Advisory Committee Guidance Handbook

An Information Guidebook developed to assist Local Education Agencies comply with Cluster/Pathway approval.

Introduction

To maintain Career and Technical Education (CTE) programs that meet current occupational needs, CTE educators rely heavily on advice from business and industry. An important step in establishing, maintaining, or up-grading an existing CTE cluster/pathway is the organization of a local Advisory Committee.

An Advisory Committee is a group of persons outside the education profession, comprised of representative lay-people, recognized and respected in their own fields of work who advise CTE educators, administrators, and local board of education members regarding clusters/pathways, based on the employment needs of the community, state, regional, national, and international marketplace.

The general functions are to act in an advisory capacity for the development and operation of the CTE cluster/pathway.

An Advisory Committee can assist in answering …

Are students being prepared for the future job market?
What should the training include?
Is curriculum addressing industry needs?
How can instructors verify competencies to industry standards?
What industry validated credentials (includes certificates or licenses) are available within the cluster/pathway?

***Advisory Committees offer many services*:**

They assist with the cluster/pathway development.
They provide advice that is not easily obtainable elsewhere.
They assist in public relations activities.
They offer different points of view.
They can actively aid in the placement of graduates.
They assist in keeping educational programs up-to-date.
They assist in transition to post secondary education and training.
They can offer training sites for internships or "live" work for In-House Training (IHT).

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This publication was developed by the Kansas State Department of Education (KSDE), Career, Standards, & Assessment (CSAS) Team.

Questions concerning this publication should be directed to:

Peggy Torrens—785-296-2221

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Preliminary Steps

Approval: Before an Advisory Committee is established, the CTE instructor should obtain approval from the local school board and/or the Local Education Agency (LEA) Administration. This approval will help establish the credibility of the advisory committee.

Local school boards are encouraged to develop an official policy regarding the organization and function of the Advisory Committee for Career and Technical Education.

Advisory Committee Design: Each CTE cluster or pathway must establish its own industry-unique Advisory Committee. The committee can serve multiple pathways within a cluster, but the committee as a whole cannot serve multiple clusters. An individual may serve on more than one cluster advisory committee, if appropriate (i.e. a welder could serve on both the Agriculture and Manufacturing Cluster Advisory Committees).

Districts with Multiple High Schools: School districts with multiple high schools may elect to utilize one advisory committee to serve the same cluster in more than one high school.

EXAMPLES:
USD 622 has three high schools. Two of those schools offer a pathway(s) for the Marketing Cluster. One advisory committee could serve the Marketing Cluster/Pathways in both schools and could hold joint meetings to handle the business of both schools at one time.
The district could not utilize one advisory committee to serve the Marketing Cluster/pathways and the Manufacturing Cluster/pathways either in one building or in multiple buildings.

USD 645 has three Clusters: Human Services; Agriculture and Natural Resources; and Manufacturing. In addition, USD 645 has several pathways within each cluster as illustrated below:

Approved Human Services Cluster Pathways
- Consumer Services
- Early Childhood Development
- Family & Community Services

Approved Agriculture and Natural Resources Pathways
- Agriculture Science
- Plant Systems

Approved Manufacturing Pathways
- Production
- Maintenance, Installation & Repair

The example shows USD 645 has a total of seven approved pathways. One alternative is that USD 645 can choose to have one, unique advisory committee for EACH of the seven pathways (for a total of seven committees).
The second alternative is to have a total of three advisory committees – one advisory committee that represents each cluster: Human Services; Agriculture and Natural Resources; and Manufacturing.
NOTE: USD 645 cannot have one Advisory Committee to serve all seven pathways or any other combination.

> "Each CTE Cluster or Pathway must establish its own industry -unique Advisory Committee"

Consortiums: One (cluster/pathway specific) Advisory Committee CANNOT serve all of the schools in a consortium.

Preliminary Steps (Cont.)

Regional Advisory Committees: A Regional Advisory Committee is one that represents multiple schools/districts that have the same state approved pathway and are located in the same general physical vicinity. Some guidelines for Regional Advisory Committees are as follows:

-Need to include business members that represent all communities included on the committee.
-Need to include postsecondary members that represent all programs/occupations covered within the pathway.
For example: if it is a Production Pathway and the high schools have courses in welding, mechanical drafting, and machining, there would need to be postsecondary representatives from all three types of programs.
-Each meeting needs to speak to each school's specific pathway successes, concerns, improvements, etc.
-Need to develop Improvement Plans for each specific school represented.
-Each school needs meeting minutes specific to their school (to meet pathway approval requirements).

Goals, Objectives and Activities of Advisory Committee

The Advisory Committee members evaluate the Career and Technical Education (CTE) cluster/pathway they are serving and advise the CTE coordinator and local administration on improvement of the cluster/pathway.

The following information offers several suggestions for an advisory committee's input, expertise, and action.

I. Develop the Pathway Improvement Plan:
A written Pathway Improvement Plan is required for each approved pathway and is to be kept on file locally and updated annually. A three year plan is required, but a five year plan is recommended. Topics should include plans for:

Teacher Professional Development
Physical Environment (Updating equipment and facilities)
Instructional Practices (Updating teacher resources, course additions, deletions, etc.)
Partnerships (With Parents, Community Leaders, Business/Industry and Postsecondary Institutions)

The Plan should be developed and approved by the Advisory Committee members and should be presented to the local Board of Education annually.

As a result of a request by the field, a self-assessment tool has been developed to assist with the creation of a quality pathway improvement plan. There are four components—Partnerships, Physical Environment, Professional Development and Instructional Strategies. Each component includes indicators with stages to help determine the quality pathway status.

This is a self assessment tool for internal use only . (No data is to be reported to KSDE.) The strengths and weaknesses will help determine what is to be included in the pathway improvement plan. Refer to "Creating a Quality Pathway Improvement Plan" located on the CTE webpage on the KSDE website for access to this tool. One self-assessment is expected for each pathway.

The self-assessment document components align with the improvement plan section on the CPPSA. A sample of the table which will be part of the CPPSA is provided. Ensure the goals are S.M.A.R.T. (see resources section page for assistance with this).

Goals, Objectives and Activities of Advisory Committee

The Pathway Improvement Plan should be developed by the members of the Pathway Advisory Committee and should be reviewed and updated annually. A minimum of 3 years planning is required for pathway approval, but a five year plan is recommended. Fill in each section of the table below. **All boxes are to be filled.** An insufficient Improvement Plan is grounds for disapproval of a Pathway Application.

Component:	**Year one**	**Year Two**	**Year Three**
Partnerships (Involvement w/ Business-Industry, post-secondary)	*Maintenance:* *Improvements Needed:*	*Maintenance:* *Improvements Needed:*	*Maintenance:* *Improvements Needed:*
Physical Environment (Equipment / Facilities)	*Maintenance:* *Improvements Needed:*	*Maintenance:* *Improvements Needed:*	*Maintenance:* *Improvements Needed:*
Professional Development	*Maintenance:* *Improvements Needed:*	*Maintenance:* *Improvements Needed:*	*Maintenance:* *Improvements Needed:*
Instructional Strategies (Updating teacher resources, course additions, deletions, etc.)	*Maintenance:* *Improvements Needed:*	*Maintenance:* *Improvements Needed:*	*Maintenance:* *Improvements Needed:*
Other			

Goals, Objectives and Activities of Advisory Committee (Cont.)

II. Analyze the course content: Suggested Activities may include but are not limited to:

Review and suggest content for courses of study and standards of proficiency in areas which are essential to becoming successfully employed in a career path.

Review sequence of courses that comprise the pathway.

Review Articulation Agreements.

Review course outlines, occupational outlook, course competencies, career development skills, and Career Cluster knowledge and skills.

Help develop educational objectives.

Review software packages, textbooks, resources and other supplementary materials.

Advise on the extent to which academic skills and work attitudes should be taught.

Review career exploration and awareness courses offered K-8.

Recommend standards for experience-based learning activities, work-based learning experiences, projects and programs.

III. Assist with Industry Credentials: Suggested Activities may include but are not limited to:

Advise on industry validated credentials available within the pathway occupations.

Assist with obtaining testing for industry credentials, licenses and certifications.

IV. Evaluate facilities and program equipment: Suggested Activities may include but are not limited to:

Review existing equipment, facilities, and resources.

Review lab equipment (computers, printers, video, etc.) and compare with the current and future technology and industry standards.

Review lab (or shop) safety program.

Review room (shop, lab) layout, space requirements, workstations, lighting, ventilation, etc., and compare with industry norms and State Pathway Standards and recommendations.

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Committee members advise the LEA on improvement of the Pathway.

Goals, Objectives and Activities of Advisory Committee (Cont.)

V. Assist with Instructional and Learning Experience: Suggested Activities may include but are not limited to:

Advise on methods of instruction most appropriate for course content.

Provide plant tours and field experiences for students and teachers.

Identify or suggest resource personnel to enrich the instructional content.

Assist in establishing training stations where students can obtain the appropriate occupational work-based experience.

Assist in locating sample kits of raw materials, finished products, charts, posters, etc. for exhibit and instructional purposes in the classroom, lab, and shop.

Assist in obtaining school equipment and supplies on loan, as gifts, or at special prices.

Support Career and Technical Student Organizations and sponsor student incentives, prizes, and scholarships.

Suggest qualified persons for teacher vacancies or as substitutes.

Participate as a resource person to enhance the instructional process.

Sponsor Teachers for summer Externship opportunities.

Committee Members Can Assist in Establishing Internship Training Sites for Students.

VI. Assist with Job Opportunities: Suggested Activities may include but are not limited to:

Assist in surveying manpower needs. (Consult wage and Job Outlook information on KSDE Website)

Advise on new and emerging occupations.

Advise on the changing nature of the competencies in occupational fields.

Assist in placing graduates or pathway concentrators.

Inform the school of opportunities to place students in full- or part-time jobs.

Establish and maintain current library resources pertaining to career opportunities.

Provide relevant information to teachers and counselors concerning desirable aptitudes, education, and experience background that applicants need for entry-level jobs and postsecondary education.

Advise on ways to recruit and retain students in pathways leading to careers that are nontraditional for their gender.

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Goals, Objectives and Activities of Advisory Committee (Cont.)

VII. Form Partnerships: Suggested Activities may include but are not limited to:

Provide news stories concerning CTE programs to the local news media.

Participate in multi-media programs designed to promote career education.

Testify in support of career and technical education at meetings which may be called by local and state officials, boards, and legislative groups.

Encourage other businesses to stimulate development of work experience opportunities including internships, in-house training, OJT, clinicals, etc..

Build interest and understanding between the school and community organizations through partnerships.

Attend or present at KSDE & Kansas Board of Regents (KBOR) sponsored CTE Conferences/Workshops.

VIII. Advise on Short- and Long-range Plans: Suggested Activities include but are not limited to:

Review existing local and state board of education policies on career education.

Make suggestions and recommendations for pathway changes.

Review local district annual and long-range (4-5 year) education plan.

Assist with development, implementation and assessment of required annual pathway improvement plan. (See page 9 for details)

Help schools set priorities for CTE budgetary expenditures.

Assist with development of a local needs assessment and recommend actions based upon the findings.

Assist local board of education with development of program evaluation procedures.

Assist in analyzing local CTE student concentrator data.

Assist in preparation for a Carl D. Perkins Compliance & Monitoring Review.

Assist in preparation for a civil rights non-compliance visit.

IX. Provide Recommendations: Suggested Activities may include but are not limited to:

Prepare an annual report with supportive data for the local board of education stating the observations, findings, and recommendations of the committee majority for future program improvement.

Advisory Committees Should Prepare an Annual Report for the local Board of Education.

Tips For Recruiting Advisory Committee Members

What's In It For Them?

When a Business Partner joins your Advisory Committee they are making an investment in their business and they know that all investments must generate an optimal return. So, when recruiting a new member you need to consider, "What can WE do for them?". To only think about what they can do for you will not help you form a "true partnership"!

How will serving on your Pathway Advisory Committee benefit the business?

Consider the needs of the business and what being on your Advisory Committee will do for them:

1. A recruitment tool for hiring future employees
2. An opportunity to collaborate with the school to ensure their future employees will have the skills they need
2. Build "Good Will" with the community
3. Mentoring opportunities for their employees
4. Free advertisement for their business
5. Tax incentives for donating equipment and supplies
6. A networking opportunity with the other businesses represented on the committee
7. An opportunity for their employees to perform Community Service through helping students with projects or guest lectures / demonstrations

Business "Rewards":

1. Free Ads in Sports Programs given out at football and basketball games
2. Free Ads in school Newspapers / Newsletters
3. Listing of Advisory Committee members on the District website
4. Utilize Advisory Committee businesses for repair and maintenance of district facilities or purchase of equipment (Invite them to be added to "Bid Lists" for items requiring a bid)
5. Set up an annual Job Fair (open to the community) where your advisory committee companies can set up booths / displays
6. Have an "Advisory Committee Night" at a home basketball game or school play/concert. They get in for free and honor them at halftime/ intermission.

REMEMBER: If YOU set the goals & program structure, it's NOT a partnership—it's another sponsorship!

Partnership vs. Sponsorship

What Do Business Partners Want?

Business partners want to be TRUE partners—not just validators of what you are already doing. They want to make a commitment to your pathway and want to collaborate WITH you. They have a viable interest in the success of your students, Be sure to broaden your horizons when working with business partners. If you focus on a limited set of priorities, those who could help in other areas are shut out.

Here is one example of a true partnership, where BOTH parties benefitted from the coalition:

In 1983 a committee was formed to raise money to restore the Statue of Liberty. They approached the then quite small American Express credit card company and asked for a multi-million dollar donation. Although they wanted to help, American Express could not see a benefit to their company in just donating money. They countered the request with an offer. They said they would donate a certain amount of money for every transaction made on an American Express card over a given period of time. Both partners (the Restoration Committee and American Express) advertised the program.

At the end of the designated time period, they raised MORE money than the committee had originally asked for. In addition, American Express found they had the following "Extra Benefits":

1. A 45% increase in new card applications
2. A 28% increase in transactions
3. An enhanced Brand Image
4. Increased Trade Relations
5. Higher Employee Morale

What is Their ROI?

Business partners want a Return On Investment (ROI) for working with your pathway:

1. Customers (Brand loyalty, Positive Word of Mouth)
2. Human Resources (Increased morale, Reduced turnover, Easier recruitment, Skill/leadership development)
3. Operations (Government relations, Vendor relations)
4. Market Environment (Build infrastructure, Build the labor pool)
5. Individual Outcomes (Intrinsic reward, Resume building, Networking, Skills development)

Don't assume you know what your partners' motivations are: Take the time to find out!

SHARED INVESTMENT = SHARED RETURNS

Organization and Operation of an Advisory Committee

Membership: Considerable attention should be given to the careful selection of members of the local Advisory Committee. The membership of a Career Cluster/ Pathway Advisory Committee must include a minimum of three (3) representatives from business/industry with the optional addition of a postsecondary representative and a current student from its respective cluster/pathway. Business/Industry members need to make their living in areas related to the pathway.

Membership of a Cluster level Advisory Committee would include a minimum of three representatives from business/industry for each pathway within the cluster. Ex-Officio (non-voting) members of the committee include district staff and administration representatives. District staff members are strongly encouraged to attend and participate in Advisory Committee meetings, even though they are non-voting members.

Business and industry members should make up the MAJORITY of the voting and non-voting committee members.

It is suggested that committees contain an odd number of members to eliminate tie votes.

Representation: Members should be representative of the labor market area and should include all types of businesses and industry and levels of responsibility therein. There should be diversity among the members of the advisory committee. Diversity could include:

- persons from racial and ethnic minority groups
- persons with disabilities
- persons in occupations that are nontraditional for their gender

Members from these diverse groups will bring special knowledge and unique perspectives that can aid in understanding discrimination that students may experience. If possible, the diversity of the advisory committee should be similar to the diversity found in the schools and surrounding community.

Members Should Represent the Local Labor Market.

Qualifications: The membership of the Committee should include individuals who possess knowledge and work experiences which are representative of the occupational areas served by the cluster/pathway, and are representative of the total community.

Characteristics: Candidates for membership should be civic-minded, cooperative, responsible and productive people who possess integrity. They should express interest, willingness, commitment and time availability to serve on the Advisory Committee.

Selection: The members should be nominated by education, business, industry and labor leaders and the general public. Final appointment should rest on the USD board of education.

Size: It is suggested that the size of the Career Cluster/Pathway Advisory Committee be from five to seven (5-7) members (an odd number eliminates tie votes). There must be a minimum of three (3) voting members for approval.

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Organization and Operation of an Advisory Committee (Cont.)

Replacement: The replacement of members should be on a regular and staggered basis according to the length of appointment established. Advisory Committee members generally serve a three-year term; alternate terms of appointment of one, two, and three years may be considered. Contributing members can be asked to renew for subsequent three year terms. It is valuable to recruit new members regularly. New members bring new ideas and perspectives. Rotating committee membership helps prevent "burning out" valuable volunteers. Recruiting new members will also increase awareness of the cluster/pathway within the industry and the community.

Leadership: Chairperson - the primary function of the Chairperson is to provide leadership at all meetings. Candidates for this position should demonstrate public speaking and human relations skills, as well as an ability to organize and conduct orderly and productive meetings. The Chairperson, selected by the Advisory Committee members, shall not be an employee of the school. The Chairperson should encourage all members to participate in the decision-making process. This will ensure the continued participation and interest of committee members.

Vice-Chairperson - the Vice-Chairperson is to serve in the absence of the Chairperson and to assist in the planning and development of all committee activities, including the regular meetings. The Vice-Chairperson, selected by the Advisory Committee members, shall not be an employee of the school.

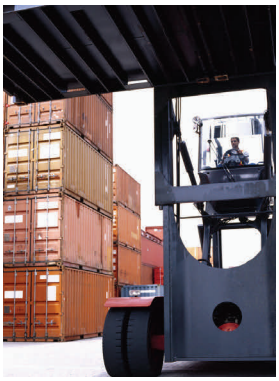
Secretary - the Secretary plays an essential role on any productive, informed committee. The Secretary is responsible for recording the minutes of each meeting and for the timely preparation and mailing of the minutes, meeting agenda, and correspondence. These documents should be sent to all committee members, school administrators and other interested parties. The secretary should not be an employee of the school, although printing and mailing of the minutes, meeting agendas and other correspondence could be provided by the school.

Role of the Sponsor: A CTE coordinator/instructor or administrator should serve as an ex-officio member of the committee to provide logistical support and represent the position of the school. The ex-officio member should inform and orient committee members to the functions, objectives and philosophies of CTE. He or she should be knowledgeable of CTE programs, and exhibit enthusiasm for the work of the committee. This member is a non-voting member.

After the Chairperson has been selected, the CTE administrator or CTE coordinator/instructor works cooperatively with the Chairperson in preparing and disseminating agendas, minutes, reports, and recommendations.

The role of the CTE sponsor as an ex-officio member of the Advisory Committee is crucial to its success. He or she must serve as a catalyst to constantly move the committee forward without detracting from the prestige of the Chairperson or committee members and without assuming the direct, overt leadership of the committee. To accomplish this goal, the sponsor must be versed in planning and carrying out the many procedural requirements of committee work.

District Staff Members are NOT Voting Members of the Advisory Committee.



Policies and Procedures

Operational Guidelines: A written set of policies outlining Committee activities such as membership selection, term of appointment, standing or ad hoc committee responsibilities and membership duties should be developed locally and be relevant to local needs. Long range goals and objectives should be developed and reviewed annually.

It is highly recommended that Advisory Committees adopt ROBERT'S RULES OF ORDER, NEWLY REVISED as the parliamentary authority; any deliberative assembly can formally adopt written rules of procedure. Use parliamentary procedure to conduct all meetings, and select a parliamentarian to aid, advise and consult during meetings.

Meeting Scheduling: Meetings are conducted a minimum of twice each school year with a focus on evaluating the current pathway(s). Annual discussion should include an evaluation of why the program exists. Typically, approved pathways include high cost courses and provide training for occupations that are high skill, high wage, or high demand.

Agenda: An agenda should be prepared for each scheduled meeting and distributed to members when the notice of a meeting is sent. The agenda items should include:

Roll Call
Introduction of guests
Approval of previous minutes
Financial report (if any)
Special presentations
Communications
Committee reports
Unfinished business
New business*
Adjournment

*For suggested business items to be addressed, refer to pages 3-5, "Goals, Objectives and Activities of an Advisory Committee."

Meeting Agendas Should be Prepared and Distributed Prior to the Meeting.

Call to Order and Adjournment: Meetings should have a definite starting and adjournment time. The Chairperson must make a strong effort to begin the meeting on time, move through the agenda in a businesslike manner allowing for sufficient discussion, and adjourn the meeting at the scheduled time.

Minutes: Minutes are kept by the Committee Secretary and distributed to the members prior to the meeting to allow for review. Minutes and other Advisory Committee activity records should be filed with the local school board. Minutes are to be kept in a convenient location so as to be available for review by the public and for Carl D. Perkins Monitoring visits.

Accountability Report: The Advisory Committee should submit a written report annually to the local school board. This report should include specific recommendations, action taken and to be taken, and business/industry and labor trends that may have an effect on curriculum development and the delivery of education programs and services.

Recognition of Committee Members

The committee should provide recognition for members who have contributed considerable time and effort to the Advisory Committee. An appropriate method might be the awarding of a certificate of appointment and certificate of appreciation of service signed and presented by the local school board. Releases to the news media on Committee activity can also provide recognition. The following are additional suggestions for recognition of Committee members:

Publications: The names and pictures of committee members should appear in school annuals, newspaper articles, brochures, etc.

Complimentary: In some settings, committee members may be provided with complimentary tickets to school functions as small tokens of appreciation of their efforts.

School Activities: Members may be asked to participate in a CTE employer/ employee banquet, graduation or other school events.

Letters: Members should receive letters of appreciation at appropriate times, such as at the end of the year, at term end, holidays, etc.

A District's Site Council Cannot Substitute for an Advisory Committee.

KSDE Reporting Procedures

An annual report of Advisory Committee meetings and the Pathway Improvement Plan is to be made to KSDE via the CPPSA Maintenance Process. A minimum of two meetings are to be held and reported annually.

For each meeting the reviewed data should include brief minutes or topics of discussion and actions taken. Also included are the review, update and completed goals from the Pathway Improvement Plan for years one, two, and three.

Concluding Advice

A district's Quality Performance Accreditation (QPA) Site Council or the technology committee cannot substitute for the cluster/pathway Advisory Committee.

A Career and Technical Education coordinator/instructor or administrator cannot serve as Chairperson or serve in any other appointed position on the Advisory Committee.

CTE coordinator, instructors and/or administrators should serve as ex-officio members of the committee.

Faculty and administrators should not serve as voting members of the committee .

- Business and industry members should make up the majority (at least 50%) of the committee members.

Formal minutes of the Advisory Committee meetings are to be filed locally.

- Advisory Committee recommendations should be noted within the minutes, along with responses to any recommendations made.

Hold meetings on a regular basis.

- It is required that Advisory Committees meet at least two times a year, more often as needed.

Adopt Robert's Rules of Order as the parliamentary authority.

- Any deliberative assembly can formally adopt written rules of procedure.
- Conduct meetings within rules of order.
- The committee may select a parliamentarian to aid, advise and consult during meetings.

A CTE coordinator/ instructor or administrator cannot serve as Chairperson or serve in any other appointed position on the Advisory Committee.

Selecting Members of the Career and Technical Education Advisory Committee

ADDENDA

Pg. 15- Selecting Members of an Advisory Committee
Pg. 17- Sample Letter of Invitation
Pg. 18- Sample Letter of Intent
Pg. 19- Example: Operational Guidelines
Pg. 21- First and Second Meetings Agenda Samples
Pg. 22- Minutes of Meeting Sample
Pg. 24– Definitions
Pg. 26– SMART Goals

I. Determine the number of members to serve on the CTE Advisory Committee. The committee should consist of five to seven (5-7) members from the community or school district area. There must be a minimum of three (3) members representing business and industry for the pathway.

II. List potential members for the CTE Advisory Committee. It is suggested to compile a list of a larger number of people than the desired number of members. Someone may not elect to serve on the committee when invited.

Business/Industry Representatives

Name _____
Name of Business _____
Job Title _____
Address _____
(City/ST/ZIP) _____
Type of org/business _____
Telephone Number _____
Email _____

Name _____
Name of Business _____
Job Title _____
Address _____
(City/ST/ZIP) _____
Type of org/business _____
Telephone Number _____
Email _____

Name _____
Name of Business _____
Job Title _____
Address _____
(City/ST/ZIP) _____
Type of org/business _____
Telephone Number _____
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(City/ST/ZIP) _____
Type of org/business _____
Telephone Number _____
Email _____

Name _____
Name of Business _____
Job Title _____
Address _____
(City/ST/ZIP) _____
Type of org/business _____
Telephone Number _____
Email _____

Selecting Members of the Career and Technical Education Advisory Committee (Cont.)

If postsecondary representatives and/or students are included as members, they should be in addition to the three (3) business and industry representatives.

Postsecondary Representatives	Students
Name	Name
Address	Address
(City/ST/ZIP)	(City/ST/ZIP)
Telephone Number	Telephone Number
Email	Email
Name	Name
Address	Address
(City/ST/ZIP)	(City/ST/ZIP)
Telephone Number	Telephone Number
Email	Email
Name	Name
Address	Address
(City/ST/ZIP)	(City/ST/ZIP)
Telephone Number	Telephone Number
Email	Email
Name	Name
Address	Address
(City/ST/ZIP)	(City/ST/ZIP)
Telephone Number	Telephone Number
Email	Email
Name	Name
Address	Address
(City/ST/ZIP)	(City/ST/ZIP)
Telephone Number	Telephone Number
Email	Email

III. Mail a letter to the desired number of potential members inviting them to become a member of the Advisory Committee. (Examples of a letter of invitation and a letter of intent are included in the addenda.)

If someone from the first round of invitations does not agree to serve, repeat Step III until the desired number of committee members has been reached.

Sample Letter of Invitation

Dear:

Anytown High School is committed to excellence in its Construction Pathway. To help us achieve this aim, we reach out to business/industry leaders, postsecondary education representatives and students in our community, and ask them to work with us in improving our education curriculum and facilities.

Your name has been suggested for possible membership on our Advisory Committee. By participating on this committee, you will have an opportunity to guide Anytown High School in preparing students for entry-level jobs or postsecondary education in the _____ industry.

The Advisory Committee will meet a minimum of two times during the school year. Meetings are usually held at 7:00 pm in the school media center. In addition, information calls upon committee members are occasionally made, as the need arises.

If you are interested in serving on this committee, please complete the attached Letter of Intent and return it to me at your earliest convenience. Please do not hesitate to call me at (phone number) or email me at (email address) if you have any questions.

Sincerely,

Sample Letter of Intent

_____ Yes, I wish to become a member of the Construction Advisory Committee at Anytown High School.

_____ No, I do not wish to become a member of the Construction Advisory Committee at Anytown High School.

If YES, please provide the following information.

Check One: _____ Business/Industry Representative
_____ Postsecondary Education Representative
_____ Student

Home Address:
_____
_____
_____

Business Address:
_____
_____
_____

Phone:_____

Phone:_____

Email: _____

Email: _____

Name of Business: _____

Job Title: _____

Type of Organization/Business: _____

Name/Signature: _____

Date: _____

Sample Operational Guidelines

Article I-Name and Purpose

Section 1 The Career and Technical Education Advisory Committee shall exist only during such time as it may be authorized to serve by the duly constituted school board.

Section 2 The purposes and duties of the named advisory committee shall be to:

a. _____

b. _____

c. _____

d. _____

e. _____

Article II-Business/Industry Advisory Committee Membership

Section 1 Appointments to the Advisory Committee shall be made by (appointing group).

Section 2 The Advisory Committee shall consist of a minimum of _____ members from the related industry in the community.

Section 3 The Advisory Committee membership shall be selected as representative of the interest in the area or region served.

Section 4 The term of appointment for members shall begin on _____.

Section 5 Members shall be appointed for terms of _____.

Article III-Leadership

Section 1 The officers of the Advisory Committee shall be the Chairperson, Vice-Chairperson, Secretary and other such officers as may be required.

Section 2 The election of officers shall be at the (month) meeting each year. The officers shall be elected by a majority vote of the committee membership.

Section 3 The Chairperson shall:

a. preside at all committee meetings;
b. appoint special subcommittees as the need arises;

Sample Operational Guidelines (Cont.)

c. work closely with the school staff and administration in organizing committee activities;
d. represent the Advisory Committee at all meetings of the general advisory council; and
e. assist in development of the CTE Program Improvement Plan for the annual assurances.

Section 4 The Vice-Chairperson shall perform the duties of the chairperson in his/her absence.

Section 5 The Secretary shall:

a. keep records of attendance;
b. prepare, organize and disseminate minutes, meeting notices, agendas, and other documents.

Section 6 The Career and Technical Education Teacher will serve as an Ex-Officio member and shall:

a. assist the Chairperson in organizing meetings;
b. assist the Secretary in disseminating communications;
c. maintain a permanent record of all committee activities.

Article IV – Meetings

Section 1 __(number) regular and/or special meetings of the Advisory Committee shall be held during the year.

Section 2 Notice of committee meetings shall be disseminated to all members at least (number) days before each meeting.

Section 3 Meetings shall be no more than _____ hours in length unless such meetings are continued by the vote of Committee membership.

Section 4 Agendas shall be prepared and disseminated by the secretary.

Section 5 Standing or special subcommittees shall be appointed by the chairperson as the need arises.

Article V-Amendments

Section 1 These operational guidelines may be amended by a two-thirds majority vote of active members at any regular committee meeting, provided that notice of such proposed change has been included in the agenda of the meeting.

Suggested Agenda for First and Second Meetings of Advisory Committee

First Meeting Agenda:

- School district representative on the committee serves as temporary chairperson and appoints temporary secretary.
- Introduce all persons present.
- Temporary chairperson explains the purpose and functions of an Advisory Committee and the activities with which it will be concerned.
- A representative of the board of education, possibly the Superintendent, informs committee of their relationship to the district. Copies of the school board's statement of policy should be provided.
- Representative of school district describes the Cluster/Pathway the committee is concerned with.
- The temporary chairperson may distribute a sample of rules of operations, such as:
  - -Time and length of meetings
  - -Method of notifying members
  - -Method of calling special meetings
  - -Assessment form for use in evaluations
  - -Adopt constitution (1st or 2nd meeting)
  - -Adopt ROBERT'S RULES OF ORDER as the parliamentary Authority
- Elect officers.
- The committee sets date, time, and place of next meeting.
- Tour of facilities.
- Adjourn.

Second Meeting Agenda:

- Chairperson calls meeting to order.
- Roll call by secretary.
- Minutes.
- Adopt constitution.
- Determine permanent rules of operation which should include meeting time, place, and dates.
- Set up priority of areas to be considered.
- Assess Career and Technical Education cluster/pathway components and requirements; make recommendations
  - -Assess course competencies
  - -Assess course outlines
  - -Assess career development skills
  - -Assess textbooks, software and other instructional material
  - -Assess program's existing technology and future requirements
  - -Develop or update, implement, & review Pathway Improvement Plan
- Establish committees to assess the program components.
- Arrange for Executive Committee meeting before next regular meeting.
- Adjourn.

Minutes

Architecture & Construction Advisory Committee

10/2/2011
6:30 PM to 8:15 PM
Anytown HS Media Center

Chairperson:	John Moore
Secretary:	Darren Park

Attendees:	John Moore, Darren Park, Owen Clark, Elizabeth Allen, Diana Long, Jim Cook, Bert Johnson
Please read:	Competency Profiles
Please bring:	Competency Profiles

Agenda Topics

20 minutes	Review Program of Study	John Moore
5 minutes	Student Enrollment	Larry Kert
15 minutes	New Trends	Owen Clark
10 minutes	Employment Outlook	John Moore
20 minutes	New Business	All
20 minutes	Review Lab Facilities & Equipment	Larry Kert
	Next Meeting Date	

Resource persons:	Larry Kert – Instructor; Jean Shepard - Principal

20	Review Program of Study	John Moore

Discussion: Reviewed the competencies taught in the cluster courses.

Conclusions: They are fine for current needs. For future plans, there are areas we need to look at adding such as a "green" building.

Action items: None Person responsible: Deadline:

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Sample Advisory Committee Minutes (Cont.)

5	Student Enrollment	Larry Kert

Discussion: Larry gave a report on the increase in student numbers over the past two years. The pathway courses have seen a 30 % increase which is stretching the limits of the facilities and equipment.

Conclusions: Members are going to look into sources for additional equipment. Facility needs would

Action items:	Person responsible:	Deadline:
Jim Cook will check on business/industry donations. Larry & Jean will check on state and local equipment	Jim Cook, Larry Kert, Jean	

15	New Trends	Owen Clark

Discussion: Owen talked about new trends in "green" building and suggested we consider incorporating this into the curriculum.

Conclusions: Investigate ways to incorporate "green" building techniques into one of the future house building projects.

Action items:	Person responsible:	Deadline:
Make this an on-going item at the next few meetings. Members should bring information for discussions	All members	Next Meeting

10	Employment Outlook	John Moore

Discussion: John presented information on local and state job trends and recommended we incorporate more skills on HVAC, Plumbing and Electrical into the curriculum as these are areas of high growth.

Conclusions: Need to look at where and how to incorporate these skills areas into the curriculum. One concern is teacher certification for these areas.

Action items:	Person responsible:	Deadline:
Look into the certification requirements for teaching basic skills in HVAC, plumbing and electrical programs.	Larry Kert	Next Meeting

20	New Business	All

Discussion: No additional new business items.

20	Review Lab Facilities & Equipment	Larry Kert

Discussion: The committee members took a tour of the facilities.

Conclusions: If student numbers continue to increase we will need to look at an expansion of the facilities

	Next Meeting Date

Discussion: The next meeting will be held on Dec. 4, 2011, 6:30 PM in the AHS Media Center.

Definitions

ADVANCED PLACEMENT CREDIT: Also called a credit transfer agreement, an advanced placement credit is part of the written articulation agreement that provides a non-duplicative program of study by authorizing college credit for a secondary level course covering the same competencies as the postsecondary course.

APPROVED CAREER AND TECHNICAL EDUCATION PROGRAM: Please refer to the program standards for each career & technical education area.

ARTICULATION AGREEMENT: A written commitment that is agreed upon at the state level and approved annually by the lead administrators of a secondary institution and a postsecondary institution, or a sub-baccalaureate degree granting postsecondary institution and a baccalaureate degree granting institution; to a program that is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate or a degree and may include advanced placement credit options between the two institutions. [Section 3(4)] Perkins Act of 2006: The Official Guide

CAREER AND TECHNICAL EDUCATION (CTE): Organized educational activities that offer a sequence of courses that provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree, may include prerequisite courses (other than remedial courses) that meet other requirements; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship of an individual. [Section3(5)] Perkins Act of 2006: The Official Guide

CTE (CAREER AND TECHNICAL EDUCATION) COURSE: Those courses that include the career cluster pathway knowledge and skills as recognized by the Kansas Career Clusters. These courses are a part of a sequence of courses that provide learners with rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree, may include prerequisite courses (other than remedial courses) that meet other requirements. Career and technical education courses typically begin after ninth grade and do not include career exploration courses. Courses such as computer applications I and keyboarding are typically not included in the concentrator sequence because they are required for all students. Academic courses are counted only if they reflect industry skill standards.

CAREER AND TECHNICAL EDUCATION (CTE) SEQUENCE OF COURSES: Those courses that include the career cluster pathway knowledge and skills as recognized by the Kansas Career Clusters. These courses provide learners with rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree, may include prerequisite courses (other than remedial courses) that meet other requirements. Career and technical education courses typically begin after ninth grade and do not include career exploration courses. Courses such as computer applications I and keyboarding are typically not included in the concentrator sequence because they are required for all students. Academic courses are counted only if they reflect industry skill standards.

CAREER AND TECHNICAL EDUCATION STUDENT ORGANIZATIONS (CTSO) : The eight organizations are BPA (Business Professionals of America), DECA, FBLA (Future Business Leaders of America), FCCLA (Family, Career and Community Leaders of America), FFA, HOSA (Health Occupations students of America), TSA (Technology Students Association) and SkillsUSA. CTSO's are intra-curricular organizations with career and technical education programs focusing on leadership, workplace, citizenship and personal development skills for students.

CLUSTER FOUNDATION KNOWLEDGE AND SKILLS: Knowledge and skill statements represent the skills and knowledge, both academic and technical, that all students should achieve for a given career area. They are recognized as academics; communications; problem solving and critical thinking; information technology; systems; technical skills; leadership and teamwork; safety, health and environment; ethics and legal responsibility; and employability and career development.

Definitions (Cont.)

COMPETENCY PROFILE: A validated listing of units of instruction (or duty area) related to competency statements for each unit. A competency profile is an instrument of accountability, providing detailed information related to course or program instructional content. The profile contains a rating scale (for each competency), student identification and completion information. It includes competency-based applied learning that incorporates Career Cluster Foundation Knowledge and Skills. It is also a record-keeping device used by the instructor and students to chart achievement and skill attainment. Competency profiles may be developed at the course level or program level, depending on the program area. Profiles for concentrators must be kept on file locally for five years.

COURSE COMPETENCY: Statement that describes a unit of instruction (or duty area) related to course outcomes. A competency statement contains an active verb (that is observable and measurable) and a noun (instructional area). Specified competencies are identified and validated by business and industry and supported by the local advisory committee.

INTEGRATION: Strategies that provide the blending of academic and technical learning within a sequence of courses.

KANSAS CAREER CLUSTERS: Occupations that are organized around common knowledge and skills. Kansas identifies 16 broad clusters. The clusters are recognized as the following: 1) Agriculture, Food and Natural Resources; 2) Architecture and Construction; 3) Arts, A/V Technology and Communications, 4) Business Management & Administration; 5) Education and Training; 6) Finance; 7) Government and Public Administration; 8) Health Science; 9) Hospitality and Tourism; 10) Human Services; 11) Information Technology; 12) Law, Public Safety, and Security; 13) Manufacturing; 14) Marketing; 15) Science, Technology, Engineering and Mathematics; and 16) Transportation, Distribution and Logistics.

KANSAS CAREER FIELDS: Occupations that are organized around broad, common knowledge and skills. They are recognized as Arts, Communication, and Information; Business, Marketing, and Management; Environmental and Agricultural Systems; Industrial, Manufacturing, and Engineering Systems; Health Science; and Human Resources and Services.

KANSAS CAREER PATHWAYS: Occupations that are organized around more specific knowledge and skills and based on a group of occupations. They are a coherent, articulated sequence of rigorous academic and career related courses, commencing in eighth or ninth grade and leading to an associate degree, and/or an industry-recognized certificate or licensure, and/or a baccalaureate and beyond. Kansas has developed 31 pathways.

PATHWAY KNOWLEDGE AND SKILLS: Knowledge and skill statements represent the skills and knowledge, both academic and technical, that all students should achieve for a given career area. They are recognized as academics; communications; problem solving and critical thinking; information technology; systems; technical skills; leadership and teamwork; safety, health and environment; ethics and legal responsibility; and employability and career development.

PERSONAL PLAN OF STUDY: An individualized plan of study for each student. It is a concentrated effort to explore career opportunities to aid a student in making insightful and purposeful decisions about career goals. It is designed to contain student assessments that reflect his/her abilities, personal interests, and both academic strengths and weaknesses. It should: 1) state the students' career goals and intended postsecondary training; 2) contain a comprehensive 6 year educational plan based on the Kansas Career Clusters Model and Programs of Study, grades 8-14; and 3) include any other information that will assist the student in preparing a resume.

PROGRAMS OF STUDY: Incorporate secondary education and postsecondary education elements; include academic and career and technical content in a coordinated, non-duplicative progression of courses; and lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or bachelor's degree. (page 10) Perkins Act of 2006: The Official Guide.

Creating S.M.A.R.T. Goals for the Pathway Improvement Plan

As the improvement plan is developed, it should include S.M.A.R.T. goals that focus on each pathway specifically and include goals to improve the quality of the pathway. This improvement plan will become part of the Career Pathway Program of Study Application (CPPSA) and updated annually. Perkins and weighted funding is provided to assist with the expense of plan follow through. *[There are regulations concerning what items fall within the financial parameters, so refer to "Perkins Federal Accountability" (found through the subject index on the KSDE website for additional information.]*

The following explains how to write S.M.A.R.T. goals by explaining each of the letters. Examples are included to assist with interpretation.

Specific: *A goal that sets specific details is more likely to be accomplished. Details need to identify: WHO is involved; WHAT do I want to accomplish; WHERE will it happen; WHEN will it happen; WHICH will I do, select or purchase; WHY will this benefit my pathway.*

Example: **Too General**—"I need new workshop tools"; **Specific** (see underlined script) —"Milwaukee cordless drills will be purchased for the workshop to improve tool to student ratio.

Measurable: *A goal that has identified criteria for measuring progress toward the attainment is more likely to be accomplished. Questions to answer are: How much or how many will I obtain? How will I know when it is accomplished?*

Example: **Too General**—"I need new workshop tools; "**Measurable** (see underlined script)—"Ten 18 v. Milwaukee cordless drills will be purchased for the workshop to improve tool to student ratio by December of next school year."

Attainable: *Goals that have a plan for attainment are more likely to be accomplished. This plan could include: Goals listed, steps to follow to attain each and a timeline established to carry out the steps.*

Example: **Too General**—" I need new workshop tools."; **Attainable** (see underlined script)--)—"Ten 18 v. Milwaukee cordless drills will be purchased for the workshop over several years to improve tool to student ratio. This will begin by December of next school year."

Realistic: *The goal must fit a true need and be attainable within the time and monetary constraints of the district. It must also be something the instructor is willing to work for and persist toward until achieved.*

Example: **Too General**—" I need new workshop tools."; "; **Realistic** (see underlined script)—"Ten 18 v. Milwaukee cordless drills will be purchased for the workshop over several years to improve tool to student ratio. This will begin by December of next school year. The instructor will locate the USD budget for equipment purchases and review drill options with the Advisory Committee."

Timely: *A time frame for goal attainment is critical as it sets the direction and action toward goal achievement. It also sets a gauge to self evaluate progress toward reaching the goal.*

Example: **Too General**—" I need new workshop tools."; **Timely** (see underlined/script)—"Ten 18 v. Milwaukee cordless drills will be purchased for the workshop over several years to improve tool to student ratio. This will begin by December of next school year. The instructor will locate the USD budget for equipment purchases and review drill options with the Advisory Committee. The results will be presented to the USD Board of Education at the November meeting."

Final SMART Goal Example

The final goals for the improvement plan are be over three years showing improvement of the pathway. The following is an example of how that could read using this same analogy:

"Year one— Through an analysis of the shop inventory and industry need, it was determined the equipment tool to student ratio needed improvement. A three year implementation plan was developed. Five 18 v. Milwaukee cordless drills will be purchased to improve the tool to student ratio**;**
Year two – Five additional 18 v. Milwaukee cordless drills will be purchased and instructor will attend professional development to learn more about the use of the drills;
Year three—Purchase a lockable Craftsmen storage unit for storage of the drills and five additional battery packs to allow longer use between charging; Other equipment will be identified and purchased to both update and improve the student to tool ratio."

Final Thoughts: This same goal setting procedure would be needed for each of the improvement plan parameters—Physical Environment, Instructional Strategies, Professional Development and Partnerships and reflected in the CPPSA improvement plan. Refer to the *Creating a Pathway Improvement Plan Self-Assessment* found on the CTE page of the KSDE website for additional help.

KSDE
Landon State Office Building
900 SW Jackson St., Suite 600
Topeka, KS 66612-1212

(785) 296-3201
www.ksde.org

Brad Neuenswander
Interium Commissioner of Education | Deputy Commissioner
Division of Learning Services
(785) 296-3202 | (785) 296-2304

Dale M. Dennis
Deputy Commissioner
Division of Fiscal and Administrative Services
(785) 296-3871

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KSDE General Counsel
900 SW Jackson St., Ste 653, Topeka, KS 66612
785-296-3201