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The Association for Career and Technical Education

**Committee and Task Force Handbook**

*June 2017*

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Table of Contents

[Table of Contents 2](#_Toc454794688)

 [Welcome 4](#_Toc454794690)

[About the Organization 5](#_Toc454794689)

[ACTE Mission, Vision and Strategic Direction 6](#_Toc454794691)

[ACTE Structure 8](#_Toc454794692)

[ACTE Membership Information 11](#_Toc454794693)

[Hierarchy of Governing Documents 14](#_Toc454794694)

[Finance and Operations Department 16](#_Toc454794695)

[Leadership Department 18](#_Toc454794696)

[Programs and Communications Department 21](#_Toc454794697)

[Public Policy Department 23](#_Toc454794698)

[Strategic Partnerships 26](#_Toc454794699)

[2017-2018 Board Roster 27](#_Toc454794700)

[FY18 Meeting Dates](#_Toc454794701) 32

[Calendar of Activities](#_Toc454794702) 33

[Standing Committees 3](#_Toc454794704)5

[Task Forces 3](#_Toc454794705)5

[Committee and Task Force Charters and Objectives 3](#_Toc454794706)7

[Audit Review Committee Charter 3](#_Toc454794707)8

[Awards Committee Charter](#_Toc454794708) 40

[Bylaws Committee Charter](#_Toc454794709) 42

[Nominating Committee Charter 44](#_Toc454794711)

[Resolutions Committee Charter 4](#_Toc454794712)5

[Communication 4](#_Toc454794713)7

[Committee/Task Force Meeting Minutes 4](#_Toc454794714)8

[Sample Committee/Task Force Meeting Agenda 4](#_Toc454794715)8

[ACTE Board Communications](#_Toc454794716) 49

[Committee/Task Force report to the Board of Directors](#_Toc454794718) 50

[Position Descriptions 5](#_Toc454794719)1

[Committee/Task Force Member Position Description 5](#_Toc454794720)2

Audit Review [Committee Member Position Description 5](#_Toc454794720)3

[Awards Committee Member Position Description 5](#_Toc454794720)4

Bylaws [Committee Member Position Description 5](#_Toc454794720)6

CTE Support Fund [Committee Member Position Description 5](#_Toc454794720)7

Nominating [Committee Member Position Description 5](#_Toc454794720)8

Resolutions [Committee Member Position Description 6](#_Toc454794720)0

[Chair Guide 6](#_Toc454794721)1

[Leadership 6](#_Toc454794722)2

[Committee/Task Force Chair Responsibilities 6](#_Toc454794723)3

[Committee/Task Force Chair Tips 6](#_Toc454794724)4

[Meeting Tips 6](#_Toc454794725)6

[Parliamentary Procedure Basics 6](#_Toc454794726)7

[Working With ACTE Staff 6](#_Toc454794727)8

[Staff Liaison Position Description](#_Toc454794728) 69

[Volunteer/Staff Partnership 7](#_Toc454794729)0

[ACTE Staff Help Index 7](#_Toc454794730)2

[Appendix 7](#_Toc454794731)6

[Committees/Task Forces Board Policies](#_Toc454794732) 77

[A Brief History of ACTE](#_Toc454794733) 80



Welcome

As a member of an ACTE Standing Committee or Task Force, you have been selected to represent your Region or Division on an important leadership entity of the Association.

Your position on a Standing Committee or Task Force carries important responsibilities. It is our hope that this handbook will give you the information you need to have a successful and rewarding term on the ACTE leadership team.

This Committee Handbook has been prepared to provide you a sense of continuity and awareness of all aspects of ACTE, including expectations of leadership, the governance and staff structure, policies and procedures and association programs and services. The purpose of this Handbook is to help guide you as you fulfill your responsibilities as a leader in the Association.

About the Organization

ACTE Mission, Vision and Strategic Direction

ACTE believes strongly in the integrity of its mission and work. To that end, ACTE adheres to a strict code of ethics and stands firmly by its bylaws.

A. Mission:

The mission of the Association for Career and Technical Education is to provide educational leadership in developing a competitive workforce.

B. Purposes

1. Leadership and Program Improvement. To foster excellence in career and technical education.
2. Policy Development. To advocate national public policy to benefit career and technical education.
3. Knowledge Connectivity. To act as a clearing- house for education and information relating to all aspects of career and technical education, while providing an access for professional development.
4. Awareness. To create public awareness of career and technical education.

**ACTE Vision Statement**

*ACTE is dedicated to the advancement of career and technical education by:*

* *Providing high quality professional development and instructional resources for members.*
* *Serving as a primary source of leadership development for members.*
* *Promoting the value of career and technical education through advocacy and public awareness activities.*

**ACTE Strategic Direction**

* Member Value
	1. Enhance the Retention and Renewal processes
	2. Develop a campaign to target new/potential members
	3. Increase State Affiliation and Unification within the State Associations and Chapters
	4. Increase business and industry membership efforts and offerings
* Professional Development
	1. Expand professional development offerings and delivery methods
	2. Partner with the appropriate stakeholders to improve the offerings to members
* Leadership Development
	1. Develop Ambassadors for the Association
	2. Strengthen leadership development through the Leadership Department programs
* Public Policy
	1. Builds networks with trade associations to create a skilled workforce and identify new and emerging global careers
	2. Focus on integration across the education continuum to meet employer needs and student aspirations
	3. Serves as the resource for data and research in skills development and career and technical education
	4. Is recognized as the voice of career and technical education and among policy makers, education decision makers, and business and industry

* Marketing
	1. National Awareness campaign for CTE and CTE programs for ALL students. ACTE’s role is to show how we support this.
	2. Branding of ACTE services
	3. Need to market what ACTE is already doing to targeted groups
	4. CTE Month®

ACTE Structure

**Regions**

When you become an ACTE member, you are automatically a member of
one of five geographic regions, depending on the state in which you live.



Region leadership is composed of:

\*\*Some regions have all states represented on policy committees,

while others rotate representation among the member states.

**Divisions**

When you become an ACTE member, you can choose to be a member of a Division, including:

* Adminstration
* Agricultural Education
* Business Education
* Engineering and Technology Education
* Family and Consumer Sciences Education
* Guidance and Career Development
* Health Science Technology Education
* Marketing Education
* New and Related Services
* Postsecondary, Adult and Career Education
* Trade and Industrial Education

*Division leadership is composed of:*

ACTE Membership Information



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Membership Types*** | ***Description*** | ***Dues*** | ***Products*** | ***Eligibility for ACTE Activities*** |
| **Professional** | Individuals actively employed in or concerned with CTE. | $80 | * *Techniques*
* Electronic CTE Newsletters
* Travel AD&D Insurance
* Member discounts\*
 | * Eligible for award recognition
* Eligible to vote in the Board of Directors election
 |
| **Retired** | Individuals who are retired from active employment and have been an ACTE Professional Member for one year. | $31 | * *Techniques*
* Electronic CTE Newsletters
* Travel AD&D Insurance
* Member discounts\*
 | * Eligible for award recognition
* Eligible to vote in the Board of Directors election
 |
| **Life** | No longer offered as a membership type unless already registered. Life Members continue to receive most benefits**.** | N/A | * *Techniques*
* Electronic CTE Newsletters
* No Insurance
* Member discounts\*
 | * Eligible for award recognition
* Eligible to vote in the Board of Directors election
 |
| **Student** | Individuals who are enrolled as full-time students but not employed full-time in CTE. | Free | * Electronic *Techniques*
* Electronic CTE Newsletters
* No Insurance
* Member discounts\*
 | * **Ineligible** for award recognition (must be full time in the classroom)
* **Ineligible** to vote in the Board of Directors election
 |
| **International** | Individuals concerned with CTE who reside outside of the USA and in a country that is not part of an ACTE Region. | $60 | * Electronic *Techniques*
* Electronic CTE Newsletters
* No Insurance
* Member discounts\*
 | * **Ineligible** for award recognition (must in a Region)
* **Ineligible** to vote in the Board of Directors election
 |

\*Member discounts on VISION Summit, Region and NPS registrations and bookstore purchases.

Hierarchy of Governing Documents

*Articles of Incorporation*

ACTE is a not-for-profit corporation established in the state of Indiana in 1929. The Articles of Incorporation include the name of the corporation, purposes for which it was formed and a statement that all rules of the corporation are to be embodied in the bylaws. A copy of the Articles of Incorporation is retained in the ACTE Headquarters.

*Bylaws*

The Bylaws of an incorporated not-for-profit organization usually include provisions with respect to:

 \* The purpose of the organization

 \* Qualifications of membership

 \* The election and the duties of its directors

 \* The role of the members (if any)

 \* Meetings of members and directors, including notice, quorum and voting

 \* The role of executive and other committees

 \* The role and relationship of the state associations and affiliated organizations

 \* The organization’s fiscal year

 \* How the Bylaws are amended

 \* Indemnification and dissolution procedures

Bylaws are living documents subject to change as organizational needs change, but there should be relatively few substantive changes. Operational details belong in the Board Policy and Procedures Manual.

*NOTE: Only the members of the Association can change the Articles of Incorporation and the Bylaws.*

*Board Policy and Procedures Manual*

The Policy and Procedures Manual includes those rules that are set by the Board of Directors and can only be changed by the Board. Policies are established by the Board to guide the Association so that it runs effectively, efficiently, legally and ethically. Policy decisions affect the organization as a whole and establish the framework within which volunteers and staff can lead and manage the programs and services of the Association.

Included in the Manual are the standing rules for the conduct of the Board of Directors. Also included are those standard operating procedures that the Board desires to have controlling authority over (i.e. investment guidelines, creation of divisions, election procedures, expense reimbursement, etc.) Specific action items or annual decisions are generally not part of the Manual.

The Policy and Procedures Manual is reviewed and approved annually by the Board of Directors. A copy of the Manual can be downloaded from the ACTE website on the [Board Only page](http://www.acteonline.org/board_only/).

*Strategic Plan*

The Strategic Plan is developed by the Board of Directors and represents an expression of the core purpose and values of the Association and serves as a blueprint for the future direction of the organization. The Plan serves as a map for the priority allocation of resources and determines the annual objectives and work plan for the volunteers and staff.

The status of the ACTE Strategic Plan is to be reviewed annually by the Board of Directors. The current strategic plan is referred to as the Strategic Direction.

*Budget*

The budget is an expression of how the Association has determined it will spend its resources. It sets the financial parameters and provides a guideline for the implementation components of each activity within the Association. The programs contained within the budget should be aligned with the ACTE Strategic Plan. The Board approves the budget in July of each year.

*Committee Charters and Job Descriptions*

The charters establish the goals and parameters for all committees within the Association. These documents outline the authority and responsibility for the committees, as well as for the committee chair. The Board approves committee charters and job descriptions.

Finance and Operations Department

The Finance and Operations Department is responsible for the preparation, reporting and monitoring of the annual budget, investments and cash flows, and preparing monthly financial reports and quarterly Board reports on the financial position of the Association. ACTE has a print shop that can produce both black & white and color print jobs and a mailroom that is responsible for product fulfillment. Product sales and inventory, as well as subscriptions, are functions that fall under Finance and Operations. The department is also responsible for tenant relations and the operations and maintenance of the ACTE building, as well as the management of all database and IT (outsourced) functions. The Finance and Operations Department is responsible for all membership and registration processing, state association member relationships and membership call center.

**Financials**
Each month, department managers receive a financial statement showing the operations of their department. Prior to receiving their statement, they receive a detailed ledger of the activity of their accounts. Region and Division vice presidents receive an electronic copy of their financial statements each month. Since the Region and Division vice presidents keep copies of their expense reimbursements, they do not receive an electronic copy of their ledger. If they have any questions of charges on their statements, they should address them to the staff liaison.

**Operations**
Responsibility for the building operations is with this department. Maintenance of building equipment, utilities and parking lot are handled under this department.

**Tenants**
Currently, the building has four tenants, one commercial and three office tenants. Tenant lease contracts and tenant requests for services are a responsibility of this department.

**Print Shop/Mailroom**

ACTE prints its own letterhead, business cards and membership forms and envelopes. The print shop also handles several small newsletters and publications. ACTE handles its own product fulfillment, housing inventory on site and mailing out orders within 48 hours of any publication that is in stock.

**Product Development and Sales**

The objective of the ACTE products program is to produce revenue for the Association while also providing members and non-members with access to a range of quality books, videos, software, instructional aides and promotional items to assist them in carrying out their professional responsibilities. ACTE offers more than 100 products for sale at non-member and lower member prices. We also process subscriptions to *Techniques* magazine for non-members.

**Membership and Registration Processing**

The responsibilities for this include the invoicing and processing of membership dues and VISION, NPS and Best Practices conference registrations. This is ACTE’s primary link with members and state associations.

**State Associations**

Maintaining close contact with ACTE’s state associations is vital to membership success. A strong and healthy relationship between ACTE and the states fosters better communication with members and potential members and helps them understand the role each organization plays. Approximately half of the state associations are unified, which means career and technical educators must belong to both the state and national organizations. ACTE works closely with these states on membership promotion. The non-unified states also receive and have access to services from ACTE that they may or may not decide to take advantage of.

Leadership Department

The Leadership Department is responsible for management of Board activities, headquarters office operations and staff, budget, and development of strategic planning. The executive director oversees membership development, formulation and implementation of all Association public policy positions and legislative agenda, production and marketing of all Association publications and products, planning and implementation of the ACTE’s CareerTech VISION, trade show and other conferences, and management of Association investments. The executive director also acts as a spokesperson before Congress, the Administration and other groups for career and technical education. The executive director oversees development of position statements and legislation for Board approval regarding career and technical education programs and funding. The office also provides oversight of the Board of Directors, State Associations, Committees/Task Forces, Bylaws, Elections, the Assembly of Delegates (AoD), Awards, and all leadership development initiatives of the Association.

**Board**
The executive director is the chief executive officer of the Association and serves as an ex-officio member of the Board of Directors. The Board of Directors constitutes the policy body of ACTE. The executive director has the authority and responsibility for carrying out Board policy and such other duties as assigned by the Board and in the Bylaws and policies of ACTE. The executive director will have frequent communications with the president of the Association, as well as the entire Board.

**Headquarters**The executive director has complete responsibility for the day-to-day operations of the ACTE Headquarters office and staff. Under the direct supervision of the executive director is the deputy executive director, the senior director of finance and operations, the senior director of programs and communications and the director of public policy.

**Budget**

The executive director manages an annual budget of approximately $4.5 - $5 million dollars. This includes the ACTE Board of Directors budget along with the Region/Division vice presidents operating and VISION budgets. Any questions concerning these budgets should be addressed to the executive director’s office.

**Association Partnerships**

The executive director has established relationships with other education-based associations, as well as with business/industry partnerships that will assist in the advancement of career and technical education. These partnerships have been beneficial in communicating the needs of career and technical education.

**Strategic Planning**

The executive director in conjunction with the ACTE Board has established a Strategic Plan that contains the ACTE goals and strategies, along with the planned activities of ACTE that will achieve our goals.

**Leadership Development**

ACTE’s core purpose is to “provide leadership in developing an educated, prepared, adaptable and competitive workforce." Leadership development is a crucial part of fulfilling that purpose. ACTE’s leadership development programs seek to build strong leaders to lead ACTE, our state associations and the CTE field at large into the future to meet this critical purpose. ACTE’s leadership development programs are divided into three areas of influence to best meet member’s areas of interest:

NATIONAL ACTE LEADERSHIP

 \*Educators in Action

 Committees/Task Forces

 ACTE Board of Directors

STATE ACTE LEADERSHIP

PROFESSIONAL LEADERSHIP

 Fellowship Program

 Educator-in-Residence Program

Although each program has its own specific focus, ACTE recognizes that the principles learned in one program may also be applicable to other contexts. The national ACTE leadership development programs get members involved in the leadership of the national association. If they are a state leader, you can get connected to ACTE through its state leadership programs, providing them with the resources they need to succeed. The professional leadership programs supply the training they need to get equipped for taking a leadership role in their professional setting. In addition, all participants have the option to join sessions centered on essential leadership principles to further build their leadership capacity. More information about leadership development programs can be found at **www.acteonline.org/leadership**.

\*Educators in Action is a relatively new initiative to engage more ACTE members in meaningful volunteer activities and retain volunteers who might not have any openings to serve on formal volunteer positions (ex. committee or Board positions). Members join this group by completing an online form about their volunteer interests here: **www.acteonline.org/get\_involved**. For first-time volunteers who are interested in getting involved, this is a great place to start. Volunteers are tapped throughout the year for their assistance with grassroots advocacy/awareness efforts, input on ACTE’s professional development offerings and events, and asked to serve on ACTE’s task forces and advisory groups as needed. In addition, a sub-group of volunteers with an interest in writing contribute regularly to the Educators in Action Blog, a blog for educators by educators that focuses on monthly rotating topics that relate to trending issues in the CTE field. The blog can be accessed here: **http://eiablog.acteonline.org.** Staff also produce and disseminate a quarterly e-newsletter that goes out to the whole group containing upcoming volunteer opportunities and recognition for outstanding volunteers.

In addition to efforts to develop future leaders, the department also coordinates continued involvement opportunities with past Board members. One of these projects is the ‘Ambassadors’ initiative, which is related to Educators in Action and calls upon former Board members to serve as grassroots leaders, advocates, and spokespeople for the Association. In addition to this, staff have spearheaded the development of a number of new videos on the history of CTE (**http://www.acteonline.org/general.aspx?id=810**) and the history of ACTE (**http://www.acteonline.org/general.aspx?id=2389**) featuring the talents of a former ACTE president.

**State Association Support**

The Leadership Department also provides support to ACTE’s state associations and state leaders. Activities include monthly conference calls, monthly memos, monthly reminder emails regarding events, quarterly leadership electronic newsletter, leadership workshops at events, state leadership luncheon, QAS awards, and online resources. Additional information about these activities and extensive resources for state leaders can be found at **www.acteonline.org/states\_resources/.**

**Awards**The ACTE Excellence Awards program promotes excellence in career and technical education by recognizing individuals who have made extraordinary contributions to the field, programs that exemplify the highest standards and organizations that have conducted activities to promote and expand career and technical education programs.Within the Excellence Awards program are ten awards that fall into two different award categories: the Member Awards and the Image Awards. The Member Awards recognize teachers, administrators, guidance professionals, and other CTE professionals within the ACTE membership for their contributions at the state, Region and national levels. The Image Awards recognize groups and individuals from the business and industry community for their support of the field of career and technical education. Nominees and winners in these categories are recognized at the Awards Banquet during ACTE’s CareerTech VISION. More information about the awards program is available at **www.acteonline.org/awards**.

**Committees and Task Forces**

The Leadership Department oversees the administration of the Committees and Task Forces.

Programs and Communications Department

The Programs & Communications Department is responsible for the development, management and communication of programs and services that meet the needs of members and enhance the value of membership.

***Techniques* Magazine**

Techniques is the Association’s magazine and premier member benefit, published eight times from September through May (Nov/Dec combined). All members receive *Techniques* as part of their dues-funded benefits. In addition, ACTE also sells subscriptions to the magazine, mostly to libraries. The Programs and Communications Department is also responsible for ad sales support for the magazine.

***Career Tech Update* ElectronicNewsletter**

CTU is published every day and covers a variety of topics focused on CTE and advertises the most current Association offerings. Members receive this newsletter as a part of their benefits package; Non-members are allowed to subscribe, and ACTE uses this publication as a vehicle to promote awareness of and interest in CTE and the Association.

***STEM SmartBrief* Electronic Newsletter**

STEM SmartBrief is published twice weekly, and accumulates the latest CTE news related to STEM initiatives and programming. Members receive this newsletter as a part of their benefits package; Non-members are allowed to subscribe, and ACTE uses this publication as a vehicle to promote awareness of and interest in CTE and the Association.

***ACTE News* Electronic Newsletter**

*ACTE News* is a member-only weekly newsletter dedicated to informing members of the Association’s member, public policy and research initiatives, events, products, services and national CTE opportunities.

**ShopACTE**

The objective of ShopACTE is to produce revenue for the Association while also providing members and non-members with access to a range of quality books, DVDs, instructional aides and CTE Month® products that will assist them in their work. ACTE members also receive special discounts on ShopACTE’s products and resources. ShopACTE also offers its products and resources along with book signings at CareerTech VISION and partners with companies and organizations to offer attendees an expanded line of publications and resources.

**ACTE’s CareerTech VISION**

The Programs and Communications Department is responsible for the successful execution of ACTE’s CareerTech VISION annual event. This includes developing and setting content, selling exhibits and advertising, providing logistical support and marketing.

**Educational Institution Membership**

In 2004, ACTE established the Educational Institution Partnership. At the 2005 Convention, that partnership became membership. Through this program, the leadership of schools, colleges and universities can become involved in helping drive the Association as it works on advocacy and product development. This program is geared specifically toward the CEOs, CFOs and Boards of Directors of educational institutions.

**Social Media**

ACTE provides a social media outlets to communicate the latest association news and encourage members and non-members alike to interact and connect with the organization. These venues include Twitter, Facebook, YouTube, LinkedIn and Pinterest. ACTE produces online seminars each month for members only on various topics related to CTE. Video content and production are also the responsibility of the Programs and Communications Department, whether for promotion or education.

**Marketing**

ACTE actively markets its three annual events, including ACTE’s CareerTech VISION, National Policy Seminar and Best Practices and Innovations in CTE Conference, to drive attendance as well as interest in and awareness of CTE and ultimately membership and involvement in the Association. ACTE also diligently promotes membership to provide a unified voice for the CTE profession and partners with affiliated state associations to advance CTE at local, regional and national levels.

**Products Developed by ACTE**

ACTE staff and outside content experts develop a variety of products and publications designed to provide the information and resources career and technical educators and administrators need. These include our popular Issue Briefs, books on topics such as the Perkins Act, marketing and successful teaching and resources focused on topics such as new teacher guidance and career clusters.

Public Policy Department

The Public Policy Department is responsible for initiating and maintaining contact with the United States Congress, White House, federal agencies, the media and the research community in order to advocate positions favorable to career and technical education nationally. The department depends heavily upon the involvement of a grassroots network of ACTE members and coalitions with the business community and other organizations to achieve the Association's legislative and other policy goals. Major activities include:

**Appropriations**.

 Each year, ACTE recommends specific federal appropriations goals for career and technical education to ensure that funding levels are adequate to meet program objectives and federal expectations. The ACTE positions are advocated through activities including meetings with congressional and Administration leaders, contact with the media, development of issue campaigns, the preparation and submission of written requests, and testimony developed for the U.S. House of Representatives and the U.S. Senate. Throughout the appropriations process, the Public Policy Department keeps the field informed of the progress through the ACTE Website, CTE Policy Watch Blog, ACTE News, legislative alerts and other communications. This enables members to know when actions on their part are most essential to reinforce ACTE positions with Congress.

**Authorizing Legislation**

During each reauthorization of federal education and workforce development legislation, the Public Policy Department gathers opinions and recommendations from career and technical educators across the country regarding the effectiveness of the current law and the potential impact of proposed changes. This enables the Association to draft legislative proposals and positions that favor CTE. Throughout the usually lengthy authorization process of a piece of legislation, particularly with the Carl D. Perkins Act, ACTE maintains a highly visible stance, providing written and oral testimony and comments and meeting in person with congressional leaders to ensure that ACTE positions are well known. Media and public awareness activities accompany ACTE’s legislative actions to promote policy positions.

After reauthorization, extensive efforts are undertaken to educate the career and technical community about changes to the various laws. When pertinent, the Association also takes a leadership role in advocating interpretations of the law through the implementation process that are favorable to CTE nationwide.

While a focus is often placed on the Perkins Act, great energy is put into expanding the scope of CTE through other authorizing legislation. Any education or workforce development bill that makes its way through Congress is considered a potential vehicle for expanding opportunities for those involved in the career and technical education field. Examples of this concept at work are the Every Student Succeeds Act, the Workforce Innovation and Opportunity Act, the Individuals with Disabilities Education Act and the Higher Education Act. ACTE also identifies opportunities for CTE via legislation outside the jurisdiction of the education committees, such as in the areas of agriculture, STEM and energy.

**Broadening CTE’s Reach**

One of the goals of the Public Policy Department is to leverage greater visibility and understanding about CTE from audiences external to the CTE community. Connecting CTE and workforce development to other issues that are not necessarily CTE-specific, but important to the nation, helps to positively position CTE and ACTE members. This is accomplished primarily through participation in meetings and events and the development of position statements, policy papers and issue briefs on areas that may not be unique to a particular piece of authorizing legislation. Examples of these issues include career academies, sustainable energy, workforce readiness and career guidance. At times, ACTE produces products which support this work such as ACTE’s Issue Briefsand a “career ready” definition. The department also reacts to significant policy positions and proposals released by other groups or organizations.

**Liaisons with Other National Organizations**

The Public Policy Department promotes support for CTE from other education, business and labor organizations and serves as a resource on national CTE issues. Relationships with organizations beyond the traditional CTE community provide support for ACTE’s advocacy efforts, including the call for a strong role for career and technical education in current legislative initiatives. ACTE also participates in broad coalitions focusing on education funding, elementary and secondary education legislation and workforce development legislation.

**Communications with the Field**

The Public Policy Department uses a legislative network of ACTE members and grassroots volunteers to initiate local and state advocacy efforts with federal legislators. Efforts also include a focus on expanding outreach to state-level leaders and involving them in the advocacy process. ACTE task forces focused on specific policy issues and legislation, facilitate networking and the two-way flow of information. Training and updates are carried out through regular participation of staff in state and Regional ACTE meetings and in state association leadership conference calls. This enables staff to keep members up-to-date on legislative issues, to provide advocacy and media training and to gain feedback from the field on legislative initiatives.

Through the CTE Policy Watch blog, Legislative Alerts sent via e-mail to all ACTE members, targeted alerts highlighting key congressional districts, regular legislative updates in ACTE News, columns and articles in *Techniques* magazine and regularly updated information on the Public Policy page of ACTE’s website, the Public Policy Department is able to direct members' attention to the most critical issues facing the field at any time to keep them informed and to activate them when grassroots action is required. ACTE members are encouraged to take action through the Legislative Action Center on ACTE’s website.

**Providing Research & Information**

The Public Policy Department is a source of research and information about CTE for ACTE members, the CTE field, policymakers, media and the general public. The Public Policy Department is engaged in gathering, analyzing and communicating research regarding CTE, education and workforce development in concert with ACTE’s public policy efforts. Resources available to members and the general public on ACTE’s website include: State CTE Profiles for each of the 50 states; the Research Clearinghouse; and numerous fact sheets and Issue Briefs. The Public Policy Department continues to work to find and create new research and resources for use in advocacy efforts.

**Media Relations**

Media activities are closely aligned with advocacy efforts. ACTE communicates frequently with the media concerning key issues in CTE. The Association develops press materials and media plans, responds to media inquiries on a regular basis and seeks opportunities to promote CTE through tactics such as op-eds, letters to the editor and editorial board meetings. ACTE has created and continuously updates consumer and trade media lists, to which we send news and information as appropriate. On occasion, association leaders will be called upon to initiate contact with the media in their area to bring to light issues of importance to the profession and the Association. In addition, ACTE is involved in national public awareness activities to address CTE image perception.

**Committees and Task Forces**

Public Policy Department staff members serve as liaisons to the Resolutions Committee. In addition, the department works with task forces addressing significant policy issues on an as-needed basis. Some of these task forces have been focused on developing recommendations while others operate in a feedback capacity when legislative initiatives are introduced.

Strategic Partnerships

Although not a specific department, ACTE’s focus on strategic partnerships is an important aspect of our work. ACTE seeks to develop formal partnerships with many businesses, industries, trade organizations, foundations and other entities which can either provide revenue, content, services or some other tangible support to ACTE and its members. It is important that these partnerships also contribute to the goals and priorities of the partnering organizations.

The deputy executive director works on a strategy to implement the Strategic Partnerships work. However, the work is conducted in close collaboration with the senior director of programs and communications and the sales and exhibits manager. This group forms what is called the Strategic Partnerships and Sponsors (SPAS) Group which meets regularly to prioritize, discuss coordination of activities, targets and other implementation strategies related to the work.

The SPAS Group charts progress on outreach to potential partners and provides regular updates to the Board of Directors on progress. ACTE leaders are encouraged to provide suggestions of potential partners that they believe ACTE should approach to discuss potential partnership.

2017-2018 Board Roster

|  |  |  |
| --- | --- | --- |
| **Position** | **Name** | **Address (Preferred/Alternate)** |
|   | Executive Committee |   |
| President2019 | Gina Riggs | Gina Riggs, M.S.; NRP |
| EMS Director |
| Kiamichi Technology Center |
| P.O. Box 825 |
| Poteau, OK  74953 |
| Phone: 918-839-4884  |
| Email: griggs@ktc.edu |
| Past President2018 | Lorri Carlile | Lorri Carlilie |
| FACS Instructor |
| Mossison Public Schools |
| PO Box 176 |
| Morrison, OK 73061 |
| Phone: 580-724-3341 |
| Mobile: 405-880-0360 |
| lorricarlile@morrisonps.com |
| President-Elect2020 | Becky Cox | Becky Cox |
| ACTE President-Elect |
| Alpine School District |
| 10189 N. 4800 W.  |
| Highland, Utah 84003 |
| Phone: 801-368-5813  |
| Email: rbcox81@gmail.com |
| Division RepresentativeFY18 | Kelli Diemer | Kelli Diemer |
| Education Consultant |
| Iowa Department of Education |
| 400 East 14th Street |
| Des Moines, IA 50319 |
| Phone: 515-281-3615 |
| Email: kelli.diemer@iowa.gov |
| Region RepresentativeFY18 | Cindy Stover | Cindy Stover |
| Consultant/Executive Director |
| IACTE |
| 21 Grand Oaks Drive |
| Lincoln, IL  62656 |
| Phone: 217-737-3595 |
| Email: cstover30@hotmail.com |
| Finance ChairFY18 | Nancy Trivette | Nancy Trivette |
| Ag Ed Div, Vice President |
| New Jersey Department of Agriculture |
| 369 South Warren Street, PO Box 330 |
| Trenton, NJ 08625-0330 |
| Phone: 609-984-4956 |
| Fax: 609-633-2421 |
| Mobile: 609-775-8909 |
| nancy.trivette@ag.state.nj.us |
|   | Region Vice Presidents |   |
| Region I2020 | Jon Quatman | Jon Quatman  |
| ACTE Region I Vice President |
| 9268 Elizabeth Lane  |
| Mason, Ohio 45040 |
| Phone: 513-708-3720 |
| Email: jdquatman@yahoo.com |
| Region II2016 | Brian Law | Brian Law |
| School Counselor |
| Valdosta High School |
| 3101 N Forrest Street |
| Valdosta, GA  31602 |
| Phone: 229-671-6000 Ext. 4004 |
| Email: blaw@gocats.org  |
| Region III2016 | Cindy Stover | Cindy Stover |
| Consultant/Executive Director |
| IACTE |
| 21 Grand Oaks Drive |
| Lincoln, IL  62656 |
| Phone: 217-737-3595 |
| Email: cstover30@hotmail.com |
| Region IV2020 | Christine Holecek | Christine Holecek |
| ACTE Region IV Vice President |
| Education Specialist II/Team Leader for CTE |
| Education Service Center Region 12 |
| 2101 W. Loop 340  |
| Waco, Texas 76712 |
| Phone: 254-716-8789 |
| Email: christineholecek@att.net |
| Region V2018 | Dodie Bemis | Executive Director |
| South Dakota Association for Career & Technical Education (SDACTE) |
| 876 Hidden Valley Drive |
| Watertown, SD 57201 |
| Work: 605-881-4746 |
| Cell: 605-881-4746 |
| bemisd@lakeareatech.edu |
|   | Division Vice Presidents |   |
| Administration2018 | Janet Goble | Janet Goble |
| Director of Career and Technical Education |
| Institution/Organization Canyons School District |
| 825 East 9085 South |
| Sandy, UT 84094 |
| Phone: 801-826-5510 |
| janet.goble@canyonsdistrict.org |
| Agricultural Education2018 | Nancy Trivette | Nancy Trivette |
| Ag Ed Div, Vice President |
| New Jersey Department of Agriculture |
| 369 South Warren Street, PO Box 330 |
| Trenton, NJ 08625-0330 |
| Phone: 609-984-4956 |
| Fax: 609-633-2421 |
| Mobile: 609-775-8909 |
| nancy.trivette@ag.state.nj.us |
| Business Education2016 | Kelli Diemer | Kelli Diemer |
| Education Consultant |
| Iowa Department of Education |
| 400 East 14th Street |
| Des Moines, IA 50319 |
| Phone: 515-281-3615 |
| Email: kelli.diemer@iowa.gov |
| Engineering & Technology Education2020 | Jay Davis | Jay R. Davis |
| Engineering & Technology Education Division Vice President |
| Instructor |
| Kokomo Area Career Center |
| 2415 S. Berkley Rd., Kokomo, IN 46902 |
| Phone: 765-455-8021 |
| Email: jdavis@kokomo.k12.in.us |
| Family & Consumer Sciences Education2016 | Rachel Gonzalez | Rachel Gonzalez |
| Family & Consumer Sciences Educator |
| Lakeridge Jr. High School |
| 951 South 400 West |
| Orem, Ut  84058 |
| Office:  801-610-8134 ext. 622129 |
| Cell:  801-361-4799 |
| Email: rgonzalez@alpinedistrict.org |
| Guidance and Career Development2018 | Jan Bell | Jan Bell |
| 17614 E 46th Street  |
| Tulsa, OK 74134 |
| Phone: 918-828-5271 |
| jan.bell@tulsatech.edu |
| Health Science Education2018 | Cindy McConnell | Cindy McConnell |
| RN |
| Etowah High School |
| Health Science Inst. |
| 201 Case Ave. |
| Attalla, AL 35954 |
| cmcconnell@attalla.k12.al.us |
| Marketing Education2020 | Richard Faulkner | Richard Faulkner |
| ACTE Marketing Education Division Vice President |
| Marketing Teacher/DECA Advisor |
| La Cueva High School |
| 7801 Wilshire Avenue NE |
| Albuquerque, New Mexico 87122 |
| Phone: 505-823-2327 ext: 33187 |
| Mobile: 505-249-2190 |
| Email: faulkner\_r@aps.edu |
| New & Related Services2016 | Anesa Hooper | Anesa Hooper |
| ACTE/Indian Capital Technology Center |
| 2403 N. 41st Street East |
| Muskogee, OK  74403 |
| Office: 918-348-7975  |
| Cell: 918-316-1061  |
| Email: anesa.hooper@ictctech.com |
| Postsecondary, Adult and Career Education2018 | John Noel | John Noel |
| Director, Adult Career Development |
| Great Plains Technology Center |
| 4500 SW Lee Blvd |
| Lawton, OK 73505 |
| Phone: 580-250-5661 |
| jnoel@greatplains.edu |
| Trade & Industrial Education2020 | Dean Baker | Dean Baker  |
| ACTE Trade & Industrial Education Division Vice President |
| Manufacturing Technology Instructor  |
| Francis Tuttle Technology Center |
| 3500 N.W. 150th Street |
| Oklahoma City, Oklahoma 73134 |
| Phone: 405-727-4280 |
| Mobile: 405-640-8047 |
| Email: dbaker@francistuttle.edu |
| Executive Director | LeAnn Wilson | LeAnn Wilson |
| Association for Career and Technical Education |
| 1410 King Street |
| Alexandria, VA 22314 |
| Phone: 703-683-3111 |
| Toll Free: 1-800-826-9972 |
| Fax: 703-683-7424 |
| E-mail: lwilson@acteonline.org |

FY18 Meeting Dates

**ACTE Board Meeting Dates:**

|  |
| --- |
| **2017** |
| **July 6** | Executive Committee Meeting | Alexandria, VA |
| **July 7-8** | Board of Directors Meeting | Alexandria, VA |
|  |  |  |
| **December 4** | Executive Committee Meeting | Nashville, TN |
| **December 4-5** | Board of Directors Meeting | Nashville, TN |
| **2018** |
| **March 3** | Executive Committee Meeting | Arlington, VA |
| **March 3-4** | Board of Directors Meeting | Arlington, VA |

**Future Events:**

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **2017** |  | VISION 2017December 6-9Nashville, TN |
| **2018** | NPS 2018March 5-7, 2018Arlington, VA | VISION 2018November 28-December 1San Antonio, TX |
| **2019** | NPS 2019March 25-27, 2019Arlington, VA |  |

Calendar of Activities

**July** ACTE Board of Director’s meeting and approval of new standing committee appointments. Board liaisons are appointed to each standing committee.

**August** Information concerning time and date of committee meetings sent from staff liaisons to all committee and task force members and board liaisons.

**October** Deadline for submitting committee/task force items for consideration by the Board of Directors at its pre-CareerTech VISION meeting. Information concerning the location of scheduled committee/task force meetings and meeting agenda sent to all committee/task force members and board liaisons.

**November/**

**December** All standing committees meet during the ACTE’s CareerTech VISION; task forces meet as needed and have open meetings for any Association member to give feedback. Standing committees prepare Strategic Priorities for next fiscal year. Standing committee chairs participate in the ACTE Assembly of Delegates meeting.

**January** Deadline for submitting committee/task force items for consideration by the Board of Directors at its March meeting.

**March** ACTE Board of Directors meeting and National Policy Seminar.

**May** Deadline for budget request for committee submitted to staff liaison.

**June** Deadline for submitting items for consideration by the Board of Directors at its July meeting. Deadline for submitting resolutions to the resolutions committee to be considered at the next Assembly of Delegates.

**ACTE Committees and Task Forces**

**­­**

**ACTE Committees/Task Forces**

ACTE's standing committees and task forces are the workforce of the Association and play an important role in implementing the Association’s strategic plan.

What are the differences between committees and task forces?

|  |  |  |
| --- | --- | --- |
|  | **Standing Committees** | **Task Forces** |
| **Composition** | Groups of volunteers who work on an ongoing issue for the Association | Groups of volunteers who work on a pressing issue or specific project for the Association |
| **Term** | Two-year termsCan serve up to two terms | As long as it takes to accomplish the task (anywhere from several months to several years) |
| **Time Commitment** | Attend VISION meeting in person, as well as participate in conference calls as needed | Participate in conference calls, Webinars as scheduled. Some task forces meet at VISION or NPS |
| **Appointment** | Appointed by Region/Division vice president | Applicants volunteer and are selected based on experience and expertise |

Why Committees and Task Forces are Essential

1. Operating systems of an association
2. Involve members in the development and delivery of services
3. Represent member opinion to decision-makers
4. Means to better serve member needs through interaction
5. Opportunity for group problem-solving
6. Forum for the presentation of multiple points of view
7. Training ground for future leadership
8. Proving ground for emerging leaders to test and refine their new skills and abilities

How Committees and Task Forces Support the ACTE Strategic Priorities

1. Identify potential activities to support the priorities
2. Communicate to state/Division/Region members the strategic agenda for ACTE
3. Evaluate, comment and provide feedback to the Board of Directors on the progress of the priorities
4. Provide input on new strategic priorities to be considered by the Board of Directors

*Standing Committees*

ACTE has the following standing committees:

* Audit
* Awards
* Bylaws
* CTE Support Fund
* Nominating
* Resolutions

In order to be a part of a committee, a member must be appointed by their Region/Division Vice President. Committee vacancies are filled between April-June every year; most new committee terms begin July 1 and last two years. A committee member may serve up to two terms on any committee.

Regions have representatives on all six standing committees. Divisions have representation on three of the standing committees. Below is a list of the ACTE Standing Committees and which committees have Region only representation as opposed to Region and Division representation:

|  |  |  |
| --- | --- | --- |
| ***Name*** | ***Region******representation*** | ***Division representation*** |
| **Audit** | X | -- |
| **Awards** | X | -- |
| **Bylaws** | X | X |
| **CTE Support Fund** | X | -- |
| **Nomination** | X | X |
| **Resolutions** | X | X |

*Task Forces*

Task Forces are created by the ACTE President and members are recruited based on experience and expertise in the area.

Committee and Task Force Charters and Objectives

To be approved by the Board in July 2017

**Audit Review Committee Charter**

1. **MISSION**

To ensure the Association’s financial statements and disclosures are validated and to evaluate the Association's accounting procedures and to oversee ACTE’s financial reporting, internal control and audit processes.

1. **AUTHORITY**

This is a committee appointed under procedures adopted pursuant with Article 8.3 of the Bylaws.

1. **COMPOSITION, SELECTION & TERM**
	1. The Committee shall be composed of one representative from each ACTE Region and one Chairperson. In addition, two members will be appointed by the President, at least one of whom shall be a “financial expert.”
	2. The term of office is the association’s operating year. Members serve for a three-year period and may serve up to two terms per position.
	3. The Committee elects the Chair with approval of the Board of Directors. The Chair serves one three-year term. A chair may be re-appointed to a second term if it is deemed to be in the best interests of the committee.
	4. The Region Vice Presidents appoint their committee representative.
	5. The Chair of the Committee serves as the Whistleblower Compliance Officer.
	6. Members of this Committee should have some accounting experience.
2. **OBJECTIVES**
	1. Submit audited financial statements of the most recent fiscal year, prepared by an independent certified public accounting firm, to the Board of Directors no later than the second Board meeting in the ensuing fiscal year.

4.2 Verify compliance with financial directives issued by the Board of Directors within the fiscal year under audit.

* 1. Select the individual or firm to conduct the financial statement audit.
	2. Assure the submission of a Management Letter, prepared by an independent certified public accounting firm, to the Board of Directors no later than the second Board meeting in the ensuing fiscal year.
1. Statement of Current Accounting.
2. Statement of Recommended Improvements with rationale and
implementation guidelines.
	1. Meet with the independent auditors at the time of the submission of the audit reports to obtain their assessment of the strengths and weaknesses of the Association’s financial staff, systems, internal controls and other factors considered pertinent to the integrity of the financial reports and the safety and soundness of the Association’s financial condition.
	2. Review reports from management and the independent auditors with respect to controls required to ensure adequate financial reporting and require that the audited statements contain certifications by the Executive Director and Senior Director of Finance and Operations that procedures and internal controls for financial reporting are adequate and that the statements are accurate and complete in all material respects.
	3. Review the Whistleblower Policy to ensure the policy adequately enforces an anti-fraud program to address the following:
3. Create and maintain a culture of honesty and high ethics
4. Evaluate the risks of fraud and implementing the processes, procedures and controls to mitigate risk and reduce opportunities for fraud
5. Develop an appropriate oversight process
6. Create a means by which employees can confidentially and/or anonymously communicate concerns about potential violations of the policy or suspicious activity

**COMMITTEE APPOINTMENT & OBJECTIVES**

Date Appointed: July 2017

 NAME OF COMMITTEE: **AUDIT REVIEW**

 CHAIR: **Shelly York**

BOARD LIAISON: **Nancy Trivette**

 STAFF LIAISON:Cora Arita

 MEMBERS: A Member from each ACTE Region

\*\*\*\*\*\*\*\*\*\*

The Committee is charged with overseeing the audit process of the association and working with the outside auditor on the completion of the Audit. The report, along with the Auditor's Management Letter, is to be included in the Board packet provided electronically prior to the Board of Directors meeting at VISION. The report of the Committee is to be published in *Techniques* Magazine.

The Committee should make recommendations to the Board of Directors and the Headquarters staff as to changes that will improve the financial management of the Association.

**Awards Committee Charter**

**1.** **MISSION**

To ensure the recognition of outstanding achievements by individuals who have made extraordinary contributions to the career and technical education field, to programs that exemplify the highest standards and to organizations that have conducted activities to promote and expand career and technical education.

**2.** **AUTHORITY**

2.1 This is a committee appointed under procedures adopted pursuant with Article 8.1 of the Bylaws.

**3.** **COMPOSITION, SELECTION & TERM**

3.1 The committee is composed of one representative from each ACTE Region and a chairperson.

3.2 The term of office is the Association’s operating year. Members serve for a two-year period and can serve up to two terms.

3.3 The committee elects its chair with the approval of the Board of Directors. The chair serves for a one-year term.

* 1. The Region vice presidents appoint their committee representatives.
	2. There are no special eligibility requirements to serve on this committee. It is

recommended that members of this committee have experience working with Awards at the state level.

* 1. Members of the Awards Committee are not eligible, during their service to this committee, to receive an award.

**COMMITTEE APPOINTMENT & OBJECTIVES**

Date Appointed: July 2017

NAME OF COMMITTEE:     **AWARDS**

CHAIR:                                  **Karen Curtis**

BOARD LIAISONS:                Dean Baker, Christine Holecek

STAFF LIAISON:                   Kate Dowdy

MEMBERS:                             One Representative from each Region

\*\*\*\*\*\*\*\*\*\*

The Committee's objective is to recognize excellence and innovation in the career and technical education field. Specifically, the Committee is responsible for reviewing nominations and determining the recipients for the ACTE Excellence Awards.

Specific objectives for this year are:

1. Review and determine winners for the ACTE Excellence Awards.
2. Work with Region Award Committees to ensure a positive Region awards process.
3. Further identify opportunities to improve, streamline and standardize awards procedures across state, Region, and national levels.

**Bylaws Committee Charter**

**1. MISSION**

To ensure the organizational documents of the Association conform to law and are reflective of the desires and needs of members and to ensure appropriate conformity of organizational and operational documents of the Association.

**2. AUTHORITY**

* 1. This is a committee of the Board of Directors appointed under procedures adopted pursuant to Article 8.2 of the Bylaws.
1. **COMPOSITION, SELECTION & TERM**

3.1 The committee shall consist of one representative from each ACTE Division and Region and one chairperson.

3.2 The term of office is the Association’s operating year. Members serve for a two-year period and may serve up to two terms.

3.3 The committee elects its chair and vice chair with the approval of the Board of Directors. The chair and vice chair serve for one year.

3.4 The Division and Region vice presidents appoint their committee representatives.

3.5 There are no special eligibility requirements to serve on this committee. It is recommended that members of this committee have knowledge of ACTE’s organizational structure.

 **COMMITTEE APPOINTMENT & OBJECTIVES**

Date Appointed: July 2017

 NAME OF COMMITTEE: **BYLAWS**

 CHAIR: **Richard Lowe, Jeanette Capshaw**

BOARD LIAISON: Jon Quatman, Jay Davis

 STAFF LIAISON:LeAnn Wilson, Lauren Lessels

 MEMBERS: A Member from each ACTE Division and Region

\*\*\*\*\*\*\*\*\*\*

The Committee is to review all proposals submitted to amend the ACTE Bylaws and prepare a statement of pros and cons for each Bylaws amendment to be included in the October *Techniques* Magazine and posted on the Website. The Committee is responsible for bringing forth to the Assembly of Delegates Bylaws amendments to be acted upon.

The Committee is asked to review the current Bylaws to determine if changes are needed as a result of practice or good governance and to prepare appropriate amendments for action by the Assembly of Delegates.

Because of the sensitive nature of the work of the Committee, and the possibility of legal ramifications to the Association, the Committee is charged to have legal counsel review every recommendation it wishes to make to the Board of Directors prior to its presentation to the Board.

**Nominating Committee Charter**

1. **MISSION**

To nominate the best qualified member for each elective position of leadership of the Association.

2. **AUTHORITY**

2.1 This committee is appointed under procedures adopted pursuant with Article 8.4 of the Bylaws.

3. **COMPOSITION, SELECTION & TERM**

* 1. This committee is composed of one representative from each Division and Region and one chairperson.
	2. The term of office is two years, and each term shall commence on July 1.
	3. The committee chair is appointed by the president and approved by the Board of Directors and is the outgoing past president.
	4. The Division and Region vice presidents appoint their committee representatives.
	5. There are no special eligibility requirements to serve on this committee. It is recommended that members are familiar with ACTE’s organizational structure.
	6. No member of the committee shall be a candidate for election.

 **COMMITTEE APPOINTMENT & OBJECTIVES**

Date Appointed: July 2017

 NAME OF COMMITTEE: **NOMINATING**

CHAIR: **Doug Meyer**

 BOARD LIAISON: Lorri Carlile

 STAFF LIAISON: Lauren Lessels

 MEMBERS: One representative from each Region and Division

\*\*\*\*\*\*\*\*\*\*

The Committee is responsible for the implementation of the nomination and election process for the governance year. The Committee is to abide by the bylaws and approved Policy and Procedures Manual in fulfilling its objectives.

The Committee is to present at least two candidates for President-elect and ensure all Region and Division Vice President candidates meet the required criteria. The entire slate is to be presented to the Assembly of Delegates at ACTE’s CareerTech VISION.

**Resolutions Committee Charter**

1. **MISSION**

To present statements of concern, focus and position in the form of resolutions and recommendations for consideration and action by the Assembly of Delegates, Board of Directors and committees.

1. **AUTHORITY**

This committee is appointed under the procedures adopted pursuant to Section 8.1 of the Bylaws.

1. **COMPOSITION, SELECTION & TERM**
	1. The committee shall consist of one representative from each ACTE Division and Region.
	2. The term of office is the calendar year. Members are appointed on January 1. Members serve for a two-year period and may serve up to two terms.
	3. The committee elects its chair with the approval of the Board of Directors. The chair serves for one year.
	4. The Division and Region vice presidents appoint their committee representatives.
	5. There are no special eligibility requirements to serve on this committee other than that they attend ACTE’s CareerTech VISION in person in order to participate in the Resolutions process.
2. **OBJECTIVES**
	1. To solicit, receive, review and edit resolutions submitted by educational institution members, state associations and affiliated organizations, ACTE Divisions, ACTE Regions and ACTE Board-established committees.
	2. To communicate submitted resolutions to the Assembly of Delegates in accordance with Board policies.
	3. To communicate recommendations to the Board of Directors and other ACTE committees as needed.

**COMMITTEE APPOINTMENT & OBJECTIVES**

Date Appointed: July 2017

NAME OF COMMITTEE: **RESOLUTIONS COMMITTEE**

CHAIR: **Kay Orrell**

BOARD LIAISON: Richard Faulkner

STAFF LIAISON: Jarrod Nagurka

MEMBERS: One Representative from each Division and Region

 **\* \* \* \* \* \* \***

The Committee is charged with reviewing and editing any resolutions submitted by members, state associations or affiliated organizations. In fulfilling this charge, the Committee is expected to communicate with the membership, Divisions and Regions as to the purpose of resolutions and the appropriate procedures for submitting resolutions.

The Committee is to submit all appropriate resolutions to the Assembly Delegates.

The Committee is further asked to identify activities to educate the leadership of the State Associations, Divisions and Regions as to the purpose and most effective use of the resolution process. As part of this objective, the Committee is to provide guidance on how to write an effective resolution and also communicate the process for submitting resolutions to the membership.

Communication

Committee/Task Force Meeting Minutes

* Include the date, time and place of meeting. Note the chairperson’s name, members present and absent and others in attendance.
* Note all formal motions and passage or defeat.
* Note all decisions reached, including motions passed and follow-up actions to be taken, with deadlines for implementation.
* Include a brief summary of discussions. Do not attribute comments to members, except possibly where formal motions are introduced (attribution for motions is not required).
* Provide information on the time and place of the next meeting.
* Although not generally the case, under some circumstances, especially where there are anti-trust concerns, legal review of the meeting report may be required before distribution to committee/task force members.
* Distribute the report to all committee/task force members, including those who did not attend, within three weeks of the meeting.
* In most instances, meeting reports do not require formal approval by the committee/task force. A good approach is to send the meeting report out immediately after the meeting with a statement to contact the chair or staff liaison if errors are noted.

Sample Committee/Task Force Meeting Agenda

|  |
| --- |
| Awards Committee Call Agenda - July 2015 *(first call of the governance/fiscal year)** 1. Welcome & review committee roster (attached)
	2. Review Committee Charter & Objectives (attached)
	3. Discuss Committee Guiding Policies & Rubrics (attached)
* Are there any questions, suggestions or concerns about the policies?
* Are there any questions, suggestions or concerns about the scoring process or rubrics?
	1. October Interviews (discuss dates)
	2. Other Business
 |

ACTE Board Communications

Frequently Asked Questions

1. *How does the committee/task force know what the Board expects of them?*

Every ACTE standing committee is given a set of annual objectives. These objectives are consistent with the charter of the committee and aligned with the ACTE Strategic Plan. Every task force is given a set of objectives to complete. The Board, through these objectives, is delegating the work of the Association to the committees and task forces. It is the Board’s desire and responsibility to be kept informed of the achievement of each committee/task force’s work.

1. *How does the committee/task force report back to the Board regarding the achievement of the objectives?*

Standing committees and task forces are asked to provide a status report to the Board of Directors as to the achievement of their assigned objectives. A committee/task force report template is available for this purpose. Reports are included in the Board packets and become part of the meeting records.

1. *How often does the committee/task force need to report to the Board?*

The ACTE Board of Directors meets in early July, November (just prior to the CareerTech VISION) and March (just prior to NPS). It is expected that a standing committee report will be provided for each meeting. Task forces will provide reports for each meeting until they have completed their task and upon completion of their task.

1. *What should be included in the report?*

The report focuses on three items: 1) status of completion of objectives; 2) identification of any issues or concerns that committee/task force may have about either the objectives or other events within the Association; and 3) any recommendations or requests requiring action by the Board.

1. *How does the committee/task force know what actions are taken by the Board?*

Either the Board or staff liaison will follow up with the chair to communicate the results of any Board actions. Chairs can also request a copy of the Board meeting minutes at any time.

1. *What other communications take place between the Board and committees/task forces?*

Either a summary or the minutes of the committee meeting held just prior to the CareerTech VISION are to be distributed to the Board of Directors. The Board or staff liaison can assist with this activity.



Committee/Task Force report to the Board of Directors

TO: ACTE Board of Directors

FROM: ­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[Chair Name, Committee/Task Force Name]

RE: Committee/Task Force Report to the Board

DATE: (Month of Board Meeting, Year)

**Objective #1:** [Insert Objective]

*Progress to date:* [Insert Comments]

*Issues/Concerns:* [Insert Comments]

*Board Action Required:* [Insert Comments]

**Objective #2:** [Insert Objective]

*Progress to date:* [Insert Comments]

*Issues/Concerns:* [Insert Comments]

*Board Action Required:* [Insert Comments]

**Objective #3:** [Insert Objective]

*Progress to date:* [Insert Comments]

*Issues/Concerns:* [Insert Comments]

*Board Action Required:* [Insert Comments]

**Other Issues and Concerns:** [Insert Any Additional Comments/Concerns]

Position Descriptions

Committee/Task Force Member Position Description

Basic Function

Reports to the chair. Actively participates in the work of the committee/task force; provides thoughtful input to the deliberations of the committee/task force; focuses on the best interest of the Association and the committee/task force rather than on personal or constituent interests; and works toward fulfilling the committee/task force’s goals.

Responsibilities

* Reviews all relevant material before committee/task force meetings. Makes contributions and voices objective opinionson issues.
* Attends committee/task force meetings (in person, electronic and/or conference call).
* Carries out individual assignments made by the committee/task force chair.
* Works as part of the committee/task force and staff team to ensure that the committee/task force proposes policies and/or develops products and services that help Association members and staff who are responsible for programs within the scope of interest of the committee.
* Represents the committee/task force in meetings of other Association groups.
* Promotes clarity within the committee/task force on its role and how it supports and fits within the interests of the Association.

 Audit ReviewCommittee

*Member Position Description*

Title: ACTE Audit Review Committee Member

Duration: Members serve for a three-year period and may serve up to two terms. The Chair serves one three-year term, but may be re-appointed to a second term if it is deemed to be in the best interests of the committee.

Work Location: Committee members conduct their work remotely by communicating via email and conference call. The Audit Review Committee does notmeet in person at ACTE’s CareerTech VISION. The Chair is required to attend ACTE’s CareerTech VISION to present the Audit Committee Report.

Impact of Work:Committee members are primarily responsible for ensuring the Association’s financial statements and disclosures are validated and to evaluate the Association's accounting procedures and to oversee ACTE’s financial reporting, internal control and audit processes. Committee members will also assist in facilitating and/or providing input on other committee objectives. For more information on the committee mission and objectives, view the Committee Charter [here.](https://www.acteonline.org/general.aspx?id=2562#.VBiesPldU9w)

Commitment: Serving on this committee requires a fairly moderate time commitment (roughly 3-5 hours throughout the year).

### Roles and Responsibilities:

*As a Committee Member:*

* Read and respond to committee emails
* Review any materials provided in advance of calls/meetings
* Participate in scheduled conference calls and meetings, if available. If not available, provide input as necessary via email
* The Chair will provide an Audit Committee report during the Assembly of Delegates at ACTE’s CareerTech VISION.

Qualifications: All committee members must be members of ACTE national and be members of the respective Region/Division they are selected to represent. They must be able to meet the time commitment required to serve on the committee. Financial experience is required.

Training/Orientation:There is no training provided, but committee members can consult the Committee Handbook for more information [here](https://www.acteonline.org/uploadedFiles/Assets_and_Documents/Global/files/ACTE_Leadership/2014%20Committee%20Task%20Force%20Handbook%207_29_14.docx).

Supervisor and Contact Information: All committee members report to the Chair. They will receive information throughout the year from the Chair and staff liaison. Contact for both can be found [here.](https://www.acteonline.org/general.aspx?id=2562#.VBiesPldU9w)

 Awards Committee *Member Position Description*

**Title:** ACTE Awards Committee Member

**Duration:** One two-year term; eligible for up to two terms total

**Work Location:** Committee members conduct their work remotely by communicating via email and conference call. The Awards Committee will alsomeet in person at ACTE’s CareerTech VISION.

**Impact of Work:** Committee members are primarily responsible for facilitating the Region Member Awards scoring process and providing input into the national winner selection for the Member and Image Awards. Committee members will also assist in facilitating and/or providing input on other committee objectives. For more information on the committee mission and objectives, view the [Committee Charter](https://www.acteonline.org/award_committee/).

**Commitment:** While rewarding, serving on this committee requires a fairly substantial time commitment (estimated at 50+ hours through the year). *See the committee* [*workflow calendar*](#workflow) *for details.*

**Roles and Responsibilities:**

*As a Region representative on the National Committee:*

* Read and respond to committee emails
* Review any materials provided in advance of calls/meetings
* Participate in scheduled conference calls and meetings, if available. If not available, provide input as necessary via email
* Maintain confidentiality regarding applicant information, scores and winners
* Familiarize oneself with the ACTE Awards and process; participate in Portal training
* Review and score national Member and Image Award applications

*As Chair on your Region Awards Committee\*:*

* Assign judges to score Member Award applications for Region review
* Conduct interviews for Region finalists (if applicable; see your Region Awards guidelines)
* Review and score Region applications (Chair scores only counted in case of a tie)
* Review online scores throughout judging process; ensure that scores are tallied correctly and promote winners forward to national round by July 1 at the latest
* Ensure that Region winners and finalists receive recognition at your Region conference (if applicable). If your Region does not have a conference, ensure that winners and non-winners are notified.

*\*Some Region representatives do not serve in this role concurrently. See the Region Policy Manuals for more information.*

**Qualifications:** All committee members must be members of ACTE national and be members of the respective Region/Division they are selected to represent. They must be able to meet the time commitment required to serve on the committee. Additional experience serving on an awards committee is strongly recommended.

**Training/Orientation:** All new committee members will be trained on the ACTE Awards Portal before they begin scoring national award applications and will also receive additional guiding materials.

**Supervisor and Contact Information:** All committee members report to the Chair. They will receive information throughout the year from the Chair and staff liaison. Contact for both can be found [here.](https://www.acteonline.org/award_committee/)

*Workflow Calendar*

**July:**

* New committee members are welcomed to the committee and trained on the Awards Portal *[1 hour]*
* Committee members are assigned as national judges of the Member Awards (average 5 per category, 30-35 total) and begin scoring on the Portal. *[20+ hours over three months]*

**August:**

* Committee call to discuss scoring progress, new committee objectives, planning for October interviews, and other items *[1 hour]*

**September:**

* Provide input on interview questions via email *[1-2 hours over 4 weeks]*
* Complete review of written applications ***[recommended]***

**October:**

* Participate in/review recorded interviews with national award winners via conference call *[9+ hours]*
* Submit final scores for all national candidates.
* Committee call to discuss VISION schedule, other business*[1 hour]*
* Review call minutes/review report to the Board

**November:**

* Committee meets in-person at VISION to discuss business, review SOP, elect (or re-elect) Chair and recognize outgoing members *[1 hour]*
* Committee members attend the ACTE Awards Banquet at VISION *[2 hours]*
* ReviewVISION meeting minutes

**February:**

* Remind states to upload winner applications to Awards Portal by **March 1 deadline**
* Recruit and assign judges for Region Awards Committee on Awards Portal
* Review report to the Board for March Board meeting

**March:**

* Facilitate scoring/candidate interviews for Region review, **to be completed** **before Region conference or July 1.**

**April:**

* Promote Image Awards **May 1 application deadline**

**May:**

* Scoreall Image Awards applications (average 5 per category, about 15 total) *[5+ hours over 4 weeks]*
* Committee call to review the winners per average scores at the end of the month; officially recommend winners to the Board of Directors *[1 hour]*

**June:**

* Committee reviews call minutes & committee report to the Board (for July Board meeting)
* Make sure all Region winners are promoted forward for national review by the **July 1 deadline**

 Bylaws Committee *Member Position Description*

**Title:** ACTE Bylaws Committee Member

**Duration:** One two-year term; eligible for up to two terms total

**Work Location:** Committee members conduct their work remotely by communicating via email and conference call. The Bylaws Committee usually meets in person at ACTE’s CareerTech VISION.

**Impact of Work:** To ensure the organizational documents of the Association conform to law and are reflective of the desires and needs of members and to ensure appropriate conformity of organizational and operational documents of the Association. For more information on the committee mission and objectives, view the Committee Charter.

**Commitment:** Serving on this committee requires a moderate time commitment (estimated at 5+ hours through the year). *See the committee* [*workflow calendar*](#workflow) *for details.*

**Roles and Responsibilities:**

*As a Committee Member:*

* Read and respond to committee emails
* Review any materials provided in advance of calls/meetings
* Participate in scheduled conference calls and meetings, if available. If not available, provide input as necessary via email
* Maintain confidentiality regarding committee discussion and potential amendments
* Familiarize oneself with the ACTE governance and bylaws amendment process

**Qualifications:** All committee members must be members of ACTE national and be members of the respective Region/Division they are selected to represent. They must be able to meet the time commitment required to serve on the committee. It is recommended that members of this committee have knowledge of ACTE's organizational structure.

**Training/Orientation:** There is no training provided, but committee members can consult the Committee Handbook for more information [here](https://www.acteonline.org/uploadedFiles/Assets_and_Documents/Global/files/ACTE_Leadership/2014%20Committee%20Task%20Force%20Handbook%207_29_14.docx).

**Supervisor and Contact Information:** All committee members report to the Chair. They will receive information throughout the year from the Chair and staff liaison. Contact for both can be found [here](http://www.acteonline.org/general.aspx?id=2588#.U_ylrcVdWSo).

*Tentative Workflow Calendar*

**November:**

* Review of proposed Bylaws amendments prior to committee meeting *[1 hour]*
* Committee meets in-person at VISION to discuss business, elect (or re-elect) Chair and recognize outgoing members *[1 hour]*
* ReviewVISION meeting minutes

**February:**

* Conference call to review/discuss any additional amendments *[1 hour]*

**March:**

* Review and approval of final amendment proposal via email *[1 hour]*
* Additional call may be needed if lawyer indicates proposed changes are problematic *[1 hour]*

 CTE Support Fund Committee

*Member Position Description*

**Title:** ACTE CTE Support Fund Committee Member

**Duration:** One two-year term; eligible for up to two terms total

**Work Location:** Committee members conduct their work remotely by communicating via email and conference call. The CTE Support Fund Committee also usuallymeets in person at ACTE’s CareerTech VISION.

**Impact of Work:** Committee members are primarily responsible for providing guidance and developing strategies to engage ACTE’s members in contributing to the CTE Support Fund. Committee members will also assist in facilitating and/or providing input on other committee objectives. For more information on the committee mission and objectives, view the [Committee Charter](http://www.acteonline.org/general.aspx?id=2683#.VCwWgvldXUY).

**Commitment:** Serving on this committee requires a moderate time commitment (roughly 10 hours throughout the year). Committee members are encouraged to attend CareerTech VISION and the National Policy Seminar to participate in Fund activities during these events.

**Roles and Responsibilities:**

*As a Committee Member:*

* Read and respond to committee emails
* Review any materials provided in advance of calls/meetings
* Participate in scheduled conference calls and meetings, if available. If not available, provide input as necessary via email
* Provide support and feedback on CTE Support Fund-related campaigns and strategies
* Mobilize ACTE members to contribute and engage other committee members in those efforts
* Provide ACTE staff liaisons with assistance in developing CTE Support Fund donation campaigns.

**Qualifications:** All committee members must be members of ACTE national and be members of the respective Region/Division they are selected to represent. They must be able to meet the time commitment required to serve on the committee. Additional experience/interest in CTE Support Fund is a plus but not required.

**Training/Orientation:** There is no training provided, but committee members can consult the Committee Handbook for more information [here](https://www.acteonline.org/uploadedFiles/Assets_and_Documents/Global/files/ACTE_Leadership/2014%20Committee%20Task%20Force%20Handbook%207_29_14.docx).

**Supervisor and Contact Information:** All committee members report to the Chair. They will receive information throughout the year from the Chair and staff liaison. Contact for both can be found [here.](https://www.acteonline.org/award_committee/)

**** Nominating Committee

*Member Position Description*

**Title:** ACTE Nominating Committee Member

**Duration:** One two-year term; eligible for up to two terms total

**Work Location:** Committee members conduct their work remotely by communicating via email and conference call. The Nominating Committee does not meet in person at ACTE’s CareerTech VISION.

**Impact of Work:** The committee is responsible for the implementation of the nomination and election process for the governance year. The committee is to abide by the bylaws and approved Policy and Procedures Manual in fulfilling its objectives. The committee is to present at least two candidates for president-elect and ensure all Region and Division vice president candidates meet the required criteria. The entire slate is to be presented to the Assembly of Delegates at ACTE's CareerTech VISION. For more information on the committee mission and objectives, view the Committee Charter.

**Commitment:** Serving on this committee requires a moderate time commitment (estimated at 7+ hours through the year). *See the committee* [*workflow calendar*](#workflow) *for details.*

**Roles and Responsibilities:**

*As a Committee Member:*

* Read and respond to committee emails
* Review any materials provided in advance of calls/meetings
* Participate in scheduled conference calls and meetings, if available. If not available, provide input as necessary via email
* Maintain confidentiality regarding committee discussion and potential candidates
* Familiarize oneself with the ACTE nominating and election process

*As a Region/Division Nominating Committee Chair:*

* Some Regions/Divisions’ nominating committee member at the National level also serves as their respective nominating committee chair. Please contact your Region/Division Vice President to clarify if your service on the national committee includes this additional responsibility. If so, you will be responsible for reviewing and interviewing the Vice President candidates for your Region/Division (estimated time commitment at 10 hours).

**Qualifications:** All committee members must be members of ACTE national and be members of the respective Region/Division they are selected to represent. They must be able to meet the time commitment required to serve on the committee. It is recommended that members of this committee have knowledge of ACTE's organizational structure. No member of the committee shall be a candidate for election.

**Training/Orientation:** There is no training provided, but committee members can consult the Committee Handbook for more information [here](https://www.acteonline.org/uploadedFiles/Assets_and_Documents/Global/files/ACTE_Leadership/2014%20Committee%20Task%20Force%20Handbook%207_29_14.docx).

**Supervisor and Contact Information:** All committee members report to the Chair. They will receive information throughout the year from the Chair and staff liaison. Contact for both can be found [here](http://www.acteonline.org/general.aspx?id=1623#.U_ynqcVdWSo).

*Tentative Workflow Calendar*

**June:**

* Preparation call to discuss the process for the nominating committee and interviews *[1 hour]*
* Review of campaign rules and other background materials *[1 hour]*

**July:**

* Review of candidate materials *[1 hour]*
* President-elect interviews *[2 hours]*

**August:**

* Review and approval of final President-elect slate via email *[1 hour]*
* Additional call may be needed if additional issues need to be discussed *[1 hour]*

 Resolutions Committee

*Member Position Description*

**Title:** ACTE Resolutions Committee Member

**Duration:** One two-year term (based on calendar years); eligible for up to two terms total

**Work Location:** Committee members conduct their work remotely by communicating via email and conference call. The Resolutions Committee alsomeets in person at ACTE’s CareerTech VISION.

**Impact of Work:** Committee members are primarily responsible for reviewing and approving proposed resolutions and facilitating the resolutions submission process. Committee members will also assist in facilitating and/or providing input on other committee objectives. For more information on the committee mission and objectives, view the Committee Charter [here](https://www.acteonline.org/general.aspx?id=1004).

**Commitment:** Serving on this committee requires a low time commitment (roughly 5 hours throughout the year).

**Roles and Responsibilities:**

*As a Committee Member:*

* Read and respond to committee emails.
* Review any materials provided in advance of calls/meetings.
* Participate in one conference call in June and the committee meeting at ACTE’s CareerTech VISION. If not available, provide input as necessary via email. Participate in any additional calls or meetings as necessary.
* Review resolutions submitted through the ACTE resolutions process and provide feedback on approval.
* Assist in dissemination of information about the ACTE resolutions submission process and resolutions.

**Qualifications:** All committee members must be members of ACTE national and be members of the respective Region/Division they are selected to represent. They must be able to meet the time commitment required to serve on the committee. Additional experience/interest in association governance and policy is a plus but not required.

**Training/Orientation:** There is no training provided, but committee members can consult the Committee Handbook for more information [here](https://www.acteonline.org/uploadedFiles/Assets_and_Documents/Global/files/ACTE_Leadership/2014%20Committee%20Task%20Force%20Handbook%207_29_14.docx).

**Supervisor and Contact Information:** All committee members report to the Chair. They will receive information throughout the year from the Chair and staff liaison. Contact for both can be found [here.](https://www.acteonline.org/award_committee/)

Chair Guide

Leadership

It is no secret that leading an association in today’s environment has never been more challenging. Increasing expectations by members and stakeholders, rising competition for limited resources, significant shifts in nearly all professions and industries, and stress caused by increasing demands on the personal time of volunteer leaders all create a critical need for effective planning in an association.

The message is clear for all association leaders:

* Lead them with a plan that clearly establishes direction and priorities or take great risk of survival—yours as a leader and the association’s.
* The demand for mutual understanding, clarity of roles and responsibilities and share leadership strategies among all the association leaders has never been greater.
* Effective leadership in associations is shared leadership pursuing a vision through ongoing strategic planning.

Committee/Task Force Chair Responsibilities

Basic Function

Consistent with the Association’s policy and strategic priorities, the chair guides the committee in its work as outlined by the scope of work and charge from the Board of Directors.

Responsibilities

* With staff, develops a work plan that will allow the committee/task force to effectively and efficiently discharge its responsibilities for the year.
* With staff, develops agendas and conducts committee/task force meetings.
* Approves reports of committee/task force meetings before their distributions.
* Works with staff to ensure that the work of the committee/task force is carried out between meetings.
* Approves reports on committee/task force activities, including requests to the Board of Directors for action.
* Reports to the committee/task force on decisions of the Board of Directors or executive committee that affect the committee/task force’s work or activities.
* Where appropriate, guides the committee/task force in proposing products and services that will further the goals and objectives of the Association.
* Where appropriate, makes policy recommendations to the Board of Directors.

Committee/Task Force Chair Tips

Qualities of the Effective Chair

*Communication skills*

* Demonstrates ability to communicate with committee members, staff and other groups.
* Demonstrates willingness to listen (communication is not solely talking).

*Participation*

* Demonstrates active participation and interest in the Association.
* Commands prestige and respect from within the industry or profession.
* Has knowledge of the subject in which the committee/task force is involved.
* Thinks in terms of Association goals.

*Leadership*

* Commands attention and inspires others.
* Demonstrates ability to create a positive work atmosphere.
* Controls without dominating.
* Understands how the committee fits in to the larger work of the Association.

*Administrative skills*

* Demonstrates willingness to take the initiative.
* Demonstrates ability and willingness to carry out responsibilities.
* Supports orderly procedures for conducting work.
* Understands the role of the staff.

Making Early Contact With Committee/Task Force Members

* Send a welcome/orientation letter, cosigned by the committee/task force staff liaison or at least identifying this person
* Provide the committee with its charges and goals, in thecontext of the Association’s Strategic Plan.
* Provide the date and location of the first meeting, even if tentative, and a calendar of future meeting dates, even if tentative.
* Review recent accomplishments of the committee/task force so the work to be done can be put into context.
* Ask for confirmation of meeting attendance. Some chairpersons may wish to solicit agenda items. If this is done, the first requirement of committee/task force is to fulfill the charge provided to them by the Association and the chair of the board of directors.

The Chairperson’s Role as Facilitator

* Be a facilitator of meetings; don’t “hold court.” The committee/task force belongs to the Association, not to the chair.
* Guide, mediate, probe and stimulate discussion. Let*others* thrash out ideas; committee/task forces are not formed to validate the thinking of the chair or staff.
* Encourage a clash of ideas, but not of personalities.Good decisions are made when committee/task forces examine all sides of an issue, but don’t let members personalize the debate. Emotional discussion of an idea is good, but an emotional reaction to a person is bad. When emotions are too high, return the floor to a neutral person, seek a purely factual answer, or take a break.
* Prevent one-sided discussions.
* Deal with dysfunctional behaviors. Don’t let a personwho is blocking constructive discussion ruin the committee/task force meeting for everyone else. Strategies for dealing with this behavior include confronting the person privately in a caring manner, pointing out the effects of the behavior and suggesting alternative behaviors.
* Keep discussions on track; periodically restate the issue and the goal of the discussion.
* Monitor participation; control talkative members and draw out silent members.
* Use well-placed questions, seek points of information and clarification and periodically summarize to keep the discussion focused.
* Be sensitive to the feelings of members. Look for visual and verbal cues to determine if a member is not happy with the discussion and then deal with this.
* Keep the group focused on the central question and moving toward a decision. Call on the least senior members first to express their views; discussions tend to “close down” after senior members express strong views.
* Seek consensus, but unanimity is not required. Sometimes an idea is compromised by trying to get every last person to completely agree.
* Close the meeting by noting achievements.

Meeting Tips

Developing and Structuring the Meeting Agenda

* Provide an agenda sheet with beginning and ending times for the meeting, the meeting room number and the agenda of topics to be discussed and/or acted on.
* Sequence agenda items thoughtfully. Start the meetingwith agenda topics that will unify the committee/task force; this sets the stage for working together. Early in the meeting is a good time to discuss topics that require mental energy, creativity and clear thinking. Do not put difficult topics back-to-back—people need a break. Make the first few topics after lunch quick-action items. End the meeting with topics that will unify the committee/task force; people like to leave meetings feeling that they are part of a productive team.
* Do not over-schedule the meeting. Provide sufficient, but not too much, time for each topic. Some chairpersons like timed agendas; others do not. A good approach is to show key times on the agenda, such as breaks and lunch. Having these “markers” lets members know the general pace of discussion the chairs anticipates for the meeting.
* Provide at least minimal written background information for each agenda item.
* Indicate whether the item is for discussion only or if action is expected.
* Identify the person who is presenting each item.

Tips for Presiding Over a Meeting

* Open the meeting on time.
* Announce the business to be conducted.
* Recognize members who are entitled to talk; discourage break-in.
* Restate the issue to be voted on before calling for a vote and explain the consequences of the vote.
* Put all issues to a fair vote; don’t make assumptions about how committee/task force members feel.
* Announce the results of actions taken and explain the follow-through to be taken and by whom.
* Help expedite business. Don’t let discussions drift or go on too long.
* Stay with the agenda. Seek the full committee/task force’s agreement to change the agenda once it has been announced.
* Close the meeting on time; seek the committee/task force’s agreement regarding extending the time if necessary.

Parliamentary Procedure

* Committee/task forces are not required to operate using parliamentary procedure; however, the objectives and principles of parliamentary procedure should be employed.
* The objectives of parliamentary procedure include expediting business, maintaining order, ensuring justice and equity for all and accomplishing the objectives for which the group is organized.
* The principles of parliamentary procedure include courtesy and justice to all, rule of the majority while respecting the rights of the minority, partiality to none, protection of the absentee and taking one item of business at a time.

Parliamentary Procedure Basics

**Introducing a Motion**

All new business to be considered by a body is introduced through **a main motion**. There are four basic steps in bringing a main motion before the assembly:

1. A member desiring to make a motion is recognized by the presiding officer
2. The member states the motion.
3. Another member seconds the motion.
4. The chair restates the motion so that everyone clearly understands the motion.

**The proper way to state a motion is “I move that...”**

It is poor form to offer a motion by stating “I make a motion that…” or “I would like to…” or “I want to…” So, an example of a properly stated motion is: “I move that we buy a new sign.”

**Once the motion is seconded it is on the floor and cannot be modified by the original mover without a subsequent motion to amend the main motion.** Once a main motion is on the floor it can be amended, but new main motions should not be introduced until this main motion is voted upon. **Motions on the floor must come to a vote.**

**Amendments to Motions**

After the motion receives a second, it is then open for discussion. A main motion can be amended. This means a member would like to make a change to the original motion. Basically, there are three ways to amend a motion.

1. By striking out words – (i.e. *I move to amend the motion by striking out the word “new”*).
2. By inserting words – (i.e. *I move to amend the motion by adding the words “not to exceed $750” at the end of the motion*.)
3. By striking out and inserting words – (i.e. I move to amend by striking out the word “sign” and inserting the word “billboard”.)

After the amendment receives a second, the discussion then focuses on the amendment. After adequate discussion a vote is then taken on whether or not to amend the motion. It should be clear you are not voting on the main motion but whether or not to amend the main motion. If the amendment is approved, then you can discuss the motion as amended and will then vote on that. If the amendment fails, then you will vote on the original main motion.

A main motion (and any amendments) require a simple majority vote to pass and can be discussed.

Working With ACTE Staff

Staff Liaison Position Description

Basic Function

The staff liaison serves as an informed resource person to the chair and members of the committee/task force, assists the chair in facilitating committee/task force discussions and activities that address the committee/task force’s charge and works with the chair to ensure that all committee/task force work is consistent with the Association’s goals and objectives.

Responsibilities

* Provides thorough orientation for each new committee/task force chair and assists the chair in providing orientation for new and continuing committee/task force members each year.
* Works with the chair to develop a plan of work that will allow the committee/task force to effectively and efficiently discharge its responsibilities for the year.
* Works with the chair to develop agendas and conduct effective meetings of the committee/task force.
* Provides administrative support for planning and execution of all committee/task force meetings.
* Drafts reports of committee/task force meetings for review and approval by the committee/task force chair.
* Works with the committee/task force chair, other committee/task force members and Association staff to ensure that the work of the committee is carried forth between committee/task force meetings.
* Facilitates communication of committee/task force activities, including requests for action and/or proposed policies, to the chief staff executive and Board of Directors.
* Reports to the committee/task force on decisions of the Board of Directors, executive committee, or other Association committee/task forces that impact the committee/task force’s activities.
* Where appropriate, assists the committee/task force in proposing products and services that will further the goals and objectives of the Association.

Volunteer/Staff Partnership

The Formula for Success

**Goal:** Building an association culture constructed on trust, mutual respect and shared responsibility and accountability.

**Key to Success**: Building and nurturing a strong partnership between the volunteer leadership and the Association staff.

**The Formula**:

1. Clarity and consensus on roles and responsibilities of both volunteers and staff.
2. Value and respect the knowledge, expertise and skills of both volunteers and staff.
3. Maximize the unique talent and skills of volunteers and staff in implementing the strategic direction of the Association.
4. Understand and embrace the difference between the work of a *policy* board and the *operational* responsibilities of staff as well as their interdependence.
5. Shared vision and clarity on what constitutes success.
6. Ongoing communication between volunteers and staff—no surprises.
7. Involvement of both volunteers and staff in the planning process.
8. Recognition and appreciation for volunteer and staff time and efforts.
9. Availability of appropriate resources and information to achieve success.
10. Volunteers provide passion and a unique knowledge of the Association members; staff provides objectivity, continuity and unique skills in necessary functional areas.
11. Value the diversity of styles and consider all ideas equally.
12. Understand that it takes the full commitment of both volunteers and staff to achieve the association’s desired success.

**Some Tips**:

1. Agree there will be surprises, good or bad.
2. Agree to criticize in private and constructively.
3. Clearly articulate realistic expectations and then go out of the way—there is always more than one way to accomplish a task.
4. Figure out how much information should be exchanged and how often, to keep everyone comfortable.
5. Develop a system of checks and balances to keep the association on its strategic path.
6. Provide ongoing evaluation and direct and honest feedback.
7. Discuss issues of concern with the appropriate individuals—president for volunteers and executive director for staff.
8. Don’t complain to someone who can’t do anything about it.
9. Establish measures of effectiveness.

Being selected as Vice President of a Region or Division is an honor and privilege. With honor and privilege come responsibilities to the members you represent and ACTE, the organization as a whole. Division/Region vice-presidents are elected to represent the voice of members within their geographic boundaries or specific divisions; as a Board member, one also needs to step back, look at the big picture, and consider what is best for the association as a whole. That being said, serving on the Board is also an opportunity for professional and personal growth. Take advantage of this time to stretch beyond your comfort zone and learn all you can in regards to advocacy, leadership, and all components of career and technical education and how each is an integral component of educating a highly skilled workforce.

To summarize the role of leadership, consider this description from *The Secret: What Great Leaders Know -- and Do* by Ken Blanchard and Mark Miller © 2004.

 **S**ee the Future

Envision ACTE’s and your division’s/region’s future and communicate that vision.

 **E**ngage and Develop Others

 Create buy-in by engaging the heads and hearts of others

 **R**einvent Continuously

 Learning is critical to survival so be a life-long learner, and,

 Review organizational structure to insure fluidity and flexibility

 **V**alue Results and Relationships

 Challenge others to succeed while providing support and encouragement

 **E**mbody the Values

 Walk the Talk to gain trust

 *The Secret: What Great Leaders Know – And Do* K. Blanchard and M. Miller © 2004

Thank you for your service and dedication to the members of ACTE and career and technical education. May your term be one of personal and professional growth, rewarding experiences, and new and renewed friendships.

ACTE Staff Help Index

*Who to call at Headquarters for answers to your questions*

Phone: 703-683-3111

Toll Free: 800-826-9972

Fax: 703-683-7424

Contact information for all staff is available at **www.acteonline.org/contact**

ACTE NEWS (electronic newsletter) Digital Media Coordinator

ADVERTISING SALES Sales & Exhibits Manager

AFFILIATE, ASSOCIATE AND EDUCATIONAL

 INSTITUTIONS Senior Director of Outreach & Strategic

 Partnerships

ASSOCIATION POLICY Executive Director

 Governance Administrator

AWARDS Director of Leadership & Awards

BILLING & PROCESSING

Accounting/Operations Management Senior Director of Finance &

 Operations

BOARD/VIP SUPPORT Director of Leadership & Awards

BOOKSTORE ORDERS Fulfillment Specialist

BUDGET & FINANCE Senior Director of Finance &

 Operations

CareerTech UPDATE Digital Media Coordinator

SmartBrief/ STEM SmartBrief

CHANGE OF ADDRESS Registration/Member Services/State Associations Specialists

CHECK/CREDIT CARDS PROCESSING Senior Director of Finance & Operations/Registration/

 Membership Specialist/ Fulfillment Specialist

COMMITTEE ROSTERS Director of Leadership & Awards

CTE SUPPORT FUND Executive Director

E-BLAST SERVICES Digital Media Coordinator

EDUCATORS IN ACTION Director of Leadership & Awards

GOVERNANCE Executive Director

Divisions, Regions, Committees Director of Leadership & Awards

Nominations and Elections Governance Administrator

GRAPHIC DESIGN Graphic Designer

IMAGE AWARENESS Advocacy & Public Affairs Manager

ISSUE BRIEFS Research Manager

JOB BANK Web and Online Media Manager

LEGISLATIVE and REGULATORY POLICY Director of Public Policy/ Legislative & Regulatory Affairs Manager/ Advocacy & Public Affairs Manager

LIST RENTAL Sales & Exhibits Manager

MEDIA RELATIONS Advocacy & Public Affairs Manager

MEMBERSHIP RECORDS & PROCESSING Registration/ Membership/

 Fulfillment Specialists

MEMBERSHIP REPORTING Database/IT Manager

MEMBERSHIP INQUIRIES Registration/ Membership/

 Fulfillment Specialists

MEMBER SERVICES Senior Director of Finance &

 Operations

NATIONAL POLICY SEMINAR

 Program Information Director of Public Policy

 Registration Registration/Membership

 Specialist

 Housing Director of Meetings & Events

 Congressional Visits Advocacy & Public Affairs

 Manager

NEW MEMBER APPLICATIONS Registration/Membership/Member Services/State Associations Specialists

ONLINE SEMINARS/ACTE VIDEO CONTENT Digital Media Coordinator

PROFESSIONAL DEVELOPMENT Executive Director

PUBLICATIONS Managing Editor (*Techniques*)/
Research Manager

RESEARCH Research Manager

RESOLUTIONS Advocacy & Public Affairs

 Manager

SOCIAL MEDIA Digital Media Coordinator

STATE ASSOCIATIONS

 Leadership Governance Administrator

 Membership Member Services/State

 Associations Specialist/

 Database & IT Manager

 Rosters Member Services/State

 Associations Specialist

STATE PROFILES Research Manager

STRATEGIC PLANNING Executive Director

SUBSCRIPTIONS Fulfillment Specialist

*TECHNIQUES* MAGAZINE Managing Editor

 Advertising Sales & Exhibits Manager

 Editorial Managing Editor

 Subscriptions Fulfillment Specialist

 Article Submission Managing Editor

ACTE’s CareerTech VISION Executive Director

 Program Information Senior Director of Programs &

 Communications and Director of Meetings & Events

 Registration Registration/Membership

 Specialist

 Exhibits Sales & Exhibits Manager

 Product Showcase Sales & Exhibits Manager

 Housing Director of Meetings & Events

 Meeting Logistics Director of Meetings & Events

WEBSITE/CONTENT Web Content & Online Media Manager

Appendix

Committees/Task Forces Board Policies

VII.1 The ACTE president may establish special task forces as deemed appropriate to carry out short-term assignments. The task force may consist of members of the Board and other ACTE members, based on the work to be carried out. In establishing such groups, the president will provide a charge and a designated time frame in which the work is to be completed. (12/03), (7/07), (11/09)

VII.2 The committee structure of Association for Career and Technical Education shall consist of the following committees: Audit Review, Awards, Bylaws, CTE Support Fund, Nominating and Resolutions. (12/03), (7/07), (11/09)

VII.3 The Board of Directors may establish ad hoc committees/task forces as necessary to deal with emerging issues and/or handle special assignments. (12/03), (7/07)

VII.4 Every standing committee/task force shall have a charter outlining its mission, composition and objectives. Every committee/task force shall receive an annual “Appointment and Objectives” charge from the ACTE president that is aligned with the Strategic Plan. (12/03), (7/07)

VII.5 All members who serve on ACTE standing committees/task forces are recommended by the Divisions or Regions and appointed by the Board of Directors. A committee/ task force member must be a current professional, retired or life member of ACTE. (12/03), (7/07)

VII.6 Committee terms shall be for two years, and a member may serve up to two consecutive terms. A person can serve on only one ACTE standing and/or ad hoc committee/task force at the same time. Division and Region policy committee members are eligible candidates for membership on standing or ad hoc committee/task forces. Normally, terms of office will be on a fiscal year basis beginning July 1 and ending June 30. (12/03), (7/07)

VII.7 Committee appointment procedures shall be as follows: (12/03), (7/07), (3/10)

1. All committee appointments to standing committees for the coming year should be reviewed by Division or Region policy committees, and appropriate action, taken no later than July 1 each year.
2. Information on committee appointments, including complete home and business addresses and telephone numbers, should be submitted to the ACTE Headquarters no later than July 1.
3. Committee appointees should be contacted by the appropriate vice president to verify their interest in being appointed before appointments are forwarded to ACTE Headquarters.
4. Members of the Board of Directors will be given an opportunity to recommend appointees to ad hoc committees/task forces annually. They will be notified concerning vacancies by April 1 and will be able to submit recommendations for new appointees prior to final Board approval of all appointments at the summer meeting of the Board of Directors.
5. (Deleted) (3/10)
6. No ACTE member can be appointed to serve on more than one ACTE standing or ad hoc committee. The committee coordinator is responsible for determining whether appointees are currently serving on committees/task forces and informing Board members if an appointee is ineligible for that reason.
7. No committee member can serve more than two full terms. A member appointed to fill an un-expired term may be reappointed to serve a full term. It is the responsibility of the ACTE Headquarters to maintain records on appointments made to fill un-expired terms.
8. If a committee member of an ACTE standing committee resigns before his/her term of office expires, the appropriate Division or Region vice president should inform the ACTE committee coordinator immediately concerning the new appointee.

VII.8 The chair of an ACTE standing committee shall be identified as representing the entire ACTE membership and not any particular Division or Region. The chairperson, who is appointed by the Board of Directors, shall be selected from one of those who are serving or have served on the committee. Chairs are appointed each year. A chair may be reappointed to a second term if it is deemed to be in the best interests of the committee. (12/03), (7/07)

VII.9 The chairs of the ad hoc committees/task forces will be appointed by the president with recommendation from the Board of Directors. (12/03), (7/07), (3/10)

VII.10 The chair for the nominating committee will be the most recent past president no longer serving on the Board of Directors. (12/03), (7/07)

VII.11 A vice chair shall be appointed annually for each ACTE standing committee by the members of that standing committee. In the event a chair cannot attend a committee meeting, the vice chair will preside in his or her absence. In the event a chair cannot complete his or her term, the vice chair will be appointed and must be approved by the ACTE Board of Directors to serve for the balance of the term. Recommendations for the vice chair shall be made by the current chair of the committee for all committees except the nominating committee. The vice chair must be an eligible member of the committee. (12/03), (7/07)

VII.12 The president shall appoint at least one Board member to each standing committee, ad hoc committee and task force to serve as a Board liaison to serve as an informed communications link to the Board of Directors. (12/03), (7/07)

VII.13 An ACTE staff liaison shall be assigned to each ACTE standing and ad hoc committee as a resource person. This assignment is only in an advisory capacity and not as a member of the committee. (12/03), (7/07)

VII.14 (Deleted 7/07)

VII.15 Within two weeks of a committee meeting at conference or via conference call or the Internet, chairpersons of committees/task forces shall submit a report on progress toward annual objectives, including activities, accomplishments and recommendations. Action required by the Board will be identified. (12/03), (7/07)

VII.16 (Deleted 7/07)

VII.17 Guidelines for submitting expenses related to approved and budgeted work of the committee: (12/03), (7/07), (3/10)

1. (Deleted 3/10)
2. (Deleted 3/10)
3. (Deleted 7/07)
4. Other expense for such items as postage and telephone calls should be submitted on an ACTE "Request for Check" form. Copies of all bills are required for reimbursement of telephone expenses. (12/03), (7/07)
5. All printing and other work requiring the services of outside vendors should be arranged through the ACTE staff liaison. The ACTE printing department will handle all print work, and, if outside printing is deemed necessary, the staff liaison will make arrangement for the work in accordance with ACTE bidding procedures. (12/03), (7/07)

VII.18 All members of ACTE committees and all chairs will receive certificates of appreciation from the Association upon completion of their terms. (12/03), (7/07)

VII.19 The Board of Directors shall authorize Division and Region policy committees to appoint advisory committees whose membership may include representatives from organizations identified with the Division or Region, as well as members of other constituent groups. Such advisory committees may be provided for in Divisional or Regional operating policies. Representatives of advisory committees are authorized to meet with policy committees, but have no voting privileges. (12/03), (7/07)

A Brief History of ACTE

A New Association Is Born

When the National Society for Vocational Education and the Vocational Education Association of the Middle West came together in 1926 to form the American Vocational Association (AVA), a strong new voice was created. Seventy-five years later, the AVA has become the Association for Career and Technical Education (ACTE) and the programs that were once called vocational are now called career and technical. Although our name has changed, our commitment to providing opportunities for success for all of our nation’s students has never wavered throughout our long history.

Federal Funding and a Federal Board

When President Woodrow Wilson signed the Smith-Hughes Vocational Education Act into law in 1917, it was the beginning of federal funding for vocational education in the United States. In addition to the $1.7 million appropriation for 1917-18, the act also created the Federal Board for Vocational Education to administer the provisions of the new law and to work on program planning and resolution of disputes. States were required to create state boards for vocational education and states and local communities were required to match federal appropriations. The Federal Board approved the plans that were prepared by the state boards. As federal funding under the Smith-Hughes Act increased at intervals that reached $7.2 million for 1925-26, the Federal Board began to look at the differences in the ways the states were utilizing these funds and carrying out their state vocational programs. Recognizing that their union would give them greater power on Capitol Hill and in dealing with the Federal Board, the National Society for Vocational Education and the Vocational Association of the Middle West completed their merger in 1926.

Building the Foundation

The constitution of the new American Vocational Association was developed by committees representing both of the merging associations and the officers and executive committee were nominated by a committee chosen from the membership of both associations. Members of both of the old associations automatically became members of the new one. The committees representing the different sections in 1926 were agricultural education, vocational guidance, trade and industry education, commercial education, home economics education, part-time education and rehabilitation education. Within six months of the founding of AVA, 27 state vocational education associations became affiliated with the new association. By 1926, enrollment in the vocational education programs of agriculture, home economics and trade and industrial had grown to almost 900,000 and in 1929, Congress passed the George-Reed Act, authorizing an increase of $1 million annually from 1930 to 1934 to expand vocational education in agriculture and home economics. In 1931, AVA president Charles M. Miller said, “Vocational education in this country has grown from a number of small isolated beginnings into a great national education institution.” The early 1930s were difficult times for our country and vocational education had to work to keep its federal funding in the midst of the Great Depression. In 1932, an attempt to repeal the Smith-Hughes Act was defeated and an AVA study on changing conditions in industry, commerce, agriculture and the home was made a major project in the Federal Board for Vocational Education research program for that year. However, in 1933, President Roosevelt transferred the functions of the weakened Federal Board for Vocational Education to the U.S. Office of Education. On January 1, 1934, the AVA established its national headquarters in Washington, D.C., where it could maintain an active national leadership role in advocacy of vocational education and Lindley H. (L.H.) Dennis assumed his position as the association’s first full-time executive secretary. A temporary measure passed in 1934, the George-Ellzey Act, authorized $3 million annually for three years to be apportioned equally in agriculture, home economics and trades and industry. Then, in 1936, the George-Deen Act authorized $14 million a year for agriculture, home economics, trades and industry and distributive occupations. This marked the first time that marketing occupations were recognized under federal vocational education legislation. The George-Deen Act, however, permitted Congress to re-determine the amount appropriated each year, which made the need for a vocational education presence in Washington even more apparent.

Helping in Hard Times

President Roosevelt’s New Deal encouraged “leisure time training” for self-improvement and enrichment in addition to controlled industry and planned agriculture, but Ray Fife, the president of AVA from 1932 to 1934, noted, “Vocational education has had much experience in adult education. Nearly two-thirds of the vocational education students of the nation are enrolled in adult classes. It can contribute much in organization and method to other forms of adult education.” Even in the difficult times of the Depression, our programs proved their worth, as those with the greatest levels of skills and training were the last to lose their jobs and sometimes remained employed. Farmers who had studied in our classes were better prepared to adapt to new conditions and, therefore, had better chances to keep their farms. Vocational education for youths, apprenticeship training and adult education during the Depression helped maintain a prepared workforce as our nation recovered economically. Instructors in vocational courses sometimes took salary reductions, but few vocational classes were discontinued. And the AVA was there to help facilitate nationwide discussion and the exchange of ideas to help solve the problems of the Depression and to help with a return to normal employment and productivity. As the decade drew to a close, there were new difficulties looming on the horizon and in September 1939, L.H. Dennis, AVA’s executive secretary, wrote, “...because of the national emergency growing out of the international situation, the vocational education leadership of the country stands ready to definitely and promptly make such expansion in the program as will meet the needs of the hour. We speak for a united vocational education leadership in assuring the president of the United States of our willingness to cordially cooperate with him and the various governmental agencies in the further and prompt expansion of our vocational education program in the training of an adequate supply of skilled workers for essential industries.”

Answering the Call of Duty

The attack on Pearl Harbor brought the United States into World War II and brought the call to arms that included a call to duty in service of our nation for all Americans. It was a call that vocational education was ready to answer and had been preparing for in the previous months.

AVA and the Wartime Commission

When the United States Office of Education’s Wartime Commission was established on December 23, 1941, the American Vocational Association was represented by its president, John J. Seidel and its executive secretary, L.H. Dennis. The Wartime Commission was organized to provide a united voice for all education in the war emergency, to develop sound policies and procedures for the mobilization of all American educational agencies in working toward victory and to eliminate the duplication of effort. Recognizing that victory in battle depended upon training and skill as well as courage, the membership of the AVA was prepared to assist the military in preparing our soldiers. The U.S. Army called upon the educational institutions of America to assist in pre-induction training and vocational education resolved to meet that call with training in automotive and airplane engine mechanics; radio, telephone and telegraph operation; and tool design and manufacturing.

AVA War Work Training Conference

Conducted as the annual AVA convention, the War Work Training Conference was held in Toledo, Ohio, December 2- 5, 1942. The conference was directed toward the winning of the war and planning for the peacetime to follow. Representatives of the U.S. Army, the U.S. Navy, the War Manpower Commission, war industries and federal and state governments participated in sessions at the conference. Topics included increased efficiency for the federal program of Vocational Training for War Production Workers, teacher shortages, food production, food distribution and utilization and the post-war needs for vocational education. At the Toledo War Work Training Conference, the AVA became the first major educational group to advocate a 12-month basis of wartime operation for a division of the public schools with a resolution requesting the U.S. Office of Education “to assist the vocational schools of the Nation in operating to the fullest extent possible for twelve months of the year.” The AVA executive committee appointed an AVA Pre- Induction Training Committee to work with Merwin M. Peake, the chief of the Pre-Induction Training Section of the U.S. War Department. The determination of the AVA and its members to help win World War II is expressed in AVA President Fred Smith’s February 1943 editorial. “Our vocational schools have trained more than three million workers since the summer of 1940 and have reason to feel proud; but there must be no let-up in this respect. We must continue to train replacements for men called into the armed services; we must redouble our efforts.”

Women in War Industries

As more and more men were needed for military service in World War II, more and more women became needed in war industries at home. Under the terms of the law providing training for the war effort, women were to be accepted on an equal footing with men. But that doesn’t mean they were always accepted with open arms. Some Congressmen saw it as the death knell for the American home if women went to work in factories. Some men feared for their own jobs and others believed that women simply did not have the mechanical ability required for the tasks. But necessity won out over doubts and by the end of 1942, women were working in shipyards, aircraft assembly plants, factories and foundries. They were helping to run railroads, airlines, streetcars and buses. They were doing welding, operating cranes, assembling detonators and operating lathes. “Rosie the Riveter” became an American icon. She could also be considered a symbol of the training women received during the war in vocational education programs across the country. The number of women trained for the war effort up to December 1, 1941 was 11,552, but by April 1943, 741,322 women were enrolled in training programs. And, according to a study done by the U.S. Office of Education from July 1, 1942 to December 31, 1942, 81 percent of all employed women trained for war production work were working in war production industries. Employment opportunities were opening up for older women, married women and women of color. In some plants, women doing the same work as men were even being paid the same wages as the men. Throughout World War II, vocational education served the country well by maintaining a well-trained war industry workforce and by assisting in pre-induction training. The nation’s farmers and homemakers also aided the war effort at home through their dedication to producing the most goods and services possible with the smallest amount of our precious resources. But when the war was won, there were new challenges for vocational education on the home front.

Post-war Training

With veterans returning from the war and war industry workers changing over to peacetime occupations, the nation was faced with the possibility of training or retraining more than 30,000,000 individuals. In 1945, an AVA committee was working in cooperation with officials of the U.S. Office of Education to help develop material showing the vocational retraining services available for veterans in the public vocational schools. Industrial arts education, apprenticeship training and veterans’ on-the-farm training were among the education programs that would prepare the new peacetime workforce. M.D. Mobley, 1944 AVA president, said, “Next to winning the war and securing a lasting peace, the paramount objective of the American people is to provide peacetime jobs for all employable workers ... Vocational education will and must, play an important role in this undertaking.”

Federal Legislation in the 40s

Appropriations initiated by Congress in 1940 to train defense production workers started at $15 million and increased each year until they exceeded $100 million. The program was discontinued in 1945 as the war ended, but by then vocational education had proved its worth. New legislation providing federal appropriations for vocational education was passed by Congress then signed into law by President Harry S. Truman on August 1, 1946. The George-Barden Act superseded the George-Deen Act and increased funding from $14 million to $29 million annually. In 1944, president Franklin D. Roosevelt signed the G.I. Bill of Rights, which provided benefits for veterans and in 1947, legislation was passed making vocational training available to veterans through institutional-on the-farm training. The AVA was active in the late 1940s in arranging conferences with the Veterans Administrations of various state and regional vocational groups to deal with the securing of proper support for vocational training programs for veterans.

A Change at the Top

L.H. Dennis, who had been executive secretary of the AVA since the association’s Washington, D.C., office was established on January 1, 1934, retired from his position on December 31, 1950. Dennis had been a member of the original group that drafted the Smith-Hughes law and, at the time of his retirement, had been associated with every federal vocational act. He was succeeded by Mayor Dennis (M.D.) Mobley, who had served as AVA president in 1944. Mobley described his predecessor as, “the man who made the AVA, who for 17 years devoted his every thought to its betterment.” Following his retirement, Dennis worked as a consultant and lecturer on vocational education and traveled to countries around the world. He died in 1955 at the age of 74.

New Wars to Fight

In 1952, both presidential candidates, Dwight D. Eisenhower and Adlai E. Stevenson, wrote to AVA expressing support for vocational education. Only one of their party platforms—the National Democratic Platform—specifically mentioned vocational education. This marked the first time one of the major political parties had included an item in its platform pledging support to vocational education, but the early 1950s found the AVA fighting harder than ever to keep that support. In 1951, the AVA was successful in diverting the Bureau of the Budget’s recommendations to set aside millions of dollars of George-Barden appropriations for defense training, which would have seriously threatened vocational education programs. All but $900,000 was restored to the final vocational appropriations. The tide appeared to be turning when, for fiscal year 1956, Congress approved a record-breaking amount for vocational education appropriations. In hearings before the House and Senate committees and on the floor of the House, 102 Congressmen (including 14 Senators) spoke on behalf of vocational education and many more sought floor recognition in order to express their support. There was a new kind of war being fought in the world and this Cold War was also fought on the education front. In December 1955, M.D. Mobley noted that Russia was continuing to expand her vocational and technical training program and cautioned that, through this increased training, the communist state was trying to increase and improve production in order to become a competitor in the world marketplace. In response to these concerns, vocational and industrial arts leaders representing several AVA divisions met in Washington in January 1956 to consider ways to expand and improve vocational education in our country. The Association had another battle of its own to wage in 1958 when the Joint Federal State Action Committee and president Eisenhower recommended the transfer of full financial support for vocational education to the states, with the elimination of federal funds to begin in 1960. In March 1958, Mobley testified before the Subcommittee on Intergovernmental Relations in opposition to the recommendations and in September the House and Senate approved a total of $40,888,412 in federal funding for vocational education for fiscal 1959—ending the decade with one more victory for the AVA and its members.

The Times They Are A-changing

The dawn of the 1960s found the American Vocational Association actively involved in both the national and the international arenas. A cultural agreement between Russia and the United States resulted in an exchange of visits between Russian and American vocational educators. At the request of the U.S. Department of State, the AVA sponsored a two week tour of U.S. vocational schools in February 1960. In May of that same year, three American educators, including AVA past President H.H. London, visited vocational schools in Russia. They returned to report their concerns to the nation regarding the expanding vocational education plans of the Soviets in the economic phase of the Cold War. In the domestic arena, AVA officers worked with the Senate Special Committee on Unemployment Problems on a report that recommended a considerable expansion of vocational education for both youth and adults. The final report recognized the AVA and included quotes from the *AVA Bulletin*.

A National Power

The largest peacetime vocational education appropriations funding up to that date was passed for fiscal year 1961, despite President Eisenhower’s recommendation for a $2 million cut in funds. But there was soon to be a new administration in the White House, so the AVA wrote to both presidential candidates to obtain their views on vocational education. The Democratic Party’s candidate, John F. Kennedy, responded on August 17, 1960, with a letter stating that, “The continuation of federal funds for vocational education at the full amounts authorized by existing law is vital to the security and economic health of our nation.” He reaffirmed his party’s platform to, “further federal support for all phases of vocational education.” The Republican candidate, Richard Nixon, did not send his response until October 7, 1960, but he too expressed support for strengthening vocational education. The American Vocational Association played a major role in the passage of the Manpower Development and Training Act of 1962, a three- year program that authorized additional funds for the training of unemployed and underemployed workers. As a result of an argument fought and won by the AVA, this training would be handled by existing vocational education authorities at the federal, state and local levels. The Association helped establish President Kennedy’s Panel of Consultants on Vocational Education and worked cooperatively with the panel in 1962. Members of the panel included two past presidents of the AVA. That same year, the First National Seminar on Research in Vocational Education was held at Purdue University and the AVA Research Committee was one of the sponsors.

The Perkins Act

When the Vocational Education Act of 1963 (The Perkins Act) was signed into law by President Lyndon Johnson, it became the most comprehensive vocational education measure that had ever become law in the history of our nation. It authorized a new permanent program of federal assistance for vocational education amounting to $60 million for fiscal year 1964. After rising to $177.5 million for fiscal 1966, funding would become $225 million in subsequent years. The act provided that vocational programs be available for persons in high schools, for those out of high school available for full-time study, for unemployed or underemployed persons and for those who have academic or socioeconomic handicaps that prevent them from succeeding in regular vocational education programs. For the first time, federal funds would also become available to construct new vocational schools. Eight AVA representatives, including Executive Secretary Mobley, were present at the historic signing.

The Space Age

The exploration of space helped define the 1960s. It symbolized our ongoing competitiveness with the Soviet Union and it symbolized the new technical skills needed by our workers. We were not only exploring the new frontier of space, but we were also exploring new frontiers in science and technology. The changing needs of industry and science were creating a greater need for technical personnel to supplement engineering and scientific staffs. “Rockets and satellites must be conceived and planned in every detail, but that alone would never get them off the launching pad,” AVA president E.M. Claude wrote in 1960. “The general public has rarely been advised and the mass of our educational leaders have so far failed to realize that the great multitude needed to solve our future manpower needs will be skilled technical workers.”

Some Major Shifts at AVA

In 1964, AVA moved its headquarters into its own building at 1510 H Street, N.W., but they were soon forced to move out of the building when excavation for a government building on an adjacent site seriously damaged the foundation of the AVA building. The damage was so bad that the building was then condemned. The final settlement from the government made it possible for the Association to pay off all of its liabilities and receive clear title to the property. Another major shift for the Association occurred on December 31, 1965, when M.D. Mobley retired as executive secretary. From his beginning as a vocational agriculture teacher in Georgia, Mobley had risen to a place where he was called by *Harper’s Magazine*, “Washington’s most successful lobbyist.” Melvin L. Barlow, AVA historian, wrote of Mobley, “Four presidents and a decade-and-a-half of Senators and Representatives have learned that when they get the word from Dr. Mobley, it is the truth.” Mobley was succeeded by Lowell A. Burkett, but the title was changed to executive director, which was what M.D. Mobley had always thought it should have been. When he died in 1967, Mobley’s family requested that in lieu of flowers, contributions be made to a memorial at AVA. Today, the M.D. Mobley Memorial Library at ACTE’s headquarters houses historical documents, research materials and other information regarding career and technical education. There were two major events for AVA in 1968. In July, the association moved into its newly rebuilt headquarters at 1510 H Street, N.W. and in October, President Lyndon Johnson signed the Vocational Education Amendments of 1968. This landmark, far-reaching legislation was the result of a three-year effort by Congress and included funds for research, residential vocational education and cooperative education. AVA provided Congress with data and testimony that helped to determine the needs for expansion and improvement of vocational education. It passed both the House and the Senate by unanimous votes.

New Challenges in the 70s

With the war in Vietnam still being waged, Lowell Burkett, AVA executive director, was invited along with 28 other educators to join the annual Bob Hope Christmas tour. The group’s mission was to motivate servicemen toward utilizing GI Bill benefits to continue their educations after being discharged. Burkett returned from Vietnam with appreciation for the dedication of our troops there and with hope for the future of the country. “We in vocational education have a great responsibility to the veterans who will be returning to civilian life,” Burkett wrote in the March 1970 *American* *Vocational Journal*. “As a profession, we are obligated to fight for the resources that will make it possible for these young men and women to return to and become an integral part of our social and economic life.” The Association continued its prominent national role as the new decade began by sponsoring a National Study on Accreditation of Vocational-Technical Education that was funded by the U.S. Office of Education, but there was a new administration in the White House and a new philosophy that challenged the concept of federal funding for vocational technical education. President Richard Nixon sent a letter to the 1969 AVA convention, stating, “As you know, I am a great believer in vocational education. In my view, vocational educators bear a very special responsibility, for you are the men and women who help millions attain the skills which keep our complex society moving.” Nixon then vetoed the vocational and technical education appropriations that had been passed by Congress for the fiscal year that began July 1, 1970. But the House was able to override the veto with a two-thirds majority and the Senate vote sustained the override. Nixon had resigned from office by the time the Education Amendments Act of 1976 had been passed.

 Issues of Society

During the civil rights movement of the 1960s, our nation began to recognize the potential that African American, Hispanic and Native American students had to offer and with that recognition cam e the realization that greater opportunities in higher education must be made available for those students. The emotionally or physically challenged, displaced homemakers, incarcerated juveniles and adults and the workers whose jobs were being made obsolete by new technology were also being seen as educable individuals who would be able to give something back to society in return. AVA’s members had already established a history of educating non-traditional students and students with special needs. The AVA Task Force on Vocational Education in Urban Areas made recommendations for educational improvements in large metropolitan areas in the early 70s and the association studied ways to improve opportunities for women. The AVA Program of Work for 1970-1975 was to address the great challenge of the new decade, which it defined as, “America’s deep concern for the manpower needs of the economy and the dignity and worth of each individual.”

Accountability

The Education Amendments of 1976 reauthorized the Higher Education Act of 1965 and extended several of its programs, including community services and continuing education programs. It also created a new federal program to support guidance and counseling. The legislation provided for basic state grants for vocational education support, work-study and cooperative education and a portion of the basic state grant was set aside for disadvantaged students and students with disabilities. The new legislation also included an issue that has come to the forefront in recent years—accountability. The Education Amendments Act of 1976 called for the National Assessment of Vocational Education (NAVE). Gene Bottoms, who succeeded Lowell Burkett as executive director, wrote in the April 1978 *American Vocational Journal*, “As an association, we are challenged to show our concern for excellence. Our future credibility and influence with policy makers depends in part on the commitment we make today to have something to say about the quality of vocational programs in this country.”

A New Age of Technology

In 1981, IBM sold its first personal computer and the world took another step toward an age in which technology would become a major part of our lives both at home and in the workplace. At a time when career and technical education would seem to be more needed, the Association found itself fighting again to retain federal funding. In May 1981, Gene Bottoms, AVA’s executive director, reported that, “The phones rang all day long at AVA headquarters the day after president Reagan presented a budget that would rescind $200 million in funding for vocational education.” Bottoms expressed concern that the prevailing federal budget philosophy in 1982 could eliminate all vocational education. He had often focused attention on the unemployment problem and saw career and technical programs as realistic solutions. In 1983, when the Job Training Partnership Act (JTPA) replaced the Comprehensive Employment and Training Act (CETA), it represented a new era of collaboration between public institutions and the private sector in providing job training and related services. And, although previous programs provided training to disadvantaged individuals, none had focused on job training as JTPA did in reaching out to special populations. The 1983 report, *A Nation at Risk*, found the nation’s K-12 educational system badly in need of improvement in academic areas. This report, along with the Task Force on Education for Economic Growth’s report, *Action for Excellence*, referred to the goal of excellence for all programs for all students, but no mention was made of preparation for work—even though the “new basics” it called for included competence in reading, interpreting and using information in the performance of a technical task. Under the directorship of Gene Bottoms, however, AVA had already begun working toward program improvement and an emphasis on excellence in career and technical education. The Association also worked with the National Association of State Directors of Vocational Education, the state vocational associations and the Center for Occupational Research and Development on a series of conferences on high technology.

An Expanded Perkins Act

In the early 1980s, Carl Perkins continued his fight for career and technical education and as a result, he achieved the passage of a new bill by the 98th Congress. The legislation provided for modernization and program improvement in vocational education and addressed the needs of special populations by ensuring access to quality programs for “individuals who are disadvantaged, handicapped, entering non-traditional occupations for their sex, adults in need of training or retraining, single parents or homemakers, individuals with limited proficiency in English and individuals who are incarcerated.” Shortly after Perkins died in 1984, President Reagan signed the bill into law and it was named the Carl D. Perkins Vocational Education Act. His son, Chris Perkins, calls it “a fitting testament to a man who believed in the primacy of education and the dignity of work.”

A Permanent Home

Today, the Association for Career and Technical Education is headquartered in Alexandria, Va., just across the Potomac River from Washington, D.C. The four-story brick building at 1410 King Street became the Association’s home in January 1986 and established a permanent presence for career and technical education in the nation’s capital. A building fund established in 1987 that was active until 1994 raised more than $600,000 to help pay the mortgage. Visitors who come to ACTE headquarters can see many plaques recognizing large state donations.

More Battles to Fight

Among the difficult issues of the 1980s were unemployment, school dropouts, more welfare cases and higher crime rates. Career and technical education should have been seen as an important part of the strategy in dealing with these issues, but in 1987 the Reagan administration proposed cutting all new federal funding for vocational education in addition to a 50 percent cut in the appropriations that had already been approved. However, Members of Congress rallied to our cause. Sen. Pete Domenici (R-N.M.) said, “When you give up on [vocational education programs], you also give up on people who are searching for a chance to do better and add to the economic power of our nation.” AVA continued its leadership role by developing a legislative proposal for reauthorization of Perkins. Through its mobilization of support and with testimony by AVA’s president, Francis Tuttle, before the House Subcommittee on Appropriations and president-elect Edmunds before the corresponding Senate subcommittee, AVA helped secure a $30 million increase in funding for fiscal year 1988. The Association continued to work on public awareness of career and technical education with a newsletter from the AVA Public Information Network called *Image.* And when postsecondary vocational and technical institutes were barred from participation in the Bicentennial Campus program sponsored by the Commission on the Bicentennial of the U.S. Constitution, AVA intervened and the exclusion was eliminated. The field received some positive publicity in 1989, when *Fortune* magazine devoted five pages of its June 19 issue to an article titled “The New, Improved Vocational School.” Author Nancy Perry emphasized vocational education’s role in alleviating skill shortages and dropout rates. “For industry, vocational education could be a godsend,” Perry wrote. “Here’s what vocational education can do: make academics more relevant, keep kids in school, encourage postsecondary education, provide jobs and retrain older workers.”

1990 Legislation

On September 25, 1990, the Carl D. Perkins Vocational and Applied Technology Act was signed into law by president George Bush with appropriations of $1.6 billion a year through 1995 for state and local programs that teach the “skill competencies necessary to work in a technologically advanced society.” In addition to amending and extending Perkins, the legislation initiated support for the concept known as “tech prep”—the cooperative arrangement that combines academic and technical courses at the secondary and postsecondary levels. Also in 1990, President Bush signed the Americans With Disabilities Act barring discrimination against people with disabilities at work and school. When the major study on the status of vocational education by NAVE was concluded, it found that vocational education courses taken in high-skill occupations were growing and that vocational education was playing a major role in serving special populations.

Skills Needed

Two reports in the early 1990s emphasized the need for new skills in the high-tech workplace. *America’s Choice: High Skills or Low Wages* outlined a plan for making Americans more competitive for high wages by increasing high skills. The Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) issued a report, *Learning a Living: A Blueprint for High* *Performance*, which defined work-readiness skills and workplace competencies.

School-to-Work

The National School-to-Work Opportunities Act (NSTWOA) was signed into law in May 1994. Using seed money from JTPA and Perkins, it was designed to address the nation’s serious skills shortage through partnerships between educators and employers. The program components of School-to-Work included school-based learning, work-based learning and activities connecting the two. The internships and apprenticeships of school-to-work have long been aspects of career tech, so many career and technical educators were involved in school-to-career programs in their districts. And since the federal funding was only seed money, they are now working to maintain the programs. President Bill Clinton’s endorsement of the school-to-work concept dates back to his days as governor of Arkansas when his apprenticeship program was passed by the state legislature. In an article in the October 1991 issue of the *Vocational* *Education Journal*, Clinton wrote, “Today we are failing, miserably, our non-college-bound young people, because we don’t have a real school-to-work system in America. We are laboring under the belief that our kids can get a high school education that is internationally competitive without working as hard as students in competitor nations.” As president, he continued his support when he called for the creation of a National Task Force on Preparing Youth for 21st Century College and Careers at the culmination of a three-day education conference on NSTWOA. “School-to-Work helps students see the relevance of their studies for their futures, motivating them to attend classes and study hard and has created thousands of new partnerships between businesses and schools,” Clinton told the October 2001 conference.

A New Perkins

After four years of working on reauthorization of Perkins, Congress finally passed a new bill, which president Clinton signed into law on October 31, 1998. The legislation had been delayed numerous times while the higher education programs were being reauthorized and the nation’s job training system was being reworked The new Perkins contained increased accountability with the need for states to adjust to new data collection and reporting requirements. There were also new funding formulas, with 85 percent of basic state grants distributed to local programs. Tech prep was strengthened through an emphasis on using technology in classroom instruction and the creation of a pilot program to open a number of tech prep learning sites at community colleges. Nancy O’Brien, the AVA’s assistant executive director for government relations, said that the new law met all of the Association’s highest priorities by giving career and technical education separate authorizing legislation, ensuring that educational authorities would oversee career and technical education, including a separate authorization for tech prep and creating a 10 percent reserve of local funding that could serve rural or urban areas adversely affected by changes to the secondary within-state formula. Our world was on the threshold of the new millennium and it was time for vocational education to take big step to prove that it would truly be education for the 21st century.

 An Association Is Reborn

Throughout the history of our Association, periodic debates have arisen with regard to our name. We began as “vocational” education. Then, as our society became more highly technical, our training programs also evolved. Vocational education more frequently was referred to as vocational-technical education. Still there was the occasional argument for changing the name. Should it be occupational education? Should it be career education? In 1970, when “career education” was proposed by President Nixon as a new term, there were concerns that it might be looked upon as a reform for vocational education. Nixon said that, “Too often, vocational education is foolishly stigmatized as being less desirable than academic preparation and too often the academic curriculum offers very little preparation for viable careers.” The term vocational may have unfairly developed a certain stigma, but what it actually accomplished could be clearly seen by those who worked in the field. Some feared that the proposal to establish a new program of “career education” was really an attempt to divide the forces of vocational education and confuse our purpose. In 1989, the House of Representatives wanted to change the name to applied technology education, but AVA again worked to keep vocational education. As the 1990s drew to a close and with the new millennium on the horizon, it became more apparent to an increasing number of members of the American Vocational Association that it was time for a change. Our courses have become more academic, more challenging and more technical and we needed a name that accurately reflected those changes. At the December 1998 convention, the members voted to change the organization’s name to the Association for Career and Technical Education (ACTE). Following the adoption of the new name by the national Association, state associations began making the change from vocational to career and technical.

Today, career and technical education is strong both in name and in practice. Our programs teach some of our most challenged students, but they also teach some of our most gifted students. Career and technical courses are training both young students and adults for careers in the real-world workplace. There is still work to be done in improving our image and ACTE is developing plans for a major public awareness campaign to do just that.

We must all work together to increase our membership, because that is our true power. ACTE has served its members well since 1929 and will continue to champion the cause of career and technical education by keeping our numbers strong. The Association has a proud history, as is clear from the story told on these pages and we will continue to make history throughout this millennium by changing when change is called for and by standing firm when appropriate. One thing that will not change is our belief in the importance of the work done by our members. That belief gives strength to the voice of ACTE—the voice that has spoken out for the students and educators of career and technical education since 1929.