



**HANDBOOK
FOR
CAREER AND TECHNICAL EDUCATION/
WORKFORCE DEVELOPMENT
ADVISORY COUNCILS
AND
ADVISORY COMMITTEES**



**Learning that works
for Alabama**

**ALABAMA DEPARTMENT OF EDUCATION
CAREER AND TECHNICAL EDUCATION/WORKFORCE DEVELOPMENT**

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Alabama State Department of Education, Thomas R. Bice, State Superintendent of Education

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INTRODUCTION

Alabama's Career and Technical Education (CTE) programs continue to change to meet the challenges faced by today's society. When educators collaborate with business, industry, and community agencies, students acquire knowledge and develop skills that are realistic and relevant to family, community, and workplace roles. Teaching CTE students requires the best cooperative efforts of school and community. To meet this responsibility, schools must know community needs, and communities must know school potential. The mission of CTE is to provide students with life skills and prepare them as a workforce in which business and industry is confident.

The purpose of this publication is to present administrators and teachers with information on the role, organization, and management of a CTE system Advisory Council and program Advisory Committee. The Advisory Council is the CTE state committee that brings views from a workforce perspective representative of business and industry. The program Advisory Committee (hereafter referred to as the Committee) refers to a system's individual program members who represent the view of their local area. The Committee should be used to assist teachers in creating relevant programs by actively seeking advice and directions from qualified members of the community. By utilizing CTE program advisory committees, teachers ensure that CTE programs are relevant to the needs of students and the community, business, and industry.

“Advisory Councils and Committees consist of a core group of business, industry, and/or community members who serve as advisors to the program. Each LEA shall have a system-level CTE Advisory Council and each CTE program shall have an advisory committee.” (Source: Alabama State Board of Education State Department of Education Alabama Administrative Code 290-6-1.06)

Benefits

Effective use of the Committee can provide benefits not only to the instructional program, student, and teacher but also to the school, community, business, and industry. The benefits are as follows:

- Community gains a better understanding of the CTE programs through the involvement of committee members with the educational program.
- Relevant program reflects the needs of the community.
- Committee members assist teachers in updating knowledge and skills by sharing new ideas and information.
- Employability is enhanced for students in the community.
- Sites are established for training, job placement, and community and workplace mentors.
- Community develops a greater sense of responsibility toward education.
- Experiences are provided that allow students to obtain knowledge and develop skills that meet business and industry requirements.
- Representatives from business and industry come in contact with individuals who are potential employees and who use their products and services.

ROLE OF THE PROGRAM ADVISORY COMMITTEE

The Committee is composed of members from business, industry, and the community who can provide assistance in creating a CTE program that meets the needs of the students, business, and industry in the community. Members should have experience directly related to the program. The teacher uses recommendations made by the Committee to design, develop, operate, assess, and support the CTE program.

Advisory committees can perform a wide variety of functions. The following list is not intended to be all-inclusive, but it should provide direction to committee members on how they can improve the CTE programs. *Sample Career and Technical Education Advisory Committee's Program of Work* with measurable goals is included (Appendix A) to assist the Committee in meeting the objectives of the CTE education program.

1. The Committee can provide information regarding:
 - Real-world, project-based learning opportunities for the classroom.
 - Program's relevance—whether courses offered in CTE are meeting current job needs, the relationships between job needs and employability skills and competencies, including problem solving, communication, and math.
 - Occupational information, skill levels, placement, and job-related activities and strategies.
 - Trends and developments in business, industry, and community.
 - Suitable workplace learning sites for community classrooms, observing/connecting experiences, and cooperative learning that are reflective of current industry standards.
 - Sponsors for awards, equipment, and supplies needed to meet program expectations.
 - Written materials such as industry manuals and periodicals that are potentially useful for instruction and training.
 - Career counseling and guidance.
 - State-of-the-art equipment used in the workplace or home.
 - Credentials for the program(s).
2. The Committee can help determine community needs regarding:
 - New and emerging occupations.
 - Nontraditional employment.
 - In-service training for CTE faculty and staff.
3. The Committee can assist in the selection of course material to ensure that it not only meets the needs of students, but also reflects the needs of business, industry, and the community by:
 - Reviewing content standards, course outlines, and instructional materials.
 - Helping to identify competencies to be taught, including workplace skills and/or life skills.
 - Making recommendations that will strengthen and expand the program.
 - Suggesting additions to the CTE curriculum.

4. The Committee can assist with program evaluation activities by:
 - Helping to evaluate safety regulations and requirements.
 - Helping to determine materials, instructional supplies, and appropriate equipment needs.
 - Making suggestions on the appropriateness of the facilities, the equipment layout, and the teaching environment.
 - Determining equipment/material costs for preparation of the program's operating budget.
5. The Committee can assist in the task of conducting surveys to determine community and program needs by:
 - Helping determine the specific data to be gathered.
 - Suggesting methods for securing data.
 - Assisting in the actual data collection and the interpretation of the data.
 - Identifying possible career majors with potential job-market growth.
6. The Committee can provide support and suggestions for marketing the CTE program by:
 - Promoting CTE in the school and community.
 - Helping to create exhibits or displays.
 - Increasing linkages between business, industry, labor, the community, and education.
 - Suggesting methods for recognizing students through the news media.
 - Helping to prepare and review brochures explaining the CTE program.
 - Inviting CTE educators and/or students to businesses, chambers of commerce, or civic club meetings/events to discuss projects, programs, and experiences.
7. The Committee can support the Career Technical Student Organization (CTSO) by:
 - Suggesting methods of recruitment and raising chapter funds.
 - Helping to secure speakers for chapter functions.
 - Offering suggestions for obtaining financial aid for individual members.
 - Serving as judges for local, district, and state events.
 - Attending leadership development activities and other chapter events.
8. The Committee can help plan:
 - CTE Week.
 - National CTSO Week.
 - CTE banquets and other appropriate social activities.
 - Special events, demonstrations, and field trips.
9. The Committee can provide leadership by:
 - Giving advice regarding support services for students enrolled in non-traditional programs who need special assistance.
 - Recommending and assisting in obtaining resource personnel, guest speakers, and sites for field trips for CTE programs.
 - Securing an advisory member to serve as the business/industry team member for scheduled Business and Industry Certification (BIC) reviews.

It is not the role of the Committee to set the policy. The administrative authority and responsibility for the CTE programs rest with local and state education agencies; however, it is helpful/appropriate for them to advise the local education agency (LEA) if they believe the policy needs to be addressed and/or revised.

MEMBERSHIP COMPOSITION

“Committees shall meet as often as necessary to keep the program current, but not less than twice annually. There shall be a minimum of five broadly based members from business, industry, and community who have experience directly related to the program. It is recommended that these meetings occur face-to-face at the program site. However, meetings may occur through virtual format or conference call.” (Business/Industry Certification)

In making appointments to the Committee, individuals should be selected who are public-spirited, interested in the welfare of all the people in the community, and willing to devote adequate time to the Committee. Some desirable characteristics for each CTE program advisory committee member include:

- Genuine interest in young people.
- Knowledge of community needs.
- Willingness to explore new ideas with enthusiasm, creativity, insight, and cooperation.
- Qualities of business and industry leadership.
- Ability to communicate ideas clearly.
- Knowledge of the occupations and careers related to CTE programs.
- Knowledge of the needs of special populations.
- Knowledge of issues and challenges facing individuals, families, and the community.
- Knowledge of postsecondary programs to which secondary students may transition.

The size of the Committee will depend somewhat on the area served by the CTE program, the number of communities, and the total population of the school area. In most programs, seven to ten members would make the most efficient committees, while in multi-teacher programs a larger number would be more representative and desirable. However, a program advisory committee must consist of a minimum of five broadly based members selected from the business or industry represented by the CTE program. A large number should be considered from which a definite number is selected.

CTE committee members are usually appointed for one to three years with the option to continue based on their active participation. The length of service should be considered so that the tenure of service will not constitute a burden to members and others who are qualified and interested in serving will have the opportunity to do so. The terms of service of committee members may be staggered in the interest of continuity.

STEPS IN APPOINTING MEMBERS

Listed below are four steps used by CTE teachers to appoint members to their committees:

1. Identify possible members with the help of such individuals as the school principal, local superintendent, CTE administrator, counselors, community leaders, existing committee members, and employers. In selecting an advisory committee for a CTE program, the composition of members should be representative of:
 - All geographical locations of the community.
 - Large and small businesses.
 - Professionals and businesspersons related to the program area.
 - Professional organization members related to the program area.
 - All age groups above high school level.
 - Persons of different economic levels.
 - Persons representing diversity of gender, race, religion, national origin, color, and age.
 - Individuals or groups interested in the program area including but not limited to civic, governmental, and professional organizations, chambers of commerce, CTE administrators, parents, churches, school personnel, and elected officials.

Committee members should include representatives from groups such as labor and management, as well as professional, trade, and technical associations for the respective programs they serve. School administrators are encouraged to serve as ex-officio members.

2. Submit the names to the appropriate administrative representatives for approval.

The school administrator should approve members of a Committee after the recommendation and counsel of the CTE program teacher(s). The CTE program teacher(s) and school administrator should agree upon a desirable slate of potential candidates who possess the knowledge and experience in the CTE program for which they will serve.

3. Contact potential members by telephone or in person if this procedure is in line with local policies. Teachers should check with school officials to ensure that proper procedures are followed.
4. Follow up the personal contact or telephone call with a letter of invitation. The letter should explain the functions of the Committee, define the terms of service, and be signed by an administrator. The letter should ask for a signed response from the prospective member signifying the member's intention regarding service on the Committee. (Appendix B)

PROGRAM ADVISORY COMMITTEE LEADERSHIP

CTE teachers should serve as both a coordinator and a facilitator in establishing and maintaining effective CTE program advisory committees. In the role of coordinator, the teacher(s) consults with others in organizing and developing roles for the Committee. In the role of facilitator, the teacher assists the committee members in identifying the activities. (Appendix C)

Rationale

With the rapid advancement of knowledge and technology, no one teacher can keep up with every aspect of the instructional program. In order to provide instruction that realistically meets the needs of students, teachers must seek guidance from qualified community representatives.

Teacher

The CTE teacher must handle all specific details related to meetings. Duties of the CTE teacher consist of:

- Serving as temporary chairperson of the Committee until a permanent chairperson can be elected (usually after the first meeting).
- Recommending potential committee members to the administration.
- Coordinating with the administration in selecting committee members.
- Informing committee members of the scope of the CTE program.
- Informing committee members of their roles and functions as a CTE program advisory committee.
- Planning and coordinating committee meeting agendas (Appendix D) in consultation with the chairperson.
- Providing information about the program to the Committee.
- Assisting the secretary in recording and preparing accurate minutes of each meeting, outlining the Committee's actions and recommendations (Appendix E).
- Submitting committee minutes to the administration for review and action.
- Preparing and submitting reports to the committee chairperson on decisions made and action taken by the administration regarding the Committee's recommendations.
- Assisting in honoring committee members for service.
- Ensuring that students are informed of committee recommendations.
- Contacting committee members by telephone or e-mail at least three weeks prior to each meeting.

Chairperson

The chairperson of the Committee is selected by the committee members. The chairperson acts as a link between the Committee and the teacher. The chairperson may delegate some committee tasks, but must also fulfill definite duties. The chairperson should respond to the suggestions of other committee members and be willing to spend more time fulfilling committee obligations than do other members. The chairperson must also be able to build rapport with the CTE program teacher and other school personnel. The chairperson:

- Assists in preparing an agenda.
- Presides at meetings.

- Delegates follow up on duties and check on progress.
- Maintains contact with members.
- Writes reports and submits information to the teacher.

Council Chairperson

The chairperson of the Council is selected by the committee members. The chairperson acts as a link between the Committee and the CTE Administrator. The chairperson may delegate some council tasks, but must also fulfill definite duties. The chairperson should respond to the suggestions of other council members and be willing to spend more time fulfilling council obligations than do other members. The chairperson must also be able to build rapport with the CTE program administrator and other school system personnel. The chairperson:

- Provides input for the system's Program Application
- Provides input for program accountability plan
- Approves the system Perkins Application
- Signs the system's program certification

Vice-Chairperson

The vice chairperson of the Committee is selected by the committee members. The vice chairperson shall perform the duties of the chairperson during his/her absence.

Secretary

The secretary's primary responsibilities center around documenting committee recommendations and activities and providing follow-up information to committee members. Any committee member chosen as secretary must have the ability to record and relate information clearly. The secretary may be selected by committee vote, may be a volunteer, or may be recruited to the position, depending upon the practices governing the Committee. The CTE teacher may serve in this capacity.

THE FIRST MEETING

Planning the Meeting

After the committee members have been asked and have agreed to participate on the Committee, the process of planning for the first meeting can begin. The planning of this meeting rests primarily on the teacher until committee leadership has been established. Listed below are ten steps that can be used to plan the first meeting.

1. Set the date and time. The teacher should schedule the first meeting far enough in advance so that members can make arrangements to attend. In planning meeting times, the teacher must arrange the most convenient time for the majority of committee members.
2. Develop the agenda. (Appendix D)
3. Select the meeting place. The teacher should make arrangements for the meeting room. This involves ensuring that seating is comfortable. In selecting meeting sites, it is advantageous to consider using the CTE program facility so committee members can further develop an understanding of the CTE program activities as well as assess the site and equipment.
4. Plan refreshments.
5. Create nametags.
6. Delegate duties.
7. Contact school site and district representatives.
8. Send committee members the following at least three weeks prior to the meeting:
 - Notice of the first meeting—include RSVP
 - Agenda
 - Purpose of the Committee meeting
(This document may be a statement from the school or system regarding the mission or goals of a CTE program advisory committee.)
 - Directions, maps, and instructions for parking
9. Contact committee members one week in advance regarding the date, time, and location of the meeting. This serves as a welcome and a reminder.
10. Prepare handouts.

Prior to the first meeting, the teacher should ensure that the meeting room is set up, all equipment is functioning, and supplies are available.

Conducting the Meeting

The teacher usually chairs the first meeting or delegates the responsibility for chairing this meeting to an administrator or other informed member of the Committee. At least fifty-one percent (a majority) of the committee membership must be present to conduct business. The following is a list of suggestions for conducting the first meeting:

- Begin and end the meeting on time. This step shows respect to busy committee members.
- Make introductions when appropriate.
- Ask an administrator to welcome the Committee.
- Describe the purpose and role of the Committee.

- Review the current CTE program and courses offered and provide direction for future planning.
- Record recommendations and actions suggested by the Committee.
- Follow the agenda.
- Develop and approve a Program of Work. (Appendix A)
- Consider suggestions made by committee members.
- Summarize recommendations and actions.
- Elect a chairperson, vice-chairperson, and secretary.
- End the meeting on a positive note.
- Set the next meeting date.

SUBSEQUENT MEETINGS

Planning the Meetings

The teacher and the chairperson should work together to schedule meetings. In scheduling meetings, consideration should be made for the fact that CTE program advisory committee members donate their time and effort to the school so the number of meetings and duties should be carefully and reasonably established. CTE program advisory committees must meet at least twice a year. It is recommended that to have an effective committee more meetings are necessary. In addition, conferring with members can take place through telephone calls, letters or newsletters, personal visits, and subcommittee meetings.

The chairperson, in cooperation with the teacher, identifies committee functions and prepares the agenda for all meetings.

Agenda Outline

Use the Program of Work developed at the first meeting as your guide for agenda development.

- Call to order.
- Record attendance.
- Review minutes (Appendix E) from the previous meeting.
- Introduce guests.
- Introduce each new topic established as an agenda item.
- Summarize the discussion on each item and action taken.
- Discuss other items.
- Plan future activities of the Committee.
- Review possible roles for committee members.
- Make assignments for the next meeting.
- Announce date, time, and place of the next meeting.
- Adjourn the meeting.

The teacher, chairperson, and secretary all have roles in ensuring that committee meetings run smoothly. The success of each meeting largely depends on the enthusiasm and preparation of each committee officer/member.

Teacher

At each meeting the teacher should provide committee members with additional information regarding the CTE program. The teacher's responsibilities related to meeting follow-up are as follows:

- Provide clerical support and mail and telephone access for committee members.
- Send thank you notes or letters within a few days of the meeting.
- Check with the secretary to see that the minutes are sent to the members in a timely manner.
- Obtain further information as requested.
- Investigate the feasibility of implementing recommendations.

- Send memos to members regarding information obtained.
- Keep administrators informed.

Chairperson

While it is the role of the chairperson to preside over the meetings, this person must keep in mind that the role involves creating a climate that promotes the sharing of ideas from all committee members and ensures that no one, including the chairperson, dominates the procedures.

The chairperson may appoint subcommittees to address particular topics. The subcommittee may be composed of committee members or other selected individuals who have expertise in the particular topic being addressed. At the conclusion of the meeting, the chairperson does the following:

- Delegates responsibilities for follow-up action on items discussed.
- Decides who will follow through on planned or suggested activities, procedures for this follow-up, and the time frame in which the action will be taken.
- Summarizes what has taken place including names and due dates.
- Suggests a date for the following meeting prior to adjournment.
- Thanks members to ensure that the meeting ends on a positive note.
- Follows up with committee members on completion of assigned tasks.
- Writes required reports.
- Maintains necessary contacts with committee members.
- Submits recommendations of requests for information to the proper school personnel.
- Prepares the agenda for the next meeting.

Committee members who provide leadership have a responsibility to follow up on the activities that transpire at each individual meeting.

Secretary

The secretary should send committee members notices regarding upcoming meetings three weeks in advance and include the agenda for each meeting. The secretary should keep attendance records and record the proceedings of the Committee. The following is an example of what should be included in the minutes:

- Date and place of meeting.
- Time the meeting was called to order.
- Name and affiliations of committee members attending.
- Names and affiliations of guests attending.
- Summary of reports, discussion, and action.
- Date and place of next meeting.
- Time the meeting adjourned.

After each meeting the secretary's responsibility is to send copies of minutes to all committee members as well as school and district administrators. This record of recommendations and actions taken during advisory meetings must also be maintained at the school site.

ANNUAL FOLLOW-UP

Recognizing Committee Members

Thank You Letter—At the conclusion of each academic year, a letter of thanks should be sent to all committee members. (Appendix F)

Honoring Participants

Utilizing several methods of recognizing committee members is appropriate to promote the success and further development of the Committee. Hard-working members can be formally awarded certificates, plaques, and recognition. For example, plan to present awards at school board meetings, CTE department functions, and (CTSO) chapter activities.

Some members will be given release time by employers to participate in committee activities. It is important to recognize participation by these employers. Suggestions for such recognition include thank you letters, certificates or plaques, news releases (Appendix G), and banners or posters displayed in their places of business.

Informing Students of Recommendations

A student member or the teacher should share with other students the suggestions made by the CTE program advisory committee. The students should be informed that the suggestions for improvement and advice given by community representatives on the Committee enable the teacher to provide them with the best possible program.

BYLAWS

Business of the CTE program advisory committee should be conducted with bylaws that describe the primary characteristics of the organization, prescribe the functions of the community, and include rules that are important. Bylaws should correlate with the information presented in this document and developed before appointments to the program advisory committee are made. (Appendix H)

APPENDIX A

SAMPLE CAREER AND TECHNICAL ADVISORY COMMITTEE'S

PROGRAM OF WORK

Program Goal(s) Alignment to Workforce Data	Objectives	Activities	Committee Responsibilities	Time Line	Results
1. To ensure Advisory Committee representation exists from all business and industry sectors that are served by the program based on current workforce data.	1. Review the goals and objectives of the program and serve as a communication link between the high school or career and technical center and the community.	1. Review the mission of the high school or career and technical center and the demographics of the community it serves. 2. Review information about the program's demographic profile.	Review of current membership and identification of areas not represented on the Committee	October, November	Addition of 2 members
	2. Identify community resources that will help support or contribute to the success of the career and technical education program.	3. Provide back-to-industry experiences for the faculty (when appropriate). 4. Review the potential for sponsoring student scholarships, recognition programs, foundation programs, and other program enhancements. 5. Provide guest lecturers and opportunities for field trips.			
	3. Inform the school's staff of changes and trends in the economy, local workforce, and/or community.	6. Share information with other committee members concerning changes, trends, and issues in one's own business or organization. 7. Identify job openings within one's business or organization. 8. Identify job titles in areas of work related to the career			

Program Goal(s) Alignment to Workforce Data	Objectives	Activities	Committee Responsibilities	Time Line	Results
		and technical education program. 9. Identify entry-level and average salaries in jobs related to the career and technical education program.			

APPENDIX B

**SAMPLE LETTER OF INVITATION FOR POTENTIAL COMMITTEE MEMBERS
(Send on School Letterhead)**

Date

Name

Address

City/State/Zip

Dear _____:

(School name) is committed to excellence in its **(career and technical education program name)** program. To help us achieve this goal, we reach out to leaders in business and industry, to community leaders, to parents, and to students in our community by asking them to work with us in an advisory capacity to improve our **(career and technical education program name)** curriculum and facilities.

You have been recommended to us as a person who is interested in **(career and technical education program name)** and as one who would make a valuable contribution to the program. We invite you to serve a **(length of time)** term on this career and technical education advisory committee. (NOTE – The term should be staggered if a newly formed committee.) By participating on this committee, you will have an opportunity to guide **(school name)** in preparing students for their next steps and to promote and improve career and technical education.

The career and technical education program advisory committee meets _____ times each school year. The first meeting will be **(date)** in the **(career and technical education program area)** Department. The meeting will begin at **(time)** and end at **(time)**. Meetings are usually held **(date and location)**. In addition, calls to committee members are occasionally made as the need arises.

Please indicate your willingness to serve on this committee by checking the appropriate box and signing where indicated. Return this letter to our office in the enclosed envelope or fax to **(Fax #)** by **(date)**. A duplicate copy of this letter is enclosed for your files. Please contact me at **(telephone number)** if you have questions.

Sincerely,

(Teacher Name)
(Career and Technical Education program name)

(Principal Name)

Reference Initials

Enclosures

- I accept the Committee appointment.
- I am unable to serve on the Committee.

Signature_____

Date_____

APPENDIX C

SAMPLE CAREER AND TECHNICAL EDUCATION (CTE) ACTIVITIES FOR ADVISORY COMMITTEES

- Designate a group or individual in your business to select and recruit other employees for CTE activities.
- Serve on CTE steering committees and boards.
- Develop and provide mentorship, job-shadow and work experience opportunities, and apprenticeship programs for students.
- Volunteer even if you are involved in a small business; speak in a classroom or offer a job-shadow experience; share your business experiences; and discuss the tasks involved in running a business.
- Choose a school in your community to “adopt” and create a plan to work with administrators, teachers, and students on CTE activities. Plan to involve primary, secondary, and postsecondary CTE interests.
- Allow employees time off to speak in classrooms and work with teachers on curriculum development that is relevant to your business and the broader world of work.
- Work with a school to develop mastery certificates that reflect skills students must have for entry into a specific business.
- Assist students with obtaining program credentialing.
- Offer activities for students such as tours of your business.
- Participate in job fairs.
- Host a speaker on CTE for a meeting or consider a CTE activity as a future project if you are a member of a business or civic organization.
- Offer summer internships for teachers so they can take firsthand business experience back to their classrooms and integrate what they learned into their curriculum.
- Provide testimonials and encouragement to other employers. Build public awareness by offering employees to speak about your company’s CTE efforts at business and civic organizations.
- Publicize CTE connections in company newsletters, local newspapers, trade magazines, and business publications.
- Participate in CTE planning groups in your state and school district. Serve on school boards.
- Develop programs to train business/industry members as CTE mentors.
- Include articles in newsletters to your members about the benefits of CTE and examples of opportunities created through employer/education partnerships.
- Work with employers to provide work-based learning opportunities for students and teachers.
- Involve teacher organizations in the restructuring of education, including integrating academic and work-based learning.
- Promote the inclusion of employer involvement in CTE activities in collective bargaining agreements.
- Communicate with others about the benefits of career and technical education activities.

APPENDIX D

**SAMPLE AGENDA
(Send on School Letterhead)**

Program Advisory Committee Agenda
Career and Technical Education (CTE) Program Name

ABC High School

Date: _____

Location: _____

- 3p.m. Welcome Principal/Teacher
 Introductions Self-Introductions
 Establishment of a Quorum
 Approval of the Minutes of the Previous Meeting
 Treasurer’s Reports
 Unfinished Business
 New Business
- 3:15 p.m. Role and Function of the CTE Advisory Committee..... Teacher
 Description of Program..... Teacher
 Philosophy and Goals of CTE..... Teacher
 Business/Industry Certification (BIC) Standards..... Teacher
- 3:45 p.m. Identify Needs and Set Priorities Teacher/Members
- Does CTE course/program content reflect the standards?
 - What changes are occurring in the CTE program/industry?
 - How can the CTE program reflect new industry technologies and trends?
- 4p.m. Discuss Program of Work
- 4:30 p.m. Summarize Discussion..... Teacher
- 4:40 p.m. Select Chairpersons..... Teacher
 Priorities for Next Meeting Chairperson
 Next Meeting Date, Time, and Place Chairperson
 Thanks and Appreciation Teacher
- 5p.m. Adjournment

APPENDIX E

SAMPLE MINUTES OF MEETING

School Name
City/State

Career and Technical Education Program Name
Advisory Committee Meeting
Minutes of the (Date) Meeting

The **(CTE program name)** Program Advisory Committee met at **(location)** on **(date)**. The following members were in attendance:

(List members present.)

(List guests present.)

The meeting was called to order at (time) with the chairperson (name) presiding. The minutes from the previous meeting were read as the first item of business for the meeting.

The next item on the agenda was. . .

Other business discussed during the meeting consisted of. . .

The Committee agreed that the next meeting would be (date). The meeting was adjourned at (time).

Respectfully submitted,

Recorder, **(Secretary or Chairperson's designee)**

APPENDIX F

SAMPLE THANK YOU LETTER (Send on School Letterhead)

Date

Committee Member's Name
Street
City, Alabama Zip

Dear **(Committee Member's Name)**:

Thank you for the time, talent, and expertise you have given to **(CTE program name)**. You have made a difference through your dedication and continued support of **(CTE program name)** and **(CTSO name)**. Your ideas, input, and enthusiasm were most helpful and have assisted us in making valid improvements to our program.

(Personalize this paragraph to include changes that have occurred related to your program through the assistance of the advisory committee). The minutes from the last meeting are enclosed for your review.

Again, our principal, **(Principal's Name)**, and I thank you for your contributions, time, and efforts through serving on this committee.

Sincerely,

Teacher's Name
Program Name

Reference Initials

cc: **(Important people who should receive notification of person's contribution - employer)**

APPENDIX G

SAMPLE NEWS RELEASE

(Note: Your central office may have its own policies about who can send information to the media and the format of that information. The news release should be double-spaced. Newspapers do not use courtesy titles [Mr., Miss, Mrs.] or commas between the name and a suffix (Jr., Sr., III). End the release with ### or –30 – centered at the bottom.)

For Immediate Release

For more information, contact (name) at (contact number)
(This is the person the media should contact if more information is needed about the release.)

(Fill in how many) representatives of area businesses, industries, and community agencies have been named to a committee that will provide input and recommendations to the career and technical (specify program) at (your school name).

The Career and Technical Education Program Advisory Committee will provide advice and assistance to ensure that the program curriculum at (your school name) remains relevant by reflecting current technology and trends in the industry. The Committee reviewed the Business/Industry Certification standards for the program.

“We will use recommendations by members of business, industry, and community agencies as part of our commitment to provide fresh approaches to instruction and emphasize new ideas and technology in the curriculum,” said (your teacher, your principal, or your superintendent).

Members of the career and technical education program advisory committee at (your school) are (list committee member(s) name(s) and employer/agency).

For more information on the career and technical education program, contact (teacher’s name).

APPENDIX H

SAMPLE BYLAWS FOR (Career and Technical Education Program Name) PROGRAM ADVISORY COMMITTEE

Section A: Purposes

- Article I. The Program Advisory Committee shall be designated and appointed by the (school system).
- Article II. The Program Advisory Committee may direct its advice toward the (career and technical education program name) teacher, the principal, or the board of education. It shall limit its activities to matters that directly concern the (career and technical education program name) program.
- Article III. It shall be the duty of the Program Advisory Committee to:
- a. Help maintain good public relations between (career and technical education program name) program and the community.
 - b. Assist the administration in determining the needs of the community.
 - c. Advise the administration about addressing the needs of the community.
 - d. Help to adapt the career and technical education program to changes in community and workforce needs.

Section B: Membership

- Article I. Number of Members: The Committee shall consist of a minimum of five broadly based members from business/industry who have experience directly related to the program.
- Article II. Method of Selection of Members: The members may be chosen from a large sampling of individuals who shall be nominated by a selection committee. The school administrator and school representative may serve on the selection committee.
- Article III. Representation: Members shall be selected in such a way that they represent a cross-section of business, industry, and the community.
- Article IV. Length of Terms: The committee members shall serve for three (3) years. One third (1/3) of the members will retire annually. (In starting a new committee, the members may serve for not more than two (2) years before a system of rotation is begun.)

- Article V. Beginning of Term: The term of a new committee member shall begin on September 1.
- Article VI. Re-election: A committee member is not eligible for reelection until he/she has been off the Committee for one year.
- Article VII. Loss of Membership: An individual will automatically lose membership if he/she fails to attend three consecutive meetings without presenting in advance a valid excuse for his/her absence to the Committee chairperson or to the teacher. Members will not send alternates if they, themselves, cannot attend a meeting.
- Article VIII. Selection of Replacement Members: The Committee shall select replacements by the procedure stated in Article II, Section B.

Section C: Officers and Their Duties

- Article I. The officers shall be chairperson, vice chairperson, and secretary.
- Article II. The officers shall be elected annually by a majority vote of the committee members at the September meeting.
- Article III. The chairperson shall be elected from a group of members who have served on the existing committee for at least one year. His/her duties shall be as follows:
- a. To preside at all committee meetings.
 - b. To serve as chairperson of the executive committee.
 - c. To appoint special committees, which may include persons other than the committee members.
- Article IV. The vice chairperson shall perform the duties of the chairperson during his/her absence.
- Article V. The duties of the secretary shall be:
- a. To keep attendance records of committee members.
 - b. To keep a record of all meetings.
 - c. To distribute minutes of the Committee meetings and copies of other committee documents to committee members, (school system) members, and others who may be concerned. The school facilities and office staff shall be available for this purpose.
- Article VI. The duties of the teacher shall be:
- a. To prepare meeting agendas in conjunction with the chairperson or vice-chairperson.

- b. To reproduce meeting minutes for distribution.
- c. To make arrangements for all meetings.
- d. To notify members of date, time, and place for meetings.
- e. To prepare progress reports for the Committee.

Section D: Meetings

Article I. The Committee shall meet at least twice a year with special meetings being called by the chairperson and/or teacher when necessary.

Article II. The meetings shall not last for more than two hours unless so voted by the committee members.

Section E: Changes in the Bylaws

Article I. Changes in the Bylaws may be suggested by a two thirds majority vote of the committee membership. Changes made require the approval of the (school system) before being adopted by the Committee.