

Advisory Council and Committee Handbook

Career and Technology Education



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Rationale

In South Carolina, each school district is required to establish a career and technology education advisory council and program advisory committees. This council and the committees comply with the South Carolina Five-Year Plan for the Carl D. Perkins Career and Technical Education Act of 2006. Under the Education Accountability Act, high school and career center report cards must include an analysis of input from annual parent and faculty surveys regarding the learning environment and school relations. The QRM (Quality Review Measures) indicate the requirements of an annual evaluation of CATE programs. The QRM addresses requirements of advisory councils and committees and is used to review local CATE programs to determine where improvements should be made and where exceptional programs and activities exist.

The CATE advisory committee meetings are used to bring together representatives of business and industry, teachers, parents, students, and counselors to collaborate and develop effective career and technology education programs that meet workforce and student needs. These stakeholders are also invited to serve on school improvement councils to advise local administrators as to the community workforce needs. They are also needed to recommend additions to the CATE state-adopted standards, if local business-industry needs warrant such changes. National industry standards are used as a reference in developing state-level CATE program standards and in identifying career and technology education needs.

The District Career and Technology Education (CATE) Advisory Council

Organization

The organization of local career and technology education (CATE) advisory councils is based on the structure of the local career and technology education program. The responsibility for determining the most desirable organization rests with the local school district. The types include the following:

▶ School District with Multidistrict Area Career and Technology Center

Option 1. The multidistrict career and technology education center will be responsible for establishing one advisory council representing the career and technology education center and all CATE programs in all of the feeder school districts.

Option 2. Each feeder school district will be responsible for establishing an advisory council representing the CATE programs in the respective school district. The multidistrict career and technology education center will also establish an advisory council representing only those CATE programs in the center.

▶ Single School District with Area Career and Technology Education Center

Option 1. The area career and technology education center will be responsible for establishing one advisory council representing the career and technology education center and all other CATE programs in the school district.

Option 2. The school district will be responsible for establishing one advisory council representing the CATE programs in the area career and technology education center and all other schools in the school district.

▶ School District without Area Career and Technology Education Center

The school district will be responsible for establishing one advisory council representing all CATE programs in the school district.

Membership

The district advisory council should consist of a minimum of twelve members from business, industry, and labor, with the majority being a cross-section of the private sector: top management, supervisors, technicians, and labor. It is recommended that the council include both male and female members who are representative of the diverse racial and ethnic populations in the geographic area served. Local business organizations are excellent sources of potential members. Two or three ex-officio members from the K–12 and postsecondary educational community should also be included. Appointments to the council should be for a specific and staggered time period to ensure the continuity of activities. The council should meet at least twice a year, although more

frequent meetings are recommended. Two meetings a year may be sufficient if a structured agenda is developed prior to each business session.

The Role of the Advisory Council

The CATE advisory council provides the vital link between the education community and business and industry in an advisory capacity only. The council reviews and recommends approval of the local career and technology education plan, including its various programs, activities, and funding categories. It also advises on current and projected career and technology education employment and training needs; on the relevancy of the programs and courses offered in the educational system; and on the coordination of programs, services, and activities contained in the local career and technology education plan. The advisory council assists the CATE personnel in meeting several essential mandates.

Major Responsibilities

An advisory council is charged with the responsibility of reviewing the career and technology education local plan and advising the school district concerning current and future employment needs, relevancy of existing programs, and coordination of programs and partnerships.

In order to comply with this mandate, a local advisory council should be involved in the following kinds of activities.

- ▶ **Reviewing the career and technology education local plan.** The career and technology education local plan should reflect input from all parties involved in the CATE program, including the following:
 - students, parents, teachers, counselors, and administrators;
 - community organizations and representatives of special populations; and
 - representatives of business and industry.

Broad local participation will assure the development of a viable plan and the implementation of the plan. The following strategies should help facilitate this process:

- Develop a timeline for obtaining needed local input.
 - Review the CATE local plan and guidelines.
 - Evaluate the current CATE programs/courses.
 - Review the annual CATE progress report.
 - Identify current job needs and workforce requirements.
 - Recommend and prioritize specific CATE program improvements.
- ▶ **Advising on current job needs and CATE-related programs.** Rapid technological advancement and changing job requirements demand the continuous assessment of employment trends and emerging occupations essential for a viable CATE program. Review of local employment data to secure valid information is needed as a basis for the recommendations the

advisory council provides to an education institution or system. An analysis of the existing CATE program will help determine if the current programs and courses are preparing students adequately for the available employment opportunities. Sources for reference include the following:

- South Carolina Department of Employment and Workforce,
- South Carolina Occupational Information System (SCOIS),
- Community-based organizations and area employers,
- Quality Review Measures,
- Follow-up and placement of graduates, and
- CATE enrollment and completion data.

Local Duties

The most significant function of the CATE advisory council involves activities that are designed to improve and strengthen the local programs. Such activities may be conducted by the council as a group or by individual members representing the council. The following list provides direction to the council members on what they can do to improve the local CATE program:

- Conduct public relations activities to promote career and technology education (e.g., functions that include business and industry along with education, Career and Technical Education Week, and awards programs).
- Conduct program evaluations to determine needs and future direction.
- Sponsor professional development activities for teachers, counselors, and administrators (e.g., Educators in Industry, summer work experience, and technology workshops).
- Assist with the budget development and review.
- Assist with the development and review of equipment.
- Make recommendations concerning equipment.
- Assist with work-based learning and student placement activities.
- Assist with CATE student organizations and participate in school programs and activities.
- Assist with the review of the annual progress report.
- Provide or solicit donated equipment.

Advisory Council Chairperson

The chairperson provides the leadership and direction for the CATE advisory council and also serves as the spokesperson for the group. The chairperson is elected according to the by-laws determined by the local advisory council. The chairperson should be from the private sector. The responsibilities of the chairperson include the following:

- Preside over all council meetings and know basic parliamentary procedure.
- Coordinate with the designated administrator in planning and developing an agenda.
- Assist the district/career center/school administrator in developing an annual program of work (see example, pp. 9–10).

- Serve as spokesperson for the council (e.g., at board meetings, awards activities, functions involving education and business and industry).
- Appoint committees and assign special activities as necessary.
- Present reports and recommendations from program advisory committees to the council for discussion and action.

Responsibilities of the District/Career Center/School Administrator

The district/career center/school administrator serves as the liaison between the CATE advisory council and the local school board. The administrator organizes and develops the roles of the council and facilitates these roles as the members carry out their duties and responsibilities. The responsibilities of the district/career center/school administrator include the following:

- Select and recommend potential council members.
- Orient and familiarize members with their duties and responsibilities.
- Serve as secretary or provide services for maintaining minutes of all meetings.
- Submit reports to the council chairperson on the superintendent's actions regarding recommendations.
- Prepare and submit reports for the advisory council as required.
- Assist the chairperson in developing an annual program of work.
- Assist the chairperson in developing an agenda for each meeting of the council.
- Post an agenda that follows Freedom of Information Act guidelines and notify the press of meetings.

Responsibilities of Members

Each member who accepts an appointment to the local CATE advisory council becomes a vital link between the educational system and the community. Career and technology education's strength comes from the involvement of leaders in the local community. The responsibilities of the advisory council members include the following:

- Attend meetings regularly.
- Be knowledgeable of the CATE programs.
- Participate in council discussions and committees.
- Evaluate information objectively.
- Promote and strengthen career and technology education.

The Career and Technology Education (CATE) Program Advisory Committee

Organization and Membership

The program advisory committee is established to provide assistance for the improvement of CATE programs. A program advisory committee is required for each CATE program/career cluster or combination CATE program-career cluster (as applicable for your district) that receives state or federal funds for career and technology education. Committee members should be those individuals with specific knowledge and experience in business and industry who can effectively advise the CATE teacher and local high school/career center administrator. The advisory committee is usually composed of five to eight members from the community or the geographic area served by the CATE programs. Each CATE program advisory committee should meet at least twice each school year; however, additional meetings are recommended.

Terms of Service

Advisory committee members are usually appointed for one to three years, but they may volunteer for indefinite terms. The length of service should be considered so that the tenure of service will not constitute a burden to members and so that 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 so that new as well as experienced members may serve together in the interest of continuity. Committee members provide an invaluable service to CATE programs, and they should be properly utilized and recognized by school officials for these services.

Selecting Program Advisory Committee Members

Advisory committee members should include representatives from groups such as labor and management, as well as professional, trade, and technology associations for the respective career program or CATE course for which they serve. School administrators and CATE and academic teachers may serve as *ex-officio* members, but *they should not be counted as part of the total membership of the committee*. Members of the committee should reflect the population in the local community, such as individuals representing both genders and diverse racial and ethnic groups.

Members of program advisory committees should be approved by the school administration after the recommendation and counsel of the CATE teacher. Using this method to choose committee members, the CATE teacher and school administrator should agree upon a desirable slate of potential candidates who possess the knowledge and experience in the CATE career cluster or course for which they will serve. A letter (see example, p. 11) may be sent to the potential member, notifying the individual of the goals and purposes of the committee and offering an opportunity to serve as one of its members.

The Role of the Program Advisory Committees

Advisory committees can perform a wide variety of functions, depending on the program's needs. The following list is not intended to be all-inclusive, but it should provide direction to committee members on how they can improve CATE programs. A written plan of work will assist the advisory committee in meeting the objectives of the school or center (see example, p.15).

▶ **The advisory committee can provide advice with regard to such concerns as:**

- current labor needs;
- the relevance of programs (i.e., whether or not CATE courses are meeting current job needs);
- secondary and postsecondary articulation;
- employment opportunities for students and graduates of CATE programs; and
- the relationship between job needs and employability skills and competencies such as problem-solving, communication, and mathematics ability.

▶ **The advisory committee can assist with identifying:**

- work-based learning opportunities,
- adult career and technology education classes,
- new and emerging occupations,
- nontraditional employee needs, and
- professional development for CATE faculty and staff.

▶ **The advisory committee can assist in the selection of course material that best meets the needs of students and the needs of business and industry if members:**

- review program objectives, course outlines, and proposed instructional materials;
- recommend additions to state-adopted CATE course standards; and
- suggest revisions or additions to the CATE curriculum.

▶ **The advisory committee can assist with program evaluation activities if members:**

- evaluate safety regulations and requirements;
- determine needs with regard to instructional supplies and materials;
- identify the equipment that is appropriate for specific program needs; and
- review the appropriateness of the facilities, equipment layout, and teaching environment.

▶ **The advisory committee can request data surveys to determine community needs if members:**

- determine the specific data to be gathered; and
- suggest methods for securing, collecting, and interpreting the data.

▶ **The advisory committee can provide needed public relations if members:**

- promote CATE in the school and the community,
- provide current labor market and occupational information to school personnel,
- suggest methods for recognizing students through the news media, and
- review brochures explaining the CATE programs.

▶ **The advisory committee can support the career and technology student organizations (CTSOs) if members:**

- suggest means of raising funds for conferences, competitions, student needs, etc.;
- secure speakers for chapter functions;
- serve as judges and secure judges for local, district, and state competitive events; and
- attend leadership development activities and other events.

▶ **The advisory committee can help plan special events and assist with activities such as:**

- National Career and Technical Education Month,
- CATE student recognition events and field trips,
- professional development for teachers,
- supportive services for students in nontraditional programs, and
- obtaining resource personnel and guest speakers for CATE programs.

In addition to these services, advisory committees may provide financial and legislative support, help establish scholarships and awards for students, support the administration in local appropriations, provide support for state and national legislation affecting career and technology education, assist school officials in making provisions for adult classes, and assist in meeting the needs of special populations students.

Responsibilities of the Career and Technology Education Teacher

The career and technology education teacher should serve as both a coordinator and a facilitator in establishing and maintaining effective program advisory committees for CATE programs. In the role of coordinator, the teacher consults with others in organizing and developing roles for the committee. In the role of facilitator, the teacher works to assist the committee members by making it convenient and expedient for them to carry out their duties and responsibilities. Among the duties of the CATE teachers are the following:

- Coordinate with school administrators to recommend potential advisory committee members.
- Introduce advisory committee members to the most salient factors of the CATE program.
- Inform committee members of their roles and functions as an advisory group.
- Plan and coordinate advisory committee meetings and notify committee members in writing.

- Prepare an agenda for advisory committee meetings, in consultation with the chairperson.
- Serve as temporary chairperson of the advisory committee until a permanent chairperson can be elected.
- Record and prepare detailed and accurate minutes of each meeting.
- Prepare and submit reports to the program advisory committee chairperson on decisions made and on actions taken by the administration regarding the committee's recommendations.

Responsibilities of the Chairperson

The role of the committee's chairperson is to provide direction and to serve as a spokesperson for the group. This person should be elected annually (usually at the first meeting of the school year) and should be an individual who possesses knowledge of the needs of business and industry and who is familiar with the school's operations and practices. It is recommended that a person from the private sector serve as chairperson of the committee. Among the duties of the chairperson are the following:

- Coordinate and plan the agenda with the CATE teacher.
- Preside at committee meetings.
- Collaborate with the CATE teacher to confirm recommendations to be submitted for review and action.
- Secure a status report of previous recommendations from the CATE teachers and inform the membership of the status of their recommendations.

Responsibilities of the School Administrator

The success of the program advisory committee depends largely upon the role the school administrator plays in the total process. As the leader of the school, the administrator must provide visible leadership in establishing and maintaining program advisory committees. He or she must give the necessary cooperation and moral support to others as they carry out their duties and responsibilities. Realizing the important contributions that private sector participants can make in improving the total education process, the school administrator should place CATE program advisory committees as one of the school's highest priorities. Among the duties of the school administrator are the following:

- Review and approve a slate of committee members for each program/cluster.
- Meet with the advisory committees when appropriate and when his or her schedule permits.
- Review and respond to all recommendations of the program advisory committees in writing.
- Submit recommendations to the next level of administration, if necessary.

Suggested Annual Program of Work for the CATE Advisory Council

▶ Assessment of Current Job Needs

- A. Survey employers.
- B. Review employment data from South Carolina Department of Employment and Workforce, the chamber of commerce, and local collection of data.

▶ Assessment of the Relevance of the Career and Technology Education Program

- A. Review and evaluate the CATE program using the Quality Review Measures (QRM).
- B. Assist in updating existing programs.
- C. Explore the need to establish new programs.
- D. Assist in establishing student proficiency standards.
- E. Review and comply with state-approved (CATE) course standards.

▶ Career and Technology Education Local Plan

- A. Assist in developing the annual plan.
- B. Assist in the evaluation of the annual plan.

▶ Program Personnel

- A. Assist with teacher recruitment and selection.
- B. Identify resource persons from business and industry.
- C. Arrange summer work experiences for teachers.

▶ Public Relations

- A. Develop community awareness with regard to the programs.
- B. Speak before civic and service clubs.
- C. Develop a speakers' bureau for programs.
- D. Establish ways for outstanding students to be given recognition.
- E. Promote programs through the news media.

▶ **Student Placement**

- A. Notify the school of job openings.
- B. Assist teachers with employment-specific skills instruction and placement activities.
- C. Review follow-up records.
- D. Accept work-based learning experience for employment.
- E. Connect 2 Business.

▶ **Student Organizations**

- A. Sponsor competitive events.
- B. Serve as judges or consultants at local, district, and state events.
- C. Speak at student organization meetings.

▶ **Curriculum**

- A. Review recommendations of program advisory committees.
- B. Review enrollment data, program evaluations, and budget requests.
- C. Present budget recommendations to the local board.
- D. Review and evaluate for integration of academics (English, math, science, etc.).

▶ **Evaluation**

- A. Assist in completing the Quality Review Measures.
- B. Assist in implementing a comprehensive needs assessment.

▶ **Annual Reports**

- A. Review the annual progress report.
- B. Review the annual school improvement report, if applicable.
- C. Review reports of work-based learning activities.
- D. Review facilities for safety issues and equipment recommendations and disposition.

Sample Letter of Invitation

September 1, 2015

Ms. Betty Sue Lowe, President
Smith's Automotive Shop
1555 Main Road
Oakland, South Carolina 29990

Dear Ms. Lowe:

Milton High School is in the process of selecting individuals with special knowledge and experience to assist the school in improving the Automotive Technology Program. Due to technological changes that are constantly being made in the workplace, we welcome and seek advice and assistance from the private sector to help us keep our programs relevant.

Our state plan for career and technology education (CATE) requires that CATE programs maintain active program advisory committees to assist in the planning and evaluation of instructional activities. For these reasons, we are soliciting your participation.

May we take this opportunity to invite you to become a member of the Automotive Technology Program Advisory Committee? Through your service on this committee, we are confident that the quality of education for our youth will be improved.

The enclosed form is provided for your convenience. Please tell us of your decision by checking the appropriate response, and return the form to us by the date indicated. If you have any questions or concerns, please call me at 803-334-3218. Thank you for your consideration.

Sincerely,

Joseph Sims, Principal
Milton High School

Sam Dial, Lead Teacher
Automotive Technology Program

JS/SD
Enclosure: Response form

Sample Response Form

**INSERT SCHOOL LOGO
CAREER AND TECHNOLOGY EDUCATION**

**Milton High School
Automotive Technology Program Advisory Committee
2015-2016 School Year**

Please return by _____

_____ Yes, I will serve as a member of the Automotive Technology Program Advisory Committee.

_____ No, I cannot serve at this time, but please keep my name on record for the future.

_____ No, I regret that I will be unable to serve but would like to assist in another way if possible. I would like to assist with: _____

_____ No, I cannot serve at this time, but I recommend _____
(name of individual from my staff/company/organization) to serve on the Automotive Program Advisory Committee.

_____ No, I regret that I will be unable to serve.

Signature: _____

Print Name: _____

Sample Meeting Agenda

**Milton High School
Milton, South Carolina**

**Automotive Technology Program
Advisory Committee Meeting
October 1, 2015**

6:00 P.M. Meeting Called to Order

Minutes of Last Meeting

Unfinished Business

1. Report on Career and Technical Education Week Activities
2. Report on Progress of Upgrading Software for Classes
3. Report on the Need for Teacher Workshops for programs in **Automotive Technology**

New Business

1. Areas of the Curriculum That Need Emphasis
2. Areas of the Curriculum That Need to Be Phased Out
3. Update: New Practices in the Workplace

Review of State Department Program Evaluation Results

7:00 P.M. Meeting Adjourned

Refreshments

Sample Minutes of Meeting

Milton High School

Automotive Technology Program Advisory Committee

Minutes of the October 1, 2015, Meeting

The **Automotive Technology** Program Advisory Committee met at the high school on October 1, 2015. The following members were in attendance: Betty Sue Lowe, Dorothea Smalls, Janice Falls, Joan Smith, David World, Faye Jimson, and Teddy Jones. Theodore Kelly was absent due to illness. Also present were members of the **Automotive Technology** staff: Jo Lynne Jefferson, Tandy Moore, and Sam Dial.

The meeting was called to order at 6:00 P.M., with the chairperson, Ms. Lowe, 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 the status of new required software for the **Automotive Technology** classes. After a report by Mr. Dial on the current software of the class computers, committee members discussed the need for updating the software to meet NATEF requirements. It was the consensus of the committee that a recommendation be submitted to the administration that the software be approved.

Other business discussed during the meeting consisted of plans being made by the high school and the involvement of the **Automotive Technology Program** in the upcoming Career and Technical Education Week celebration. Committee members were also informed of plans for the staff development on October 21 at Smith's Automotive Shop, which will focus on new managerial procedures, and will be conducted by Mr. Don Smith, chairperson of the Advisory Committee.

The committee agreed that the next meeting would be March 10, 2015.

There being no further business, the meeting was adjourned at 7:00 P.M.

Respectfully submitted,

Joan Smith
Advisory Committee, Secretary

Sample CATE Advisory Committee Plan of Work

Objectives	Strategies/Steps	Target Date	Results
<ol style="list-style-type: none"> 1. Review the goals and objectives of the program 2. Serve as a communication link between the high school and the community. 	<ol style="list-style-type: none"> 1. Review the mission of the high school and the demographics of the community. 2. Review information about the CATE programs. 		
<ol style="list-style-type: none"> 3. Identify community resources that will support or contribute to the success of the programs. 	<ol style="list-style-type: none"> 1. Provide back-to-industry experiences for the faculty (when appropriate). 2. Review the potential for sponsoring student scholarships, recognition, programs, and other opportunities. 3. Provide guest lecturers. 		
<ol style="list-style-type: none"> 4. Inform the changes and trends in the economy and local workforce. 	<ol style="list-style-type: none"> 1. Share information with other committee members. 2. Identify job openings in one's business or organization. 3. Identify job titles in areas of work related to the program. 4. Identify entry-level and average salaries in related jobs. 		
<ol style="list-style-type: none"> 1. Assist in recruitment, providing work-based learning opportunities, and assist in placing graduates with employers. 	<ol style="list-style-type: none"> 1. Identify work sites for internships and placement of students. 2. Promote the program throughout the community. 3. Conduct a career forum (employability skills) for students. 		
<ol style="list-style-type: none"> 2. Review and recommend revisions in the program's curriculum. 	<ol style="list-style-type: none"> 1. Compare skills and competencies offered in the program curriculum to those required by professional agencies and determine their relevancy to business and industry needs. 		
<ol style="list-style-type: none"> 3. Review and recommend facility and/or equipment improvements. 	<ol style="list-style-type: none"> 1. Review the facility and equipment utilized. 2. Identify new technology and developments. 3. Recommend equipment needs. 		