

Establishing and Operating Effective Occupational Advisory Committees

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Introduction

This guide is designed for the Occupational Advisory Committees at both secondary (comprehensive high schools and career and technical schools) and postsecondary (community colleges, technical institutes and other college and universities) levels. It is intended for use by new and existing committees and provides suggestions on how an Occupational Advisory Committee (OAC) can be organized and maintained to function effectively. The most important ingredient for success is a willingness and commitment on the part of the school's/college's administration, teachers and the advisory committee members to have an effective committee.

The main purpose of an OAC is to strengthen the career and technical education program by making recommendations for program improvement and providing technical assistance to assure the most up-to-date curriculum content and appropriate applications of technology.

Advisory committees are a vital link between the career and technical education program and business and industry. In addition to state requirements to establish advisory committees, career and technical administrators, teachers and citizens recognize the value of community participation in the discussion of career and technical education issues. Advisory committees assist in assuring the relevance of the career and technical education program to the community and increase public awareness of the program. Committee members representing business, industry, labor and the general public bring a unique perspective to education and training programs. They provide a viewpoint which is invaluable to the career and technical education program.

It must be emphasized that advisory committees serve an advisory capacity only. They do not have administrative or governing authority. Nevertheless, their work is important to the effective operation of the career and technical education program. Career and technical education programs that have a close association and function in cooperation with an advisory committee are usually more successful than those who do not have such an association.

State Mandates

The Pennsylvania State Board of Education regulation governing Career and Technical Education, Chapter 4 – Academic Standards and Assessment and Chapter 339, all require the establishment of Local Advisory Committees (LAC) and OACs as a condition for career and technical education program approval by the Pennsylvania Department of Education. (Refer to Appendix K.)

Types of Advisory Committees

There are several types of advisory committees which are established to meet the needs of the career and technical education program.

The LAC provides overall direction for the entire career and technical education program of a school district, area vocational-technical school (AVTS), career and technical center (CTC) or postsecondary institution. This committee advises on the whole range of activities and issues involving the career and technical education program, provides advice on appropriate program offerings and support services and, when appropriate, provides assistance and support to the institution.

OACs are established for each career technical education program or cluster of related programs offered by a school district or AVTS. The majority of the members of the committees shall be employees and employers in the occupation for which training is provided. The committees advise the board, administration and staff on curriculum, equipment, instructional materials, safety requirements, program evaluation, and other related matters to verify that the programs meet industry standards.

A Professional Advisory Committee is composed of superintendents of districts participating in a consortium to establish and operate an AVTS or CTC, advises the school administration on the educational program and policies of the school and may assist in strategic planning.

A Participatory Planning Committee is comprised of specified members as defined in the *Carl D. Perkins Vocational and Technical Education Act of 2006*. This committee is a requirement for local planning and certain competitive funding areas authorized in the Perkins legislation.

The Strategic Planning Committee develops the school's strategic plan through active participation by parents, students, school directors, teachers, school administrators, other school personnel, business and other community representatives. The committee serves a specific function in the strategic planning process as required by Section 4.13 (Strategic Plans) of Chapter 4 regulations of the Pennsylvania State Board of Education.

It is recommended these committees be established and operated to complement and support one another. For example, the participatory planning committee and the strategic planning committee can be the same committee, if all guidelines for membership requirements are met.

The advisory group addressed in this publication is the OAC.

Occupational Advisory Committee Activities

Although committee members have no legislative or administrative authority, the advisory committee should enhance the education program and become a vital, positive force for career and technical education. The time and energy given by the advisory committee help increase committee members' knowledge about the career and technical program and increase the knowledge of teachers and administrators about the job market, employer needs, and community opportunities.

The OAC has several major goals:

1. Provide recommendations to update, modify, expand, and improve the quality of the occupational program.
2. Support and strengthen the relationship between business, industry, the community, and education.
3. Make recommendations to strengthen and expand the curriculum and provide assistance in implementing these recommendations.
4. Articulate long-term goals and objectives of the occupational program to parents, employers, and the community.
5. Assist in identifying needs, determining priorities, and reviewing and evaluating curriculum.

To achieve these goals, members may provide valuable services in areas, such as student recruitment and placement, curriculum development, facilities and equipment, staff

development, public relations, community needs, legislative and financial support, and career and technical student organization (CTSO) support. Suggested activities for each of these areas follow:

Student Recruitment

1. Speak at student orientation meetings.
2. Participate in school and community career fairs.
3. Help conduct events recognizing students, employers, or others active in the occupation.
4. Assist in the development of admissions criteria for the occupational program.

Student Placement

1. Identify the knowledge, skills, and attitudes necessary to compete in the job market.
2. Identify student training stations and specific curriculum activities.
3. Review and modify training plans on a regular basis.
4. Place students in part-time jobs during the school year or summer months.
5. Conduct mock interviews with students.
6. Participate in licensing/certification examinations.
7. Help program graduates secure jobs.
8. Develop articulation agreements between secondary career and technical and postsecondary education/training institutions.
9. Provide work-based learning opportunities to assist in the transition from school to work.

Curriculum Development

1. Review the occupational program philosophy, mission statement, and goals.
2. Assure curriculum, course content, student competencies, and safety procedures meet current industry standards.
3. Review and update student performance standards.
4. Recommend curriculum modifications or new course offerings as needed.
5. Participate in evaluations conducted by outside agencies.
6. Inform teachers of new methods, procedures, products and technologies in the workplace.
7. Give classroom presentations or demonstrations.
8. Promote student visits to work sites in the community.
9. Provide supplies (such as raw materials, finished products, charts or posters) for exhibit or instructional purposes.
10. Assist in shadowing experiences and professional observation days.
11. Promote qualified program graduates as candidates for higher education.
12. Assess student performance on skill tests (e.g., NOCTI).
13. Assess student performance of SCANS skills.

Facilities and Equipment

1. Identify facility and equipment needs.
2. Help to obtain needed equipment and supplies on loan or at special prices.

Staff Development

1. Offer specialized training programs for teachers.
2. Identify community resource persons to assist career and technical teachers in the classrooms.
3. Foster communications among teachers and employers to establish cooperative relationships between education and industry.
4. Help teachers find summer employment related to their teaching assignment.
5. Provide internship opportunities, job shadowing, or professional education activities in industry for career and technical teachers.

Public Relations

1. Foster positive communication between the school and community.
2. Distribute information describing the occupational program.
3. Communicate with the local boards of education about the impact of the occupational program on the community.
4. Recommend effective ways to communicate with parents and provide information on the occupational program and related career opportunities.
5. Develop public service announcements to inform the community about the program.
6. Post information on bulletin boards, submit news articles to local media that advertises the program's educational opportunities.
7. Publicly commend business, employers, unions or other organizations making significant contributions or donations to the occupational program and students.

Community Needs

1. Assess student interest and community support for career and technical education.
2. Identify the economic and workforce needs of the community.
3. Evaluate the program concerning employer requirements and individual graduates' skill accomplishments.
4. Conduct surveys to identify present and anticipated employer needs and job availability.
5. Represent the business community in the strategic planning process.

Legislative and Financial Involvement

1. Support the adoption and implementation of state and federal legislation to strengthen career and technical education.
2. Establish scholarships or other financial assistance for outstanding graduates who wish to continue their education or training.
3. Review and recommend budget requests for equipment and supplies.

Career and Technical Student Organization (CTSO) Involvement

1. Support the efforts of career and technical student organizations.
2. Review criteria for student contests and awards.
3. Judge contests held by career and technical student organizations.
4. Secure prizes or equipment donations for contests.

5. Attend special events for career and technical education.

The Educator's Role in Successful Occupational Advisory Committees

Teachers, administrators, and board members should view advisory committees as a valuable resource, composed of community volunteers dedicated to building a quality career and technical education program. Their attitude and conduct toward the OAC are major determinants of the benefits derived from the committee. The school's staff must encourage and channel the enthusiasm community members normally feel when asked to assist in the community's education program.

In working with an OAC, the teacher should work with the committee chair to expedite the work of the committee and maximize its effectiveness. The teacher should assist the committee by:

1. Providing an overview of career and technical education, including its philosophy and goals.
2. Informing the committee about the laws, rules, regulations, and policies governing OACs.
3. Advising the committee of its functions and responsibilities.
4. Providing background information on the institution and its programs.
5. Facilitating the physical arrangements for meetings, assuring invitations are mailed and publicity disseminated and attending to related details.
6. Assuring committee members are properly introduced and made to feel welcome.
7. Assisting in the development of meeting agendas and focusing the work of the committee on items to strengthen the career and technical education program, effectively using the time and talents of committee members.
8. Assuring advisory committee members are properly recognized for their service.

The purpose of the OAC is to enable community members to lend their expertise to career and technical education personnel in an organized and direct fashion. Teachers should provide assistance and leadership, but should not dictate the agenda or dominate the discussion of the committee meetings.

Establishing Occupational Advisory Committees

Approval

OACs are established by a local administrator or a teacher or department chair. Approval of the committee, formal appointment of committee members and a description of committee responsibilities may be initiated by the governing body of the educational institution (e.g., the school board for a school district, the joint operating committee for career and technical education school, the board of trustees for a community college).

Through a policy statement, the governing body should specify the goals, purposes, functions and operating rules of the committee and recognize it as a legitimate part of the career and technical education program. Participation by the governing body is important to the success of the committee as the governing body provides credibility and status to the committee and increases the obligation to seriously consider committee recommendations. Refer to Appendix L for a sample appointment letter and Appendix M for suggested bylaws.

Size

The size of OACs varies with the size and diversity of the community served, the number of participating institutions, the scope of authority, program of activities, and other factors. Size may also vary over time as committee activities expand and contract. Most OACs have 10 to 15 members. The committee should not be so large that it is cumbersome, nor so small to be lacking in sufficient personnel to complete tasks. While small committees may function easily, a larger committee can function well if officers and committee chairpersons are incorporated into an executive committee. Size alone neither assures nor precludes the success of an OAC.

Composition

Pennsylvania law and State Board of Education regulations for career and technical education programs require the establishment of an OAC for each state-approved occupational program in the school. Committee membership should be representative of the community regarding sex, race, age, occupation, socio-economic status, geographical location, and other locally appropriate factors. A balance between large and small employers should be established and maintained.

OAC members may also serve on the LAC. The chairperson of each OAC should be considered for membership on the LAC as an ex-officio member.

Those who should be considered for membership on an OAC are:

1. Representatives of business, industry, and labor groups.
2. Coordinator of Workforce Development Regional Career Education Partnership for Youth Organizations and other business education partnerships.
3. Employees and employers in the occupation for which training is provided.
4. Owners of small businesses.
5. Professional and technical employees, Workforce Development Board (WDB) members, and/or their staff.
6. Parents, students (non-voting), graduates and a member of the public.
7. Skilled employees, including those who are self-employed.
8. Staff members of other educational agencies and institutions.
9. Representatives of racial and ethnic populations from the community served.

Members should include at least four individuals who are currently working in the occupation for which training is being provided, management or labor personnel, career and technical education students and graduates of the program, members-at-large from the community, and postsecondary representatives. Three options are available:

Option 1: Each OAC will have a representative from the postsecondary institution, the WDB and the civic organization identified by name and organization or institution; documentation includes an agenda and minutes with a sign-in page.

Option 2: The OAC members will be authorized separately by the WDB, postsecondary institution, and the civic organization with letters of support as documentation.

Option 3: The OAC members are authorized by the LAC and appointed by the Board. These

members shall be documented in the meeting minutes.

Regulation requires the Joint Operating Committee to appoint the OAC members in addition to the authorization by the postsecondary institution, the WDB and the civic organization.

Qualifications of Members

The choice of committee members is an important determinant of whether the committee functions effectively. Care must be taken to select and invite informed, concerned, and capable individuals.

Committee members should possess these characteristics:

1. Intelligence, vision, and leadership experience or potential.
2. Interest in the school's programs.
3. Desire to improve the school's programs.
4. Ability to express ideas, defend convictions, and listen to others.
5. Experience in or knowledge about those occupations represented in the school's programs as well as other occupations.
6. Available to serve regarding time, health, and location.
7. Ability to work well with others.
8. Highly motivated and dedicated to the purposes and work of the committee.

Terms of Membership

Terms of membership will be determined by several factors, including the availability of individuals to serve on the committee. The suggested term of membership is three years. Thus, membership does not become unnecessarily burdensome to any one person, and other individuals who may have an interest in the program can have an opportunity to serve on the committee. For the first year of committee operation, appointments should be made for one-, two- or three-year terms. In succeeding years, members should be appointed to three-year terms to assure both continuity and the inclusion of new people and new ideas. Again, it is important to consider local conditions, availability of volunteers and the need to have all significant elements of the community represented on the committee.

Selection and Appointment of Members

Committee members should be formally appointed by the local Board of Education, Joint Operating Committee or the Board of Trustees from a list of individuals presented by the administration. Names of prospective members should be sought from: teachers; cooperative education coordinators; business, industry and community leaders; WDB; current advisory committee members; parents; students; and the general public.

Announcement of the availability of committee membership may be made through various media accompanied by a brief description of committee duties and activities and information can be sent home with students or advertised in local newspapers. If desired, a selection committee (composed of several citizens and/or school representatives) may be organized to secure the names of individuals and to interview and screen potential committee members.

Before appointments are made, prospective members should be consulted on their

willingness and availability to serve. They should be given a full description of the responsibilities and duties of the position. After selection, each member should be contacted either by the school's highest administrator or the committee chairperson to inform him or her of the appointment, provide information about the installment of new members and the next committee meeting and other relevant details. An appointment letter from the appropriate governing board or committee should also be sent to the appointee. Refer to Appendix L for a sample appointment letter.

Occupational Advisory Committee Orientation

Preparation

When a new committee is created, it is important for the committee to experience a good start. It is particularly important that members understand what they are expected to do. The same principle applies to the appointment of new members to an existing committee.

The first meeting should be held within 30 days of appointing the committee. A letter of welcome and congratulations from the administrator or the head of the appointing board or committee should be sent to all members along with notification of the date, time, and place of the meeting. A well-planned agenda should be included.

Approximately one week prior to the meeting, a packet of resource materials should be sent to each member. The packet should contain the following: a list of committee members; career and technical program description; committee bylaws; past committee recommendations; the committee's last annual report; minutes from the previous meeting; the institution's policy statement; a glossary of terms; and pertinent information from the local board or committee, state and national departments of education and other agencies with an impact on the career and technical education program. (Refer also to Resources for Committee Members on page 9.)

A cover letter should emphasize members have unique knowledge and experience which only they can give to the school administrators and teachers, and that is the reason they have been selected to serve on the OAC.

The First Meeting

The first meeting of a new committee, or the reorganization meeting of an existing committee, provides an opportunity to motivate new and experienced members, and build interest and support for the program. This meeting, as with all committee meetings, should be filled with information, purpose, discussion and hospitality.

Arrangements may be made to have students, perhaps representing career and technical student organizations (CTSOs), serve as hosts and hostesses. Refreshments could be provided, such as a luncheon or dinner served by Culinary Arts students if the meeting is held at the school. During this time, committee members should be given time to become acquainted with each other. All new members should be welcomed by and assigned to an experienced committee member or staff person to assure that each feels welcome as part of the organization, and is introduced to others. Similar attention should be given to speakers, consultants, and other guests. A tour of the program's facilities should be scheduled either before or after the meeting.

It is important to begin all committee meetings promptly. A teacher may act as temporary chairperson and appoint a temporary secretary. The orientation agenda should include the following:

1. Welcome by the teacher or program department chair.
2. Introduction of committee members and guests.
3. Explanation of the concept of an advisory committee and its activities, functions, objectives, responsibilities and limitations, and the role of committee members. This may be done by a consultant or a representative from another advisory committee who is knowledgeable about advisory committee matters.
4. Distribution of printed material containing pertinent information about the committee and the occupational program.
5. Explanation of the functions, objectives, and philosophy of career and technical education.
6. A presentation on the occupation program and support services of the school or college and introduction of the program's professional staff members. Information presented might include enrollments, enrollment trends and employment rates for graduates.
7. Issues currently facing the school or college.
8. Review of committee recommendations made in the previous year, and the response of the governing board.
9. Organizational activities:
 - a) Discussion of the election of a chairperson and other officers at the first regular meeting. Members willing to devote extra time and effort may be invited to volunteer for consideration as chairperson. The committee can decide whether or not to nominate officers at this meeting.
 - b) Discussion of the number, schedule, starting time, and length of future meetings (at least two meetings annually).
 - c) Discussion of methods for notifying members of meetings, calling special meetings, and developing agendas.
- 10) Carry-over work from the previous year of committee activities should be discussed, along with goals, progress, and expectations regarding these activities.
- 11) Adjournment at the prearranged time.

After the meeting the teacher should contact each member of the committee, offer gratitude for his/her attendance and participation, and highlight the future work of the committee.

Resources for Occupational Committee Members

Advisory committee members should be presented with folders or notebooks containing pertinent resource information before the orientation meeting. This enables members to become familiar with the occupational program in an unhurried manner, and should reduce the time required at meetings for providing background information. It also serves as a continuing resource. If properly developed, this information will be useful in providing the new committee member with a comprehensive picture of the school/college and the career and technical education program.

The resource folder or notebook may include:

1. Brief history of career and technical education and the occupational program.
2. Lists of school administrators, instructional staff, and support personnel.

3. Lists of LAC and OAC members and affiliations.
4. Lists of the members of the board of trustees, joint operating committee or school board.
5. Brief descriptions of the governance of the school.
6. Organizational charts of the institution.
7. Occupational program budgets, including sources of funds.
8. School's program offerings.
9. Equipment inventory for the occupational program.
10. Area labor supply and demand data for the occupational program.
11. Data on recent program graduates (e.g., employment rates, wages).
12. Names and addresses of the area's state legislators and congressional representatives.
13. Copies of the most recent annual report and recommendations of the committee.
14. Report on national, regional and local area labor market data.
15. Data on High Priority Occupations (HPO) from the Pennsylvania Department of Labor and Industry.
16. Space for meeting agendas and minutes.
17. Monthly calendars of committee meetings, school events and other career and technical education events (Career and Technical Education Month, CTSOs, etc.).
18. Additional material as needed/requested.

Organizing the Occupational Advisory Committee

Selection of Officers

Advisory committee officers should be elected by the membership at the first regular meeting. Teachers and other school staff should not serve as a committee chairperson but may serve as secretary.

Chairperson

The chairperson's ability to guide the work of the committee will be a factor in the effectiveness of the committee. In consultation with the teacher or another education representative from the school, the chairperson's responsibilities include:

1. Establishing meeting dates.
2. Determining the need to appoint or set meeting dates for ad hoc or standing committees.
3. Preparing the meeting agenda.
4. Assuring committee members receive copies of the agenda and other reports as needed before the meeting.
5. Assuring background information and reports are prepared and available as needed, and calling on consultants for advice on specific problems.
6. Presiding at meetings and maintaining contact with members, school representatives, and governing board.
7. Appointing an executive committee, standing committees and ad hoc committees, if committee size warrants.

Qualifications of the Chairperson

The ability and personality of the chairperson are critical to the success of the committee.

Great care should be taken in selection of a chairperson. This individual should be an active business and industry leader from the community. Characteristics essential for a successful chairperson include:

1. Approaches matters constructively with an appreciation for the contributions of others.
2. Works with others in a nonconfrontational manner.
3. Motivates others to address objectives and tasks.
4. Remains calm, balanced, and in control of meetings and discussions.
5. Demonstrates responsible citizenship and actively participates in other community endeavors.
6. Possesses good communication and human relations skills.
7. Exhibits at least a minimum knowledge of technical/theoretical knowledge and skills.
8. Can devote the necessary time to committee responsibilities.
9. Demonstrates a working knowledge of Robert's Rules of Order.

Secretary

The secretary may be a committee member, teacher or other school representative selected by the committee to serve in this capacity. The secretary is primarily responsible for:

1. Maintaining communication with committee members on meetings, agendas, special events, and other activities.
2. Keeping minutes of all meetings and distributing copies to members, the board or committee president, the chief school/college administrator and the governing board.

The school or college should offer to provide clerical help for these and other committee functions.

Use of Advisors

It may be difficult, if not impossible, for advisory committees to effectively respond to all matters which are referred to them for advice; therefore, it may be useful to invite individuals from industry, business and various community organizations and agencies to provide specific help and information as it is needed. Another alternative is to establish ad hoc committees of non-committee persons to respond to certain matters, report to the committee, and disband.

Role of the Teacher/Educator

Each OAC should include a teacher from the occupational area in its deliberations to provide relevant information and suggest matters on which advice is desired. This person serves as a liaison and is not a member of the committee; the teacher may be a nonvoting executive director or secretary, but should not be the chairperson of the committee.

The educator serving as the school representative has the responsibility for helping to inform and orient the committee to career and technical education functions, philosophy and objectives. Also, this person should conduct the first meeting of a newly-organized committee until a chairperson is elected; work closely with the chairperson and secretary in preparing and distributing agendas, minutes, reports and recommendations; assure that recommendations are forwarded to the appropriate boards, committees and staff; and serve

as a consultant to the committee.

The success of an advisory committee depends largely upon the ability of the school representative to guide, encourage, and assist the committee in its activities. Indeed, no advisory committee can succeed without the enthusiastic support of the school/college representative; however, he/she must not dominate the committee or its meetings.

Conducting Effective Occupational Advisory Committee Meetings

The number of meetings an advisory committee holds will be determined primarily by need. To be effective, a committee must be active. Meetings must be held regularly to maintain continuity, and special meetings called when circumstances demand.

The success of a meeting is dependent on several factors – planning, structure, style, interaction, comfort, accomplishment, and leadership that encourages smooth operation.

Productive meetings are the result of:

1. Planning well in advance for meeting dates, times, places, and parking.
2. Organizing meetings with an agenda of pertinent and timely items which are determined by the committee's purposes and goals.
3. Preparing agendas, providing information, and data to support agenda action.
4. Mailing of notices and reminders.
5. Providing audiovisual equipment, if needed.
6. Securing guest speakers and consultants, when appropriate.
7. Providing time for refreshments and informal discussions.
8. Starting and stopping meetings as scheduled; a time limit should be set on each agenda item, to be extended only on agreement by the committee.
9. Scheduling meetings at convenient times and in comfortable surroundings, preferably at the building where the education programs are being conducted.
10. Assuring all who attend are given an opportunity to be active participants.
11. Presenting problems for discussion and action with appropriate materials mailed in advance to members.
12. Making decisions by consensus whenever possible.
13. Recording minutes and promptly mailing them to members.
14. Establishing long-term objectives and programs of work to meet the objectives.
15. Making assignments of responsibilities clear and specific.
16. Showing a strong interest in everyone's attendance, (Absences should be followed up with personal contact to show concern. People are more likely to attend a meeting if they think someone cares whether or not they come).

Occupational Program Evaluation

The OAC is the advisory group closest to program operation. It provides advice directly to the instructor, and indirectly to the institution's administrators, governing board, and LAC. It assures the relevancy of program offerings.

Program evaluation is one of the most important activities for OAC members. Objective evaluations make possible the development of sound committee recommendations for the program being advised. When evaluating, it should be remembered that career and technical

education is intended to prepare people for initial employment, retrain for new employment, upgrade skills or enter a related postsecondary training and education program and prepares for life-long learning activities (i.e., certification). It serves as a link to employment.

Providing advice on curriculum content is vital to the development and maintenance of an effective career and technical education program. This advisory function should focus on curriculum content, not on teaching methodology. *What to teach* is a legitimate concern of an OAC, while *how to teach* is the responsibility of instructors and administrators.

When the technology in program-related occupations is rapidly changing, evaluation might be performed annually. It is a lengthy process, and enough time must be allowed for this activity in the committee's program of work. Subcommittees may be formed to undertake some of the activities, with the full OAC involved in the final review and development of recommendations.

Occupational Advisory Committee Review and Reporting Process

Five steps for the OAC Review and Reporting Process.

1. Preparation – A copy of the curriculum or data to be received should be sent to each committee member.
2. Orientation Session – A conference should be arranged between the teacher/instructor and the committee members.
3. On-Site Visitation – An in-depth, on-site visitation to the instructional area should be arranged for members of the committee.
4. Independent Occupational Advisory Committee Member Report – Each committee member should respond to the questions on the reporting form. Additional comments should be noted when deemed appropriate.
5. Consensus Report – The committee chairperson should conduct a meeting to develop a consensus. The findings, in the form of commendations, suggestions and/or recommendations, should be recorded on the committee report form and given to the appropriate administrator.

The appendices in this publication contain reporting forms for the areas of curriculum, facilities, equipment and supplies, placement data, and employer satisfaction. There are several statements listed under each heading. Next to each statement is a space for a response. Each committee member should determine the appropriate response for each item. The committee should feel free to adapt and revise the reporting forms and procedures to meet its needs and interests.

Committee Self-Evaluation

Periodic self-evaluation should be an integral part of the committee's operation. Periodically reassessing committee organization, activities and goals will help maintain the vitality of the committee. The committee should prepare an annual report to provide a summary of committee activities and recommendations to the governing board. In preparing this report, the committee should use a review or self-evaluation to determine which activities have been successful and which activities require additional attention. Refer to Appendix J for a suggested self-evaluation form.

This report should be completed by each member of the committee. Results should be

reviewed by the committee chair and the instructor. Items receiving a “no” should be discussed and considered for inclusion in the next committee work plan.

Occupational Advisory Committee Recommendations

Developing recommendations is one of the OAC’s most important functions. The committee’s recommendations, based on members’ expertise and committee evaluations, are important because of the unique perspective they bring to the task. Committee members represent business, industry, other employers, labor and the general public. As the “consumers” of career and technical education’s “products,” they will have considerable influence. Committee participation in this activity can help solidify the link between the school and the community through their influence.

Recommendations may be submitted at one meeting and formally approved and adopted at the same or a later meeting by a majority of the committee members in attendance. Written justification for each recommendation should be provided. When the recommendations are approved, they should be submitted to the LAC or appropriate governing board. The committee should expect and request a written response to their recommendations.

Committee members should remember their role is advisory, not administrative or legislative. It is not realistic to expect all recommendations will be implemented. School and college administrators and other governing board members are aware of the unique contributions committee members can make. Usually, these administrators are prepared to seriously consider the committee’s recommendations. If a recommendation is rejected, the committee should be informed of the rationale for the rejection. The committee should also be informed of action taken and results achieved when a recommendation is implemented.

To improve career and technical education programs, cooperation is needed among the advisory committees, governing board, and the administration. The committee should never disclose its ideas or recommendations to the media or the public before discussing them with the appropriate governing board and school administrator.

Recognition of Committee Members

Most committee members will continue to serve if their experience and talents are utilized and if their recommendations are seriously considered by the board or committee. Committee members serve without pay, but the rewards are substantial for persons who are dedicated to the welfare of their community and their educational institutions. Satisfaction can be derived from assisting young people to successfully enter the workforce by sharing experience, knowledge, and abilities.

Advisory committee members deserve both appreciation and recognition for their participation and contributions of time, knowledge, and energy. For their efforts, members should be recognized by school/college officials. Examples of ways to recognize committee members are:

1. Acknowledging them at meetings and school functions, through press releases, personal letters of appreciation, special certificates, and listing the members on advisory committee stationery and publications.
2. Recording minutes to include members’ significant comments along with their names.
3. Inviting members to school functions and special career and technical education events.

4. Posting committee member names prominently in the institution.
5. Providing certificates, plaques, or other mementos upon completion of membership terms.

Some Recommendations for an Effective Advisory Committee

As a representative of the educational institution, You Should...

1. Invite committee members to visit classrooms, laboratories, and shops while they are in session accompanied by school/college personnel.
2. Ask the committee to report periodically to the school board, joint operating committee or board of trustees.
3. Share professional publications and information about conferences with committee members.
4. Give the committee follow-up on all advice and recommendations.
5. Be honest and candid.
6. Make meetings worthwhile by discussing problems and concerns, presenting appropriate information and responding frankly to questions and suggestions.
7. Provide background information about activities and programs of the institution.
8. Keep committee members informed about activities and programs of the institution.

DON'T...

1. Underestimate the intelligence of the committee members or their interest in education matters.
2. Hesitate to request committee advice and support on problems confronting the program.
3. Ignore committee suggestions and recommendations, or exhibit a complacent attitude in your relationship with the committee.
4. Ask the committee for advice or approval after a decision or action has already been made, or without providing supporting evidence.
5. Alienate those members with opinions that do not always agree with yours.
6. Manipulate committee members into providing support without a full understanding of the circumstances in which a decision is being made.

As an advisory committee member, You Should...

1. Allow yourself enough time in your work and personal schedule for committee activities.
2. Attend meetings regularly and let your colleagues on the job know about committee activities.
3. Remember that the only local body with authority for the school or college is the elected school board, joint operating committee or board of trustees and their employees.
4. Examine material presented to you before voting on issues, making recommendations, and taking other actions.
5. Familiarize yourself with the way schools and/or colleges are organized, governed and financed so that advice is realistic.
6. Serve enthusiastically and take pride in your achievements and those of the

committee.

DON'T...

1. Complain, involve personalities, use pressure tactics or criticize without offering constructive alternatives.
2. Set too broad a score of objectives for the committee.
3. Lose interest in the school or college when your term on the committee expires.
4. Deal with issues outside the purview of the committee.
5. Disseminate privileged or confidential information.
6. Meet for the sake of meeting.
7. Sit back and let others assume all the responsibility for committee work.

Summary

What makes an advisory committee work? Advisory committees can operate and flourish in a wide range of circumstances and in a variety of operating conditions; however, certain factors need to be present, regardless of other features, for a committee to be successful.

Needed are:

1. Administrative support.
2. Good, concerned people as committee members.
3. Meaningful program of committee activities.
4. Efficient organizational structure.
5. Continuity in committee activities.

Similarly, certain practices are to be *avoided*, including:

1. Domination of meetings, discussions, and activities by the program's administrators.
2. Limitation of discussion to the administration's concerns.
3. Agendas or meetings with no content.
4. Lack of recognition of committee comments, suggestions, and recommendations.
5. Establishment of a "paper" committee only to meet state requirements.

Appendices

Appendix A: Occupational Advisory Committee Meeting Summary

Program Area: _____

Meeting Date: _____ Start: _____ Adjourn: _____

Committee Chairperson: _____

Committee Members/Guests Attending:

Brief Meeting Summary:

Secretary/Chairperson's Signature

Appendix B: Curriculum, Support Services, Staff – Instruction Reporting Form

Committee Report

Program _____ Date _____

	Completely Achieved	Satisfactory	Unsatisfactory	Unsure
Program Objectives				
1. Program objectives are well-defined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Program objectives are measurable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Program outcomes are measured.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program Content

1. The training is directly related to employment in the community/region.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The training reflects current trade philosophy and practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The training establishes the climate needed to develop appropriate skills and abilities needed in the relevant occupation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Instruction includes employability skills such as good work habits, communications and human relations skills, preparation of resume, interviewing techniques, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Program content reflects all aspects of the industry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The curriculum is competency-based.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. There is a balance between academic, theoretical and hands-on skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Completely Achieved	Satisfactory	Unsatisfactory	Unsure
8. The career and technical curriculum is integrated with the academic curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The curriculum accommodates variations in students' abilities, interests and learning styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Student organizations are available and encouraged as a part of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Safety is an integral part of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The curriculum has been developed with the cooperation and advice of the OAC.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Follow-up information is systematically used to make program improvements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The curriculum provides a pre-test/post-test to determine improvement in student proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Cooperative/clinical occupational programs are available to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Instruction is provided in the maintenance and repair of equipment, where appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Support Services

1. The program has effective recruitment, placement, and follow-up services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Employment and job placement information is available to all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Sufficient staff is available to provide classroom support to students with special needs and those with nontraditional status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Staff/Instruction

1. Instructional staff practice current skills and techniques in their occupational area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------

	Completely Achieved	Satisfactory	Unsatisfactory	Unsure
2. Instructional staff are periodically updated in their skill area through training, employment or in-service workshops.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Instructional staff maintain contact with employers and former students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The instructor is teaching the curriculum as stated in the course outline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Field trips to related job sites and/or visitations by business and industry representatives are provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Placement data and employer satisfaction data are utilized in evaluations of the curriculum, instruction, tools, and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**Appendix C: Curriculum, Support Services, Staff/Instruction –
Summary of Suggestions and Recommendations**

Committee Report

Program _____ Date _____

Committee Suggestions and Recommendations:

- 1.
- 2.
- 3.
- 4.
- 5.

Teacher/Instructor Response:

Date _____

- 1.
- 2.
- 3.
- 4.
- 5.

Administrative Response:

Date _____

- 1.
- 2.
- 3.
- 4.
- 5.

Governing Board Response (if necessary):

Date _____

- 1.
- 2.
- 3.
- 4.
- 5.

Appendix D: Facilities Reporting Form

Committee Report

Program _____

Date _____

	Completely Achieved	Satisfactory	Unsatisfactory	Unsure
1. The room provides the most advantageous use of space available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Room lighting is adequate for the health and safety of the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The room/lab areas are clean.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Tools and equipment are arranged in an orderly and task-appropriate manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The area has adequate storage facilities for permanent and consumable supplies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Panic buttons are in operating condition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Strategic floor areas are properly lined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Strategic floor areas are free of obstructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. There are adequate storage facilities for flammable and toxic materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. There is adequate ventilation for flammable and toxic materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Fire extinguishers are visible, accessible, properly maintained, and adequate in number.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Classroom space for instruction in related theory is adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The classroom/shop/laboratory temperature is comfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Completely Achieved	Satisfactory	Unsatisfactory	Unsure
14. The classroom/shop/laboratory is large enough for the number of students served.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Persons with disabilities are accommodated in the classroom/shop/laboratory.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Students have appropriate access to equipment and supplies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. As much as possible, the laboratory area mirrors the accommodations found in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix E: Facilities Summary of Suggestions and Recommendations

Committee Report

Program _____ Date _____

Committee Suggestions and Recommendations:

- 1.
- 2.
- 3.
- 4.
- 5.

Teacher/Instructor Response:

Date _____

- 1.
- 2.
- 3.
- 4.
- 5.

Administrative Response:

Date _____

- 1.
- 2.
- 3.
- 4.
- 5.

Governing Board Response (if necessary):

Date _____

- 1.
- 2.
- 3.
- 4.
- 5.

Appendix F: Equipment and Supplies Reporting Form

Committee Report

Program _____ Date _____

	Completely Achieved	Satisfactory	Unsatisfactory	Unsure
1. The supply of tools and equipment is adequate to implement the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Equipment and tools meet current industry standards and are appropriate for teaching the occupational skills for that business/industry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The condition of the equipment indicates proper care and maintenance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Equipment should meet OSHA safety standards with respect to guards, shields, grounding, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Safety protection (safety glasses, shields, etc.) is provided and instruction in the proper use of them is provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Supplies are adequate to implement program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. An inventory of equipment is maintained by the teacher or another staff member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. A schedule for repair and replacement of equipment, tools, and supplies is maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. A security system for the use of tools, equipment, and supplies is maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Safety data sheets (SDS) are provided for each flammable, toxic or explosive material as recommended by OSHA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommendations on Equipment and Supplies:

1. What additional equipment is recommended to meet today's industrial/occupational skill standards?
2. What equipment is recommended for replacement within the next two years?
3. What equipment is recommended for replacement within the next five years?
4. Other recommendations:

Comments:

Appendix G: Equipment and Supplies – Summary of Suggestions and Recommendations

Committee Report

Program _____ Date _____

Committee Suggestions and Recommendations:

- 1.
- 2.
- 3.
- 4.
- 5.

Teacher/Instructor Response:

Date _____

- 1.
- 2.
- 3.
- 4.
- 5.

Administrative Response:

Date _____

- 1.
- 2.
- 3.
- 4.
- 5.

Governing Board Response (if necessary):

Date _____

- 1.
- 2.
- 3.
- 4.
- 5.

Appendix H: Placement Data and Employer Satisfaction Reporting Form

Committee Report

Program _____

Date _____

	Completely Achieved	Satisfactory	Unsatisfactory	Unsure
1. Students are actively assisted in finding employment by the:				
a. Teacher/instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Co-op coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. School counselor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other assigned personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The school conducts follow-up surveys of its graduates/completers to determine:				
a. Employer satisfaction with graduates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Placement rates one year after graduation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Placement rates three or more years after graduation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Numbers of Employers	Percent
3. Employers are satisfied with career and technical training of graduates/completers:		
Excellent	_____	_____
Very Good	_____	_____
Good	_____	_____
Fair	_____	_____
Poor	_____	_____

4. Student Placement for the past three years:

	Year _____		Year _____		Year _____	
Status of Graduates/Completers*	Number	Percent	Number	Percent	Number	Percent
Employed-Related	_____	_____	_____	_____	_____	_____
Employed-Unrelated	_____	_____	_____	_____	_____	_____
Military Service	_____	_____	_____	_____	_____	_____
Enrolled Postsecondary Education	_____	_____	_____	_____	_____	_____
Available for Employment but Unemployed	_____	_____	_____	_____	_____	_____
Not Available for Employment	_____	_____	_____	_____	_____	_____
Total	_____	_____	_____	_____	_____	_____

*If the data used in this chart is locally developed, Secondary Career and Technical Education Information System (CATS) data should also be appended to the report.

Appendix I: Placement Data and Employer Satisfaction – Summary of Suggestions and Recommendations

Committee Report

Program _____ Date _____

Committee Suggestions and Recommendations:

- 1.
- 2.
- 3.
- 4.
- 5.

Teacher/Instructor Response:

Date _____

- 1.
- 2.
- 3.
- 4.
- 5.

Administrative Response:

Date _____

- 1.
- 2.
- 3.
- 4.
- 5.

Governing Board Response (if necessary):

Date _____

- 1.
- 2.
- 3.
- 4.
- 5.

Appendix J: Self-Evaluation for Occupational Advisory Committees

YES NO

- | | | |
|-------|-------|---|
| _____ | _____ | 1. The OAC has updated bylaws, which include terms of membership and define members' and officers' responsibilities and procedures for operation. |
| _____ | _____ | 2. Nominations for advisory committee membership are reviewed, and appointments made, by the school's/institution's governing board. |
| _____ | _____ | 3. The committee establishes an annual program of activities. |
| _____ | _____ | 4. The committee has regularly scheduled meetings. |
| _____ | _____ | 5. Leadership in the operation of the committee is provided by committee members. |
| _____ | _____ | 6. Agendas for committee meetings are mailed to members prior to meetings. |
| _____ | _____ | 7. Minutes of committee meetings are mailed to members promptly after meetings. |
| _____ | _____ | 8. Written recommendations are prepared and forwarded to the governing board by the committee. |
| _____ | _____ | 9. Recognition is given to committee members for their service and contributions. |
| _____ | _____ | 10. The committee has active members to carry out its work. |
| _____ | _____ | 11. Information concerning requests for committee actions is provided prior to meetings. |
| _____ | _____ | 12. The advisory committee is actively involved in: |
| _____ | _____ | A. Identifying labor market needs |
| _____ | _____ | B. Providing safety recommendations |
| _____ | _____ | C. Reviewing equipment and facility needs |
| _____ | _____ | D. Program evaluation |
| _____ | _____ | E. Integrating academic and technical skills |
| _____ | _____ | F. Enhancing collaboration among career and technical education schools/institutions in the area |
| _____ | _____ | G. Student recruitment |

YES NO

- | | | |
|-------|-------|---|
| _____ | _____ | H. Student placement |
| _____ | _____ | I. Teacher recruitment |
| _____ | _____ | J. Public relations for the program and institution |
| _____ | _____ | K. Identification of skill needs |
| _____ | _____ | L. Connecting the career and technical education program with the regional Workforce Development Board (WDB), community-based organizations, etc. |
| _____ | _____ | M. Coordinating or conducting visits to places of employment for students |
| _____ | _____ | N. Providing speakers/demonstrations for career and technical education classes |
| _____ | _____ | O. Lending personnel to provide instructional support to career and technical education teachers |
| _____ | _____ | P. Assisting teachers in updating skills |
| _____ | _____ | Q. Attending meetings of the governing board |
| _____ | _____ | R. Informing state and federal legislators of career and technical education program accomplishments and needs |

Appendix K: State Laws and Regulations Governing Local Advisory Committees and Occupational Advisory Committees

The State Board of Education regulations (Chapter 4 and 339) require the establishment of advisory committees. The applicable regulations are:

§ 4.33. Advisory committees.

(a) A school district or AVTS administering or planning to administer vocational-technical education programs shall appoint a local advisory committee. Membership on the committee shall consist of business and industry representatives, public sector employers, agriculture, labor organizations, community organizations, postsecondary education institutions and the general public. The appointed advisory committee shall meet at least once each year and give advice to the board and the administration concerning the program of the school, including its general philosophy, academic and other standards, course offerings, support services, safety requirements and the skill needs of employers. An advisory committee may serve multiple institutions where employment areas overlap.

(b) An administrative committee, composed of chief school administrators representing participating school districts, shall be included in the organization of each AVTS. The committee shall advise the AVTS board and the administration concerning the educational program and policies of the school.

(c) An occupational advisory committee shall be established for each vocational-technical education program or cluster of related programs offered by a school district or AVTS. The committee shall be appointed by the board of directors, and a majority of the members of the committee shall be employees and employers in the occupation for which training is provided. The committee shall meet at least twice each year to advise the board, administration and staff on curriculum, equipment, instructional materials, safety requirement, program evaluation and other related matters and to verify that the programs meet industry standards and, if appropriate, licensing board criteria and that they prepare students with occupation related competencies.

§ 339.14. Occupational advisory committee.

The occupational advisory committee as set forth in § 4.33(c) (relating to advisory committees) shall also include representatives authorized by the workforce investment board, civic organizations and higher education institutions.

Appendix L: Sample Appointment Letter (On School/College Letterhead)

Ms. Mary Doe
Chief Executive Officer
Acme Graphic Design Partners
482 Council Boulevard
Advice, PA 00000

Dear Ms. Doe:

Welcome to the _____ Advisory Committee. Your appointment to a three-year term was approved at the _____ meeting of the Board of Trustees/Joint Operating Committee/School Board of (institution).

Your expertise in (industry/business/education/etc.), concern for your community, and interest in education qualify you for appointment to this advisory committee. We hope that this association will be rewarding to you, as we are confident it will be helpful to (institution) and its students.

The first/next meeting of the Committee will be on (date) at (time and place). It is anticipated that the meeting will last until (time). At this meeting, the purpose, objectives and functions of the committee will be explained and various committee activities will be discussed. A copy of the agenda is enclosed. Also enclosed is a copy of the minutes from the last meeting and material describing the committee, the last annual report, and a description of the career and technical education program of (institution).

Your interest in career and technical education and your willingness to serve on the committee is appreciated. If you have any questions, please contact me at (phone and email) or (name, title, institution). I look forward to your participation at our upcoming Occupational Advisory Committee meeting on (date).

Sincerely,

Chairperson
Board of Education/Joint Operating Committee/Board of Trustees

cc: School Administrator

Appendix M: Sample Occupational Advisory Committee Bylaws

Written rules, policies and procedures should be developed locally by each advisory committee and should include only those provisions necessary for efficient committee operation.

1. Name

The name of this organization shall be the (name of occupational program) Occupational Advisory Committee on Career and Technical Education of (institution).

2. Purpose

The purpose of the Advisory Committee is to advise the (Local Advisory Committee/Board of Trustees/Joint Operating Committee/Board of Education) and administration of the (school/college) concerning the (occupational education) program of (school/college). The Advisory Committee is authorized under Section 24 PS 18-1808 (Advisory Committees) of the School Laws and Rules of Pennsylvania and Chapter 4 of the State Board of Education Regulations.

3. Organization

- a. The committee shall consist of a sufficient number of members to provide a representative cross-section of the labor market served by the (school/college). The committee shall have at least _____ members and no more than _____ members.
- b. **Terms of Appointment.** Appointments shall be for three-year terms. Appointments shall be staggered so that one-third of the members' terms expire each year. At the time of initial organization, terms shall be determined by drawing lots among the members. Members may succeed themselves. The term of a new committee member shall start on _____.
- c. **Officers.** The committee shall have a chairperson, vice chairperson and secretary. The responsibilities of the officers are:
 - **Chairperson** – Shall preside at meetings, serve as chairperson of the executive committee, direct external relations and legislative activities, and appoint standing and special committees as the need arises. The chairperson shall develop the meeting agenda in cooperation with _____.
 - **Vice Chairperson** – Shall preside in the absence of the chairperson, direct committee program planning, chair the annual report committee, and assist the chairperson as requested.
 - **Secretary** – Shall direct the recording of the minutes of the meeting, the transmittal of all reports to members, and maintain a permanent record file of advisory committee activities. The secretary shall coordinate all correspondence on behalf of the committee.
- d. The executive committee shall consist of the officers plus the chairpersons of any established committees. The established committees shall be:

- e. Officers shall be elected by the members (annually/biennially). Other members of the executive committee shall be appointed annually by the elected committee officers. A replacement for a vacancy in a committee office shall be elected at the next regular meeting of the committee after the vacancy is created.

4. Meetings

- a. The advisory committee shall meet a minimum of 2 times annually. The executive committee shall meet a minimum of _____ times annually.
- b. Special meetings may be called by the chairperson.
- c. The chairperson, after consultation with the advisory committee membership or the executive committee, shall establish the schedule of advisory committee and executive committee meetings. Meetings may be postponed or canceled by the chairperson.
- d. Written notices of committee meetings shall be mailed to all members at least _____ days prior to the meeting by the committee secretary. Written notices of executive committee meetings shall be mailed to all executive committee members at least _____ days prior to such meetings.
- e. Each meeting will begin at the planned time and will continue for no more than (hours, minutes) unless a majority of the members present vote to extend the meeting.
- f. A quorum shall be deemed to exist if at least 50 percent of the members of the advisory committee are present.
- g. Members who are absent for _____ consecutive meetings shall lose their membership unless the Executive Committee votes to extend their membership.

5. Local Advisory Committee

The chairperson of the Occupational Advisory Committee shall also be an ex officio member of the Local Advisory Committee.

6. Reporting and Dissemination

Minutes, reports and recommendations shall be forwarded to the (Board of Education/Joint Operating Committee/Board of Trustees) by the secretary within _____ days following each committee or executive committee meetings.

7. Rule of Order

Robert's Rules of Order shall be followed.

8. Funding

Expenditures of the committee shall be assumed by the (Career and Technical School Local Advisory Committee/School Board/Joint Operating Committee/Board of Trustees) upon the prior approval of the appropriate board of committee.

9. Amendments

Bylaws may be amended by a two-thirds majority vote of the committee provided the following conditions have been met:

- a. The proposed amendment shall have been proposed by the executive committee and distributed to each committee member _____ days prior to the time of voting.
- b. The proposed changes shall have been approved by the (Career and Technical Support Local Advisory Committee/School Board/Joint Operating Committee/Board of Trustees).

Appendix N: Glossary of Terms for Career and Technical Education

Academic Program/Classes – Traditionally inclusive of basic education subjects such as reading, English, math, science, and social studies (core curriculums for all students).

Adults in Secondary Programs – High school graduates, or those who left high school prior to graduation, enrolled in an approved secondary career and technical program to prepare for a new occupation or to upgrade skills in his/her present occupation.

Advanced Academic Courses – Those courses that increase the mathematics, science and communications achievement of students and enhance their ability to successfully enter the workforce or further their education after graduation as approved by the State Board for Vocational Education.

Advisory Committee – A selected group of individuals representing various sectors of business and industry who provide advice and technical assistance to the administrator, teacher and others in an area career and technical school, comprehensive high school or postsecondary institution.

All Aspects of an Industry – With respect to a particular industry, the planning, management, finances, technical and production skills, labor and community issues, health and safety, and environmental issues related to that industry. The individual has a comprehensive understanding and strong experience in the industry he/she is preparing to enter.

Applied Academics – Academic subjects such as math, science, and English taught by demonstrating how each subject is used in a real-life situation or job performance.

Apprenticeship Training Program – A job training program registered with and governed by the U.S. Department of Labor, the Pennsylvania Department of Labor and Industry, and sponsored by one or more employers and/or a union.

Approved Secondary Occupational Career and Technical Education Program – A program that has been approved by the Pennsylvania Department of Education in accordance with applicable State Board of Education regulations governing career and technical education; this does not include consumer and homemaking education.

Area Vocational-Technical School (AVTS) – A public school which provides career and technical education to secondary school students, out-of-school youth and adults in a geographical area comprised of and operated by one or more school districts and established under Sections 1840 – 1853 of the Public School Code of 1949 (24 P.S. §§18–1840--18-1853).

Articulation – A planned sequence of courses often resulting in a certificate, diploma or degree in a specialized field.

Associate Degree – A degree granted to completers of a two-year college program.

Baccalaureate/Bachelor's Degree – Bachelor of arts or sciences college degree, usually requiring four years of college study.

Bureau of Career and Technical Education (BCTE) – The office in the Pennsylvania

Department of Education responsible for administering career and technical education programs in the state.

Career and Technical Student Organizations (CTSOs) – Profession-related activities integrated into the instructional program that contributes to the comprehensive learning experiences of students and provides unique opportunities for career and leadership development, motivation and recognition. Organizations have local, state and national affiliations.

DECA	Association of Marketing Students
FBLA	Future Business Leaders of America
FCCLA	Family, Career and Community Leaders of America
FFA	Association of Agriculture Education Students
HOSA	Health Occupations Students of America
SkillsUSA	Trade and Industrial Students of America
TSA	Technology Student

Career and Technology Center (CTC) – A public school which provides career and technical education to secondary school students, out-of-school youth and adults in a geographical area comprised of and operated by one or more school districts and established under Sections 1840 – 1853 of the Public School Code of 1949 (24 P.S. §§18–1840--18-1853).

Career Development – A planned sequence of programs and services for students to develop and implement an individualized plan of career awareness, planning, and decision-making.

Career Guidance and Academic Counseling – Provides access for students (and parents, as appropriate) to information regarding career awareness and planning concerning an individual's occupational and academic future and provides information with respect to career options, financial aid and postsecondary options, including baccalaureate degree programs

Carl D. Perkins Career and Technical Education Improvement Act (P.L. 109-270) – Federal legislation reauthorized in 2006 to provide funding for career and technical education programs.

Certified Teacher/Instructor – A professional who has successfully completed all of the Pennsylvania Department of Education requirements to qualify as a classroom teacher for a given subject or program.

Chapters 4 and 49 – Chapters of the Regulations of the State Board of Education, under the provisions of the Pennsylvania School Code, which govern various aspects of the education process. These chapters include (4) Academic Standards and Assessment and (49) Certification of Professional Personnel.

Competency-Based Vocational-Technical Education (CBVE) – An instructional system based on the successful completion of clearly stated criteria, based on industry standards, critical to successful employment in a given occupation.

Completer – A student is considered a completer of a CTE program when the student has: 1. completed all secondary-level competencies identified as part of the approved CTE program necessary to achieve his/her career objective (or met appropriate related Individualized Education Program [IEP] objectives), 2. completed a PDE-approved occupational end-of-program assessment for the student's reported program CIP (or completed a program that has

an assessment waiver) - IEP students participating in PASA are exempt from this occupational assessment requirement if the PASA is documented in the IEP, AND 3. attained a high school diploma or equivalent.

NOTE: Completer is competency based.

Completion Rate – A measure of the percentage of students who were enrolled in career and technical education programs at 11th grade or above who completed all program requirements and received diplomas in the year in which they were scheduled to graduate.

Comprehensive High School/AVTS – A school building accommodating both academic and career and technical education programs and providing opportunities for students to participate in one or both programs.

Consortium – A formal partnership agreement among local educational agencies.

Cooperative Education – A method of instruction of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required academic courses and related vocational and technical education instruction, by the alternation of study in school with a job in a related occupational field. This alternation shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual, and may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

Core Performance Standards and Measures – Required by the Perkins Act, each state must implement a system of data collection and reporting to identify student learning and competency gains, achievement of basic, academic and occupational skills, retention in school, placement after graduation and incentives for targeted groups.

Disadvantaged Student – Individual with economic or academic limitations who requires special services and assistance to succeed in school.

Displaced Homemaker – An adult with limited job skills, without means of economic support, who is unemployed or underemployed.

Diversified Occupations Program – A secondary career and technical education program in which students are given supervised work experience in any one of a variety of occupations combined with related classroom instruction. This type of program is suited especially to communities where the need for workers is too limited to justify separate courses for each occupation. This program is usually under the direction of the trade and industrial education division and supervised by a Cooperative Education teacher-coordinator.

Economically Disadvantaged – An economic disadvantage may include individuals identified through poverty data sources such as, Temporary Assistance for Needy Families, census poor, Medicaid, children living in institutions for the neglected or delinquent, or those supported in foster homes; or is in receipt of Pell grants or other economic services.

High Schools That Work – An initiative designed to significantly raise the academic and technical competencies of students. Established in cooperation with the Southern Region Education Board (SREB).

Home/Sending School – School of academic origin for a student who spends part of a day/week/year at an AVTS/CTC.

Individual with a Disability – A student with any physical/mental impairment that substantially limits that person in some major life activity or employment. This includes any individual who has been evaluated under Part B of the Individuals with Disabilities Education Act Amendments of 1997 (20 U.S.C.1400 et seq.) and determined to be an individual with a disability who is in need of special education and related services in accordance with Section 114 A and B as related to evaluation and his/her Individualized Education Plan (IEP). Or any individual who is considered to be disabled under Section 504 of the Rehabilitation Act of 1973, as amended, and who has an impairment, which affects his/her ability to be employed.

Individual with Limited English Proficiency – A secondary school student, an adult or an out-of-school youth, who has limited ability in speaking, reading, writing or understanding the English language, and a) whose native language is a language other than English; or b) who lives in a family or community environment in which a language other than English is the dominant language.

Integration of Academic and Career and Technical Education – The process of blending curriculum content from academic and career and technical education, and utilizing career and technical applied methods to develop the academic and occupational competencies of all students.

Intermediate Unit – A local educational agency providing educational support services to students and schools within a predetermined service area.

Local Educational Agency (LEA) – A school district, AVTS/CTC, Intermediate Unit or community college having administrative control of public education within a given locale. [Section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801)].

National Skill Standards – Under the auspices of federal legislation, a voluntary set of standards for occupational competencies, developed by or with the cooperation of business and industry, establishing a benchmark for skills needed for successful employment in a particular industry.

Nontraditional Fields – Occupations or fields of work, including careers in computer science, technology and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Nontraditional Student – In a program or class where student enrollments of one sex comprise 75.1 to 100 percent of total enrollment, a student of the opposite sex is identified as nontraditional and may receive special encouragement and support services to continue in the program.

Occupational Advisory Committee – This committee is comprised of representatives from local business and industry who are actively involved in the occupation for which training is being provided. Representation should also include management and labor personnel, homemakers, career and technical education students, recent graduates, post-secondary faculty, sending district and CTC counselors, and members of the community. This committee shall provide advice on program content and performance objectives to the classroom teacher.

The classroom teacher will set performance objectives.

Occupational Safety and Health Administration (OSHA) – To assure safe and healthful working conditions for working men and women; by authorizing enforcement of the standards developed under the Act; by assisting and encouraging the states in their efforts to assure safe and healthful working conditions; by providing research, information, education, and training in the field of occupational safety and health; and for other purposes.

Off-Campus Learning Component – One or more activities outside of the regular classroom instruction in which a student participates during his/her career and technical education program.

Pennsylvania CareerLink – A cooperative effort to provide one-stop delivery of career services to job seekers, employers and other interested individuals. The goal is to provide a self-service system in which interested individuals have access to employment, education and training resources locally.

Pennsylvania Skills Certificate – A certificate awarded to a high school graduate after successfully completing a written examination and a performance evaluation on examinations developed by the National Occupational Competency Testing Institute (NOCTI) in a specific occupational area or by completing another approved test identified by the Pennsylvania Department of Education (PDE). The PDE requires the tests in those schools with approved career and technical education programs.

Plan of Delivery – Methods of instruction and technical skills development, either in a school or work setting, as outlined in the approved secondary occupational career and technical education program; plans may encompass either Program of Study or tech prep delivery.

Postsecondary Educational Institution – An institution of higher education that provides not less than a two-year program of instruction that is acceptable for credit toward a bachelor's degree; a tribally controlled college or university; or a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

Programs of Study – The incorporation of secondary and postsecondary education elements, including coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary and postsecondary education to adequately prepare students to succeed in postsecondary education; may include the opportunity for secondary students to participate in dual or concurrent enrollment programs or acquire postsecondary credit in other ways and lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. **Note:** During the implementation of the five-year plan all secondary school entities receiving funds through Perkins IV will implement all state-developed Programs of Study.”

Full Compliance for Postsecondary Institutions:

The postsecondary institution agrees to award at least nine college-level credits or equivalent clock hours to a matriculated student enrolled in a related Program of Study (POS) at the postsecondary institution *and meet the conditions set forth in the clauses regarding Perkins-allocated postsecondary institution full compliance by the end of Perkins IV, as referenced in Appendix B of the Perkins Statewide Articulation Agreement.* If the postsecondary institution

cannot meet this requirement in the first three years of this agreement, a waiver request form will be required and submitted for approval by PDE. Postsecondary institutions may exceed the minimum number of college-level credits awarded.

a) One-to-one CIP number alignment: Full compliance would be establishing direct alignment between the secondary POS CIP developed by PDE/BCTE and the exact, one to one CIP number CTE postsecondary CIP *in all one to one aligning CIPs offered* at the postsecondary institution.

b) CTE-related program alignment: Full compliance may also entail establishing a direct alignment between the secondary POS CIP developed by PDE/BCTE and an aligning CTE-RELATED postsecondary CIP, *as determined appropriate by the postsecondary institution.*

Racial/Ethnic Categories – Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. These categories do not denote scientific definitions of anthropological origins. However, no person is counted in more than one racial/ethnic category.

Secretary's Commission on Achieving Necessary Skills (SCANS) – A 1991 report commissioned by the U.S. Secretary of Labor. The report describes the skills needed by all workers to be successful and productive in a modern economy in five areas: the ability to (1) use resources, (2) use technology, (3) use information, (4) use systems and (5) work with others.

School Code – The body of laws adopted by the General Assembly and signed by the Governor to govern education in Pennsylvania's public schools.

Single Parent – A student who is unmarried or legally separated from a spouse and who has a minor child or children for which the parent has either custody or joint custody, or is pregnant.

Special Populations – Individuals who may need special support services to succeed in school. Populations include: those with disabilities; from economically disadvantaged families; foster children; individuals preparing for nontraditional fields; single parents, including single pregnant women; displaced homemakers; individuals with limited English proficiency; and migrants.

State Board of Education – Created by state law, the State Board of Education adopts broad policies and principles and establishes standards governing the educational program of Pennsylvania.

State Plan for Vocational and Technical Education – Every two or three years, as required by the *Carl D. Perkins Vocational and Applied Technology Education Improvement Act of 2006*, the State Board of Education, with the assistance of the Pennsylvania Department of Education's Bureau of Career and Technical Education, prepares a plan describing the state's intended use of federal funds to address the requirements of federal legislation and the state's need for career and technical education programs and services.

Strategic Plan – Curriculum regulations of the State Board of Education require each school district and AVTS/CTC to develop and submit a strategic plan to the PDE once every six years and a mid-point revision of the plan once every three years. The plan includes a needs

assessment and explains how the school district/AVTS will enable students to achieve desired learning outcomes.

Supplementary Services – Services related to curriculum modification, adaptive devices for equipment, supportive personnel, classroom modifications, instructional aids and devices, and child care necessary to allow students to participate in career and technical education programs.

Workforce Development Board (WDB) – The Governor's principal private-sector policy advisor on building a strong workforce development system aligned with PDE policies and economic development goals. The board's mission is to ensure that Pennsylvania's entire workforce system, covering many programs in multiple departments and agencies, meets employers' needs for skilled workers and workers' needs for career and economic advancement. Additionally, the board is responsible for providing policy guidance and direction, evaluating performance, and recommending continuous improvements. The local WDB is the catalyst for coordinating and aligning workforce services and investment strategies that reflect the particular needs of local and regional economies.