of which are
coming up.
There's one later this week, so -- down in Shreveport, Louisiana.
And so there's lots of different ways to meet people, to connect.
We will match you up with who you -- with someone who is of interest,
who can mentor you and guide you through that.
But I certainly encourage new teachers to take advantage of the new
professionals program.
>> Is ACTE involved in the adult higher ed arena; and, if so, could
you address that?
>> BRAY:  We have a division which is the Adult Workforce division,
Adult Government Workforce division, that provides information, a
series of educational sessions.
And, in fact, many of our state associations, because our state
associations pretty much -- there's a little bit of difference, but
mirror the divisions that the national has.
Sometimes they have a little different name, but they pretty much
mirror them.
So on both the state and national level, there are divisions and one
of which deals with adult development, higher education, and provides
information and programs for people in that area.
You name the area, we have something for them.
>> How does ACTE explain the limited participation by CTE educators in
the West?
We have some scholars in the West, and they're frustrated with that.
>> BRAY:  So am I.
I can tell you that.
You know, I know that some of it is the -- in some states, some of the
other organizations are very, very active, very strong, for instance,
the agricultural educators, and there are some of those people that
just do not see the value.
"I belong to agriculture -- the National Association of Agricultural
Educators," or "the Texas Association of Agricultural Educators."
Why do I need to belong to ACTE?
It's a valid question.
It's a question that they need to ask.
And we've actually had a lot of dialogues with the National
Association of Agricultural Educators and are talking about ways to
put out a joint message of the value of belonging to the national
organization that deals with their efforts on Capitol Hill, with the promotion of what they're doing, the value of career and technical education.

The richness of what we can provide back to the field is dependent on the richness and the diversity of our members so we want them all involved.

And in some cases, it's their -- career and technical education is not that large in some of those main western states, but one of our efforts and one of our goals is to spend time in those states where it is not strong, to actually go out there, to meet with them, to hear what their concerns are, what their hesitations are, to determine what it is we can do.

Most of the time I find it's because they don't know what we're doing and the value of belonging to ACTE, and the onus is on us to make sure that they know that.

So we will be spending a lot of time over the next year doing just that, communicating what we bring to the table for them.

>> This is an interesting thought, and I would like to know your response.

One of the scholars wants to know, do you see ACTE as having a role in homeland security in the fight against terrorism?

Because as we use technology more and more and more, we are opening ourselves up to that.

And I think that's an interesting angle, that -- I don't think about it from my perspective, but it is one we all need to be aware of.

>> Bray: It is.

And I would say absolutely career and technical education has a role in it.

I remember -- I hadn't yet started at ACTE, but about three or four days after September 11th, I went over to the headquarters office to meet with the staff.

This was a difficult time.

And I -- you know, I wanted to go over just to be with them and to talk with them, and I remember as I was driving over to the office thinking, what do you say to people during times like this?

How do you make people feel better?

And it occurred to me, and what I said to them, and I meant it sincerely, and I -- I think it has as much relevance to those who are the professionals in this field.

What I said to the staff is what they do is even more critical as staff than what they did before.

It was always important.

Because now more than ever, what career and technical education professionals -- the training you are providing, the teaching you are providing, is going to take on greater significance than ever before because we are going to need knowledgeable and skilled workers in technology, in -- in building things that the military are going to be using.
You know, all of what we're doing with security at the airports, who's going to be training them? That's critically important. And there's a role for career and technical education in all of that. That's what the value of career and technical education is. You are providing training for people to have important, relevant careers, and this has just created the -- elevated the importance of some careers, some jobs. It has also created new ones. And at the very heart of that is career and technical education at all levels. Are there any other questions?

>> NICOL: We have time for one final question. And, Jan, do you have summarizing comments you want to make?

>> BRAY: I just -- I always have a summarizing comment. First of all, I want to thank the National Dissemination Center for allowing me this opportunity. I thought this was actually a very unique subject, and I am very pleased they thought about it. It is not often that any of us in the association have the ability to reach a wide audience to explain the value of what we do and why you need to belong. So I thank the Center, and ACTE certainly hopes to do a lot more with the Center as we move along. It's been an interesting time for me joining ACTE. I think career and technical education -- I've always felt this way -- is extremely important, and we can be successful while each of you can be successful in what you do on a day-to-day basis, as collectively career and technical education can fulfill its promise and its dream, if everybody steps up to the plate in some form or fashion. And I think it's Gandhi who said -- I was reading this. Gandhi said that if you want the world to change, be that change. It means you need to step up. You need to be a part of it. Certainly, I and the staff and all of the leadership at ACTE would welcome everyone involved. But I also welcome input, feedback, your comments. We don't know what you need unless you tell us. So I look forward to hearing, beyond today, from everybody in career and technical education. And I thank you.

>> NICOL: And thanks to you, Jan, for being here. Now, all of you in Webcastland cannot see, but Jan is having a standing ovation right now in this studio. And so, Jan, looking into that camera, I can see that you're receiving a standing ovation from Webcastland, as well.

>> BRAY: Thank you.

>> NICOL: So to close this afternoon's session, I would like to
leave you with three key words that I gleaned from Jan's comments this afternoon, and those would be these: Engage, involve, and invest. Engage your efforts, your knowledge, and your talents in your profession through affiliation with the Association of Career and Technical Education and communicate with ACTE's staff. Involve yourself with those with whom you work in local, state, and national activities, through committee work and professional development opportunities, to strengthen our collective role in workforce development. And invest in your association for the professional growth and development of others who will follow you, and to others who will provide resources, to continue the momentum of career and technical education across this great and diverse nation. Thanks to Janet Bray for sharing with us this afternoon. And please join us again on Monday, April 29th, for the next Webcast with Allen Phelps, Director of the Center on Education and Work at the University of Wisconsin in Madison, who will share information about including students with challenges in high-performing, restructured high schools. The presentation will begin promptly at 3:00 p.m., Eastern Standard Time, and will be available via the Web. Access is through the National Dissemination Center's Web site at www.nccce.org. All presentations are archived on this Web site as well. Until next time, best wishes and success to all my colleagues in career and technical education. (Webcast transcription by Professional Reporters, Inc. 800-229-0675)