

Career Technical Education

Advisory Committee Manual

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**Career Technical Education Administration and
Management Office
Career and College Transition Division
California Department of Education**

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Introduction

This manual provides information for Career Technical Education (CTE) coordinators, school administrators, boards of trustees, teachers of CTE, and advisory committee members. Included is information on the formation, functions, duties, and operation of advisory committees. An outline format is being used to make the information easier to find and use.

Finally, a sample of opening session instructions, a sample agenda, and a sample set of minutes are offered for the benefit of those unfamiliar with these procedures.

Legal Citations

The federal Carl D. Perkins Career Technical Education Improvement Act of 2006 (Perkins IV) requires:

- Each local educational agency (LEA) receiving Perkins IV funds must involve parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals in the development, implementation, and evaluation of CTE programs. (20 U.S.C. § 2354 (b)(5).)

California *Education Code* specifies:

- “The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers. The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Employment Development Department (EDD).” (EC § 8070.)

The State Plan for Career Technical Education specifies:

- “Each CTE program assisted with Section 131 or 132 funds must have extensive business and industry involvement, as evidenced by not less than one annual business and industry advisory committee meeting and planned business and industry involvement in program activities as described in the Guidelines for the 2008—2012 Local Plan for Career Technical Education and instructions for the annual application for funds.” (2008—2012 CA CTE State Plan, Ch. 5 (2).)

Forming an Advisory Committee

1. Nomination of Committee Members

- 1.1 Nominations should be recommended by the head of the career technical education (CTE) department with input from the other CTE teachers, site principal, superintendent and/or the chairperson of the school board.
- 1.2 The advisory committee should be truly representative of the district and CTE program.
 - 1.2.1 Committee members should be representative of the various industry sector programs offered and include: parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, and representatives of special populations.
 - 1.2.2 Members must have recent, firsthand, and practical experience and must be individual/s engaged or working in an industry sector offered by the district.
 - 1.2.3 Members should exhibit substantial interest in the CTE program.
 - 1.2.4 Members should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.
 - 1.2.5 Members should include representatives from across the district regionally or service areas of CTE.
 - 1.2.6 Members should recognize the time required and express a willingness to serve on the committee.

2. How Many Committee Members?

- 2.1 There is no fixed number that will satisfy all situations.
- 2.2 The group needs to be large enough to be representative of the district and to provide a quorum if several members are absent.
- 2.3 The group should not be so large that it is unwieldy or difficult to call together.
- 2.4 Seven to eleven persons are suggested with nine being a workable medium.
- 2.5 The program should present only the number of names previously decided upon by the local governing board for confirmation.
- 2.6 The committee should represent parity (an equal number of representatives) between all groups involved. There should never be more district or school staff than representatives of business/industry/labor.

3. How are Committee Members Notified of Their Selection?

- 3.1 Upon appointment by the LEA board, notification of the committee member is usually done in writing, by the principal or superintendent, on behalf of the school board. (EC § 8070.)
- 3.2 The letter should:
 - 3.2.1 Indicate that the CTE program staff is supportive.
 - 3.2.2 Indicate that the committee serves in an advisory capacity to him or her, the department, the principal, and to the school board.
 - 3.2.3 Include a request that the member indicate whether he or she will accept.
 - 3.2.4 Urge speed of acceptance to gain an orderly efficient start.

4. Understanding of Responsibility

- 4.1 Of greatest importance is that the committee is *only* advisory in nature.
- 4.2 The committee has no administrative or policy forming power.
- 4.3 The committee will make suggestions and/or recommendations on policy and procedure, but the *source of its influence is in the voluntary acceptance of this advice* by the proper governing authority.

Functions and Duties of Advisory Committees

It is the function of the committee to:

Program

1. Help to determine what type of CTE program is offered.
2. Assist the teacher in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in industry occupations.
3. Help attract and encourage qualified/capable students into the CTE program.
4. Assist in recruiting and providing opportunities for special needs students.
5. Evaluate the effectiveness of the CTE program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the Career Technical Education Administration and Management Unit of the California Department of Education.
6. Help gain support for legislation and appropriations.
7. Obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and the Career Technical Student Organizations (CTSO) or other youth programs.
8. Unify the activities of the CTE program with those of other groups and agencies interested in CTE.
9. Study and make recommendations to help solve problems presented to the district/program by the school board on which further information is needed.
10. Identify current standards for new equipment.

Teacher/Classroom

1. Help establish curriculum that has a hands-on, technological approach as aligned with CTE standards.
2. Assist to develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.
3. Assist in determining skills needed for particular jobs at entry, technical, and professional levels so that the skills may be included in the instructional program.

4. When appropriate, serve as resource when the teacher is visiting work place learning sites of students and participate in classroom instruction or demonstrations and accompanying or hosting field trips.
5. Provide technical assistance and keep the teacher aware of new developments in the CTE industry.
6. Provide current resources to develop and maintain a library of visual aids, magazines, and books concerning pathway projects.
7. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.
8. Assist in procuring opportunities to upgrade the technical skills and knowledge of the teacher.

Appendix A

(SAMPLE)

Suggested Opening Session Script and Notes for the 1st year of the Advisory Committee

1. You constitute an advisory committee for the (your school district).
2. I welcome you on behalf of the board and administration.
3. You are agents of and appointed by the (your school's board of trustees).
4. While you are not a policy making body, you are advisory to (your department), and through channels, to the principal, superintendent, and board. We need your expertise in this area.
5. The (your district) is interested in the best possible CTE program. We need to know what is ideal for this program from the standpoint of the community. Bear in mind that what we eventually can do, while we want the ideal if possible, must be compatible with available funds and state rules and regulations.
6. You will be a working committee and students and school staff expect to benefit from your work.
7. We need help to:
 - 7.1 Review existing programs, courses of study, facilities, and equipment.
 - 7.2 Propose new programs and/or courses when needed based on solid data for this community.
 - 7.3 Evaluate existing programs and proposed new programs.
 - 7.4 Revise existing programs, suggest changes or deletions, and develop educational specifications for the programs. (For use in building the program and planning for equipment and facilities.)
 - 7.5 Develop building plans, review architects' plans, etc., where new buildings are being proposed.
 - 7.6 Point out changes needed for the future in your area of interest, keeping the program up to date.
 - 7.7 Assist in placement and in evaluating performance of our CTE students at (your school or college).
8. You will be a "helping group" (as well as advisory) to the instructor as the program is implemented and progresses.
9. This committee serves at the pleasure of the school board and may be dissolved at any time by board action.

Getting Started:

1. Review present course offerings and majors—catalogs, studies, data, classrooms, labs, and other facilities.
2. Conduct studies, if needed, to get community data on which to base your decisions.
3. Decide areas to study or review (both geographic and educational areas) and determine how to do this (formal study, informal, follow-up studies).
4. Your findings and decisions will be in the committee minutes which will be distributed to the instructors, administration, and the board.

Here's What You Need To Do To Get Started:

1. Elect a chairperson.
2. The recorder will be an instructor, or department chairperson, and he or she will also be a resource person for you to help interpret educational language and concepts, provide materials, and be the liaison person with the administration.
3. Determine rotation (1, 2, or 3 years?). You will also decide length and term and who serves what term. (Subsequent appointments will be 3 years each.)
4. Decide if more than one committee is needed. Large departments may have subcommittees.
5. Announce that any member who cannot continue serving for any reason, should notify the chairperson so that a replacement appointment can be made.

Note: Be sure to start and end on time!

WE NEED YOUR HELP. WE APPRECIATE YOUR WILLINGNESS TO GIVE IT AND BE OF SERVICE TO YOUR SCHOOL.

Appendix B

(SAMPLE)

Advisory Committee Meeting Agenda

TO: List committee members here
FROM: Chairperson
DATE: Date agenda is published
RE: Next Advisory Committee Meeting

DATE: Date of next meeting

TIME: Time of next meeting

PLACE: Place where meeting is being held

AGENDA

1. Review and approve minutes of the previous meeting.
2. Call for additional agenda items to be added to this meeting's agenda.
3. Committee and progress reports.
4. Consideration of recommendations for a new class or activity.
5. Review of revised course of study.
6. Report and review of CTSO and/or other youth organization activities.
7. Set date, time, and place for next meeting.
8. Adjournment.

Appendix C

(SAMPLE)

Set of Minutes

Advisory Committee Meeting January 21, 2015

The meeting was called to order by chairperson, Joe Smith at 3 p.m., January 21, 2015, in room 8 at Your High School.

The minutes of the previous meeting were read, amended (by changing the word 'shall' to 'should' in topic number eight), and approved.

The call for additional agenda items was made.

Mr. X reported that the Field Day Committee met on January 14, 2015. It was decided that the best day for the annual field day is May 5th. It was moved, seconded, and passed that our annual field day will be held on May 5, 2015.

Ms. Y reported on ticket sales of the coming Parent and Student Banquet. So far, 310 tickets have been sold. This is already 20 more than last year's attendance.

It was moved and seconded that a class on small gas engines be added to the Ornamental Horticulture curriculum. After a lengthy discussion, this was referred to a committee of five made up of Ms. A, Ms. B, Mr. C, Mr. D, and Mr. E. They are to report to the advisory committee on March 15th. Ms. A will be the chairperson.

Mr. Z reported on the suggested revision for the Basic Auto class. Added topics being considered are: brakes, ignition, and fuel system. Course titled "Auto Body practices" will likely be deleted as a specific course in "Auto bodywork" is being considered for next Fall.

DECA President, Sally M. reported on this year's calendar of events of the chapter. She was commended by the Chair for her leadership and hard work.

The next meeting is scheduled for 3 p.m., February 15th, in room 122 at Your High School.

The meeting was adjourned at 5 p.m. by Chairperson Joe Smith.

Respectfully Submitted,

Ms. Z, Recorder