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**Developing a Local**

**Advisory Committee**

Resource Handbook



Updated July 2018

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Nationwide, Career and Technical Education (CTE) programs are changing, evolving, and innovating to better serve the country’s needs. CTE is preparing students of all ages to help drive America’s success and vitality. Further, it is creating an educational environment that integrates core academics with real-world relevance. CTE is leading this change, transforming expectations, and making a difference for students, for secondary and postsecondary schools, for businesses and industry—for America.

Oregon Volunteer Advisory Committees (OVAC) make a difference for students by providing advice and assistance to the teachers and administrators who manage CTE programs.

Advisory committees are required by law for CTE programs. Both Perkins and the Oregon State Plan created pursuant to Perkins mandate the creation and use of advisory committees. The primary purpose for creating this handbook is to provide details on how to develop, implement, and properly engage an advisory committee for effective program planning.

No one can build a great business or program alone. Organizations recognize that advisory committees provide high-quality advice which can enhance a program’s odds of success. This handbook discusses the role of CTE Advisory Committees, how they should be structured and organized, and their value to an enterprise. Resources were garnered from a variety of different sources and the Oregon Department of Education (ODE) gratefully acknowledges appreciation for the use of such materials in the creation and development of this handbook.

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**1**

**What is an Advisory Committee?**

A CTE Program Advisory Committee is a group of individuals whose experience and abilities

represent a cross section of a particular occupational area. The primary purpose of the CTE

Program Advisory Committee is to assist educators in establishing, operating, and evaluating the CTE programs. In this role, they serve the needs of the students, the community, and the business/industry partners and help to ensure relevance and quality. One of the most common characteristics associated with quality programs in CTE is the strong relationships they have with their business partners. Local advisory committees are often the most effective means of developing and strengthening such partnerships.

Advisory committees are designed to increase the participation of the public in local CTE programs and provide greater cooperation with the partners in business, labor, industry, and the public sector by leading in the following ways:

* Ensuring CTE students engage with the labor market and business/industry
* Providing expertise and insight about current and future industry and technological changes
* Aligning programs to each other and between schools/districts and to community college programs
* Promoting quality CTE guidance and counseling
* Preparing individuals for employment and entrepreneurship

# Why are Advisory Committees so Important?

Advisory committees strengthen collaboration between those responsible for CTE programs and the communities they serve. CTE programs that operate without advisory committees could potentially be covering out-of-date materials, teaching students skills that are obsolete, or missing great opportunities that could be offered to students. CTE programs with full advisory support typically teach the most current curriculum and apply the newest technology. This gives the students unique advantages in comparison to students of programs that rely only on teachers’ experience or occasional curriculum updates.

The dialogue between advisory committee members and CTE educators provides valuable real-world input into the workplace that students will enter.

**Advisory committees are needed to advise, assist, and advocate for the CTE program by:**

* Reviewing outcomes and matching them to industry/workforce requirements
* Providing expert opinions on facilities, equipment, and program direction
* Providing alternative viewpoints on policies
* Evaluating student skills and career readiness
* Building and helping to maintain strong relationships among CTE educators, industry partners, and the community

# Establishing the Advisory Committee

Successful CTE programs are the result of cooperative efforts among key partners and stakeholders. For an advisory committee to be truly effective, members must include representatives from relevant businesses and industries that reflect the occupations. Ideally, representation on the committee should reflect the diverse populations as reflects industry and the local community, consistent with Oregon’s Equity Lens.[[1]](#footnote-1)

## **Developing an Effective Advisory Committee**

First, establish the purpose of the group. To build the membership of your advisory committee, you will first need to develop or clarify its purpose and scope. The following questions may also help you define your group’s purpose and structure:

* Do you want an advisory committee that can advocate for your program and increase its visibility, both internally and externally?
* Do you want a working committee that can take on specific tasks to support your activities, or an advisory group that can provide informed input as you plan new activities or develop policies and procedures?
* What decisions can this group make?
* Who will staff the advisory committee? Are any funds available to provide such basics as refreshments at meetings?

## **Size of the Advisory Committee**

Effective advisory committees are large enough to reflect the diversity of the community, yet small enough to be managed effectively. Committees with more than fifteen members can become difficult to facilitate in accomplishing committee goals. At a minimum, CTE Program Advisory Committees should have seven (7) members. An odd number is recommended as it can be difficult to reach consensus with an even-numbered membership.

## **Regional Advisory Committees**

A Regional Advisory Committee is one that represents multiple school districts and, in some cases, includes the local community college that acts as a postsecondary partner for Perkins Programs of Study. Regional Advisory Committees can make good sense in areas that are geographically remote, but they can also be used in suburban and urban areas. Membership requirements are the same; there should be representation from business/labor/industry commensurate with the career learning opportunities presented in the program. Additionally, the postsecondary partner must be able to provide alignment/articulation (as appropriate) for the secondary programs. Setting up clear calendars and lines of communication can help such a broadly-distributed organization succeed. Using conference and/or video call technologies is strongly recommended, as travel can introduce difficulties that drive down participation and engagement.

## **Membership Terms of Service**

Committee members and teachers affiliated with the program should always be on the lookout for potential new members to supplement the “brain trust.” Excellent sources of talent can be referrals from industry partners not on the committee as well as business associates of current committee members. It is suggested that members serve a three-year term, with members rotating off every year. This helps to ensure a steady flow of fresh ideas and broader participation. Starting an advisory committee with nine members could look something like the following:

| Committee member | Year 1 | Year 2 | Year 3 |
| --- | --- | --- | --- |
| A | on | off | off |
| B | on | off | off |
| C | on | off | off |
| D | on | on | off |
| E | on | on | off |
| F | on | on | off |
| G | on | on | on |
| H | on | on | on |
| I | on | on | on |

Members would be asked to volunteer to rotate off at the one- and two-year points; they would be welcome to return after a year off. During the interim, new members could rotate on, thus bringing new ideas, different experiences, and variant industry segment expertise. It is recommended that the committee and its leadership identify sectors of the industry that need to be included to fairly represent all aspects of that industry. A high-yield practice is to establish in the bylaws which sectors within an industry must be included to ensure coverage that best advantages the program.

Please refer to the Appendices section for a sample letter of invitation once you have established who you want to serve on the committee as well as the duration of his/her membership.

While meeting approaches may vary in terms of formality, the agenda for the first meeting might include the following:

* Call to order (facilitated by the CTE Instructor)
* Introduction of members
* Purpose and role of the committee
* Organization of the committee
  + Selection/appointment of a chairperson, vice-chairperson, and recording secretary (or equivalents)
  + Select time, dates, and locations for meetings one year out
* Basic school/institution information
* Explanation of CTE philosophy and objectives
* Selection of one or more topics/goals to be discussed at the next meeting
  + Should include determining procedures to develop bylaws
* Tour of facilities
* Discuss new courses/changes, skills, equipment needs, industry trends, tech-skill assess
* Adjourn

# Committee Operations

While the level of formality may vary by committee, high-yield practices include maintaining roles such as chair and co- or vice-chair and a recording secretary to take minutes and keep written track of decisions.

**Responsibilities and Roles of Committee Members**

An effective committee is one that knows in advance that something positive will occur as a result of its work. To have something occur, the committee must be goal-directed. One of the best ways to encourage attendance and participation is to give the committee real situations to discuss.

**Committee Chairperson**

The chair’s leadership is key to the success of the advisory committee. It is considered a best practice to engage someone who is a member of the industry involved with the CTE program to assume this role. The chair should possess skills and characteristics as follows:

* Experience in the industry mapped to the program
* Ability to manage meetings effectively and help the group reach closure or consensus on issues
* Skill in oral and written communications as well as willingness to make appearances before school and community representatives
* Experience as a committee member
* Ability to delegate responsibility as well as willingness to accept responsibility for the committee’s actions
* Experience in preparing agendas and assisting instructors in handling details regarding meetings
* Keep group eﬀorts focused and all members involved in tasks
* Represent the committee at oﬃcial meetings and functions
* Follow‐up on committee recommendations or actions

**Recording Secretary**

This person should act as the liaison between the school and the community and maintain a close working relationship with members of the committee. The Secretary may also assist the chairperson in setting the tone of the committee activities. On some advisory committees, the lead instructor for the CTE program serves as the Recording Secretary because of that person’s extensive knowledge of both the program and the school’s policies and procedures. Responsibility for scheduling, location, and agenda fall to the person best equipped to address these matters, and the Recording Secretary can then collaborate with the Chair in planning and executing the meeting. The responsibilities of the Secretary are:

* Keep a record of member attendance at meetings
* Keep a record of discussion and recommendations
* Maintain a permanent record file of advisory committee activities
* Distribute minutes of committee meetings and copies of other committee documents to committee members, teachers, and others who may be concerned, with the assistance of the school’s staff and the use of the school facilities
* Send copies of minutes and reminders to the Chief Administrative Officer
* Arrange for meeting space, notify members and guests of meeting time/location
* Provide statistical information about the school and prepare progress reports
* Accompany the committee chairperson to visit school personnel and explain committee actions[[2]](#footnote-2)

Many ask why keeping minutes is necessary. Written minutes provide an invaluable source of information about the business of the committee. Minutes show the thought process behind committee decisions and recommendations. They also serve as a point of reference, if and when there are disagreements about how and when a decision was made, and for the comments offered both in support and in opposition. Overall, minutes provide useful history and evidence that will support the mission of the committee and the program it supports.

**Committee Vice-Chairperson**

The Vice-Chairperson may be elected to serve as the next Chairperson following a set time as a Vice-Chairperson. This person will work closely with the Chairperson on all tasks, serve as the leader for many of the committee’s activities, and perform specific tasks assigned by the Chairperson.

**Teachers**

The key to a successful program advisory committee is the teacher. This person is the promoter

who will do most of the detailed work if a program advisory committee is to be successful. This person should be sensitive to points of view and suggestions from the committee and act as a liaison from committee to administration.

**Committee Members**

Individuals with extensive advisory committee experience recommend that committee members be drawn from different aspects of a particular industry. For example, representatives on a healthcare advisory committee should represent different disciplines (e.g., radiography, nursing) as well as functional areas (e.g., HR, accounting, facilities maintenance) in order to fully and fairly represent the industry. Having a vice- or assistant-principal serve as an ex-officio member can help address budget and policy questions quickly in addition to providing more diversity of thought to the committee. Finally, where possible, include a student as a regular member of the committee. The student perspective is invaluable, and membership on the committee supports service learning, mentoring, and leadership dimensions for the student.

Be aware of the criteria listed below when selecting and developing committee members:

* Be an active participant of the group
* Be sensitive to the views of the members
* Be able to listen critically
* Exercise good judgment and fairness
* Be willing to serve on special committees as the need arises

**Orientation for Advisory Committee Members**

New committee members should be provided an orientation to the advisory committee and their respective roles. In addition, both new and existing members should have current information on the CTE program—including familiarization with the curriculum, equipment, teaching aids, and facilities—that is offered in the school. Recommendations on how to provide the CTE program information to the committee members are listed below:

* Interviews with CTE teachers, Regional Coordinators, Superintendent, or Board Members
* Tours of CTE program facilities
* Review of curriculum materials, including textbooks, syllabi, etc.
* Talking with students and/or parents
* Community Relations
* Curriculum
* Community Resource
* Career and Technical Student Organizations (CTSOs)
* Job Placement
* Program Review
* Staff Development
* Recruitment
* Public Relations
* Legislative
* Carl D. Perkins legislation
* The Perkins State Plan
* The Perkins Program of Study corresponding to the curricular program being supported

**The Instructor Appraisal Committee (IAC) Connection**

According to OAR 584-230-0060, “[a]n Instructor Appraisal Committee (IAC) is a committee of industry and education experts that evaluate applications for CTE licensure and endorsements based on work experience and preparation in a CTE endorsement area.” The IAC relies on its collective experience and expertise to recommend professional development, coursework, and/or industrial experiences that would best equip the prospective teacher for success. The IAC is drawn from the ranks of the advisory committee. Hence, if the advisory committee has been established, there will already be the experts necessary to create an IAC. In order to be able to field an IAC quickly and effectively, it is recommended that committee members be recruited and onboarded with full knowledge of this responsibility.

**Establishing Activities and Priorities**

First, decide what the committee wants to accomplish. Advisory committees are usually involved in some or all of the following broad areas:

* Community and legislative outreach
* Outcomes, course, and program advice
* Assisting with CTSOs, resume review, mock interviews, mentoring, and coaching
* Assisting with recruitment of faculty and paraeducator candidates
* Staffing Instructor Appraisal Committees (IACs)
* Timely, objective advice on high-yield practices, equipment acquisition and disposal

**Developing Planning Tasks**

Once committee activities have been selected, identify steps to carry out the activities. Several factors need to be considered, including time, cost, people power, and community/school support. Some of these factors may influence how the committee carries out a given activity.

**Assigning responsibilities**

Even if the entire committee will work on the project, someone needs to get the action started and keep everyone working toward the goal. Individuals assigned should have a clear understanding of what is expected.

**Establishing Timelines**

In addition to clearly understanding what is to be accomplished, each person assigned to a specific planning task should know when the task is to be completed. Tasks completed by the entire committee may be performed during regular committee meetings. With this in mind, it is wise to set future meeting dates well in advance, preferably scheduling all meetings for an upcoming year at once. Tasks assigned to individual members may need to be completed prior to meetings so that a status report can be presented at the committee meeting.

# Evaluation

Once your CTE Program Advisory Committee is up and running, it is important to understand and reflect on how the advisory committee is operating and how it is affecting the CTE program or Program of Study. A periodic review of the CTE Program Advisory Committee can help the committee in determining:

* The extent to which it is accomplishing its goals
* The extent to which the recommendations and actions have strengthened the Career and Technical Education program
* Future direction and activities for the committee

**Advisory Committee Self-Evaluation**

The review of the advisory committee can be either formal or informal. The goal of the review is to help the committee determine its overall effectiveness. The teacher and others can be a valuable resource in this review process. The committee should use such a review or evaluation to determine which activities have been successful and which activities deserve additional attention. To aid in this self-evaluation, a suggested checklist is provided in the [Appendices.](#_z337ya) Periodically reassessing the committee organization, activities, and goals will help maintain the vitality of the committee.

**CTE Program Evaluation**

In addition to evaluating its own effectiveness, the advisory committee should also assist in evaluating the CTE program (*not* the faculty). Objective evaluations of the CTE program make it possible to develop evidence-based recommendations for the program being advised. Career and Technical Education is intended to prepare students for work that leads to high wages in high demand/high skill areas and to meet career goals and human resources needs for today’s and tomorrow’s global high-tech economy. CTE serves as a link between individuals and high wage/high demand careers.

Many possibilities exist concerning appropriate areas for evaluation. In order for evaluation to not become an overwhelming activity (especially for newer advisory committees), committees should select a limited number of significant items for thorough evaluation rather than try to evaluate all aspects.

It bears repeating that the task of the committee does not involve evaluating faculty. The advisory committee should invest its energy and contribute based on its wealth of experience and expertise by helping to evaluate and improve the program for the benefit of students and the local economy.

# Committee Recognition

**How do I recognize outstanding members of my advisory board?**

Advisory committee members deserve recognition for their participation and contributions of time, knowledge, and energy. Their contributions should be acknowledged publicly and often. Examples of how this might be accomplished are:

* Give public recognition to members at meetings and school functions, through press releases, personal letters of appreciation, and special certificates
* List the members on advisory committee stationery and publications
* Record minutes to include members' significant comments, along with their names
* Invite members to school functions and special CTE events
* Provide members with relevant materials and publications to review for comment and request feedback
* Take committee recommendations seriously, and listen and respond to suggestions
* Post the names of committee members prominently within the institution
* Provide certificates, plaques, or other mementos upon completion of members' terms

# Appendices

[Tips to Creating an Effective Advisory Board/Committee](#1y810tw)

[Advisory Committee Online Tools and Resources](#1ci93xb)

[Sample Letter of Invitation to Join CTE Program Advisory Committee](#_Sample_Letter_of)

[Sample Letter of Appointment to Join CTE Program Advisory Committee](#3as4poj)

[Bylaws Sample](#147n2zr)

[Sample Advisory Committee Self-Evaluation Tool](#49x2ik5)

## **Tips to Creating an Effective Advisory Board/Committee**

1. **Determine the Objective of Your Advisory Board**: Advisory boards can be general in scope or targeted to specific markets, industries, or issues. They provide timely knowledge about trends and identify upcoming political, legislative, and regulatory developments.
2. **Choose the Right People**: When forming a board/committee, you need to understand its purpose, but you also need to know what specific skills to seek. In general, look for diverse skills, expertise, and experience. You want members to be problem solvers who are quick studies, have strong communication skills, and are open-minded.
3. **Set Expectations**: When inviting a prospective member to join your advisory board, you should lay down the ground rules about what is expected in terms of time, responsibilities, and term of office. If the advisory board/committee is going to discuss issues that include private information, members should be notified that they will be asked to sign a confidentiality agreement.
4. **Get the Most Out of Advisory Meetings**: Prepare for meetings well in advance. Choose a site that is comfortable and free of distractions. Solicit input for the agenda, and distribute important information ahead of time. Run the session as you would any professional meeting, *and follow it with an action plan*. The facilitator should know which experts to draw out and how to stimulate a dialogue. He or she should be result-oriented, as ideas without action lack significant value. The minutes should be written up and circulated to top management, and should include recommendations on key issues.
5. **Consider Alternative Feedback Methods**: Getting the entire board/committee together on a regular basis may not be possible. Instead, meet or have conference calls with specific members about topics relevant to their expertise as needed. Email is a great way to reach everyone and have them respond to you at their convenience.
6. **Respect your Board's Contributions**: Don't abuse or waste their time. Listen to what the board/committee says. Sometimes, a business executive is so close to an issue that he/she can’t see the forest for the trees. Keep in mind this is not a corporate board, so you are not obligated to do everything they suggest. Ask yourself, “Does this work for my situation? Am I comfortable with that?” Then make a decision.
7. **Keep Board/Committee Members Informed**: Once they’re on board, keep members excited by giving them updates at times when you aren't soliciting their advice. The fact that they've agreed to be on your board/committee means they care about your project, so keeping them up-to-date will help them be of greater value to you.

**Advisory Committee Online Tools and Resources**

**Name Platform Description and Website**

**Board Café** Article “What is a Board and Why Should We Have One?” This excellent

article on advisory boards appeared in the October 2002 issue of

[Board Café](https://www.compasspoint.org/board-cafe/what-advisory-board-and-should-we-have-one), the online newsletter of Compass Point Nonprofit

Services. Included is a sample letter of invitation to potential

Members and their ongoing blog. (Free)

**Energize, Inc.** Discussion [Energize, Inc.,](https://www.energizeinc.com/art/advisory-volunteers) is an international training, consulting, and publishing

Board firm specializing in volunteerism. A good discussion of advisory

groups is available on the website.

**Evaluation** Guide A guide for educators to build evaluation into program planning and

**Matters** decision-making, [Evaluation Matters](http://www2.ed.gov/about/offices/list/oese/sst/evaluationmatters.pdf) uses a theory-driven, embedded

approach to evaluation.

**Management** Discussion The [Free Management Library](http://www.managementhelp.org/boards/advisory.htm) provides easy-to-access resources

**Library** Board regarding the leadership and management of individuals, groups, and

**Guidelines to** organizations. The section on advisory boards discusses the purpose **Form an** of advisory boards, when and how to form them, and the **Advisory Group** relationship between the advisory board and board of directors.

(Free)

**Skype, Zoom,** Video Video chat with small to large groups, record, instant message.

**BlueJeans** Available at the respective websites for [Skype](http://www.skype.com/), [Zoom](http://www.zoom.us/), and [BlueJeans](http://www.bluejeans.com/).

(Free, with upgrade options)

**Yammer** Discussion Post discussions, files, pictures, questions, etc. A private network,

Board [Yammer](https://www.yammer.com/) allows only people with verified company email addresses

to join your network. Similar layout to Facebook. (Free)

## **Sample Letter of Commitment to Join CTE Program Advisory Committee**

[Letterhead]

[Date]

Ms. Betty Sue Lowe [Title] [Affiliation]

[Address]

[City], OR 00000

Dear Ms. Lowe:

Thank you for your interest in participating on our advisory committee. [School Name] is in the process of selecting individuals with workplace knowledge and experience to assist in improving the state-approved [CTE Program] program. We are seeking advice and assistance from key partners to keep our state-approved programs relevant.

We would be delighted to have you join us as a member of the [CTE Program] advisory committee, which meets a minimumof two (2) times a year. The purpose of the advisory committee is to provide assistance and recommendations for the continuous improvement of Career and Technical Education programs.

We wish to thank you for accepting this committee appointment. We appreciate your willingness to assist us in supporting Career and Technical Education opportunities for students in our community. I will be contacting you in the near future with information about your term of service and the dates and other particulars of our next meeting. If you have any questions or concerns, please contact me at [phone number] or [email].

Thank you for your consideration.

Sincerely,

CTE Advisory Committee Chair Instructor

[CTE Program]

Cc: Administrator

## **Sample Advisory Committee Effectiveness Self-Evaluation Tool**

| **Criteria** | | | | | | **Yes** | **No** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| The committee has held at least two meetings. | | | | | |  |  |
| Percentage of committee members who attended all meetings this year: | | | | | | | |
| 100% | 90% | 80% | 70% | 60% | 50% | | |
| The committee utilizes an up-to-date constitution and bylaws to govern its operations. | | | | | |  |  |
| The committee elects officers on a regular systematic basis (yearly). | | | | | |  |  |
| The committee reports formally to the appropriate administrators for the school district/institution. | | | | | |  |  |
| The committee is officially recognized by the governing board and members are officially appointed by the board. | | | | | |  |  |
| The committee membership is diverse in gender and ethnicity, and is composed of individuals whose occupational areas include: labor, supervisors, managers, parents, and represent a broad cross-section of the students. | | | | | |  |  |
| The committee meeting minutes are maintained as a permanent record and are distributed to the appropriate administrators and members of the advisory committee. | | | | | |  |  |
| The agendas are prepared and distributed in advance of each meeting. | | | | | |  |  |
| Members are notified of meetings in a timely manner. | | | | | |  |  |
| Committee members are aware of the specific purposes of the committee and are familiar with related school policies. | | | | | |  |  |
| Teachers and administrators attend the committee meetings regularly. | | | | | |  |  |
| Committee members are publicly recognized for their service. | | | | | |  |  |
| Committee meetings are well attended by members. | | | | | |  |  |
| The committee has been involved in the development and review of the program curricula. | | | | | |  |  |
| The committee has reviewed the current program curricula to determine if it is meeting the needs of the students and the projected employment needs of business and industry. | | | | | |  |  |
| The committee promotes and publicizes the program. | | | | | |  |  |
| The committee develops and carries out a yearly plan of action/program of work. | | | | | |  |  |
| The committee assesses the impact of recommendations yearly. | | | | | |  |  |
| The committee reviews yearly outcome data from the program, including student competencies achieved, placement rates, etc. | | | | | |  |  |

## **Bylaws Sample**

\_\_(Name of Program)\_\_ Advisory Committee Bylaws

**Article I: Name**

The name of this advisory committee shall be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Article II: Purpose**

The purpose of this advisory committee shall be to advise, assist, support, and advocate for the \_\_\_\_\_ program on matters that will strengthen instruction and expand learning opportunities for students.

**Article III: Members**

Section 1. Members shall be selected and appointed by the board and/or administration. The current advisory committee may suggest potential members.

Section 2. Members shall represent a cross-section of the industry or occupation for which training is provided and the community served by the program. (Instructor(s) and/or administrator(s) may serve as ex-officio members of the committee.)

Section 3. Member terms will be three years with one-third of the membership appointed each year. No member will serve consecutive terms. A former member may be reappointed after a one-year absence from the committee.

Section 4. Membership terms will begin immediately following the final meeting of the school year.

**Article IV: Officers**

Section 1. Officers shall be a chairperson, vice chairperson, and secretary. These officers shall be the executive council for the advisory committee.

Section 2. The duties of the officers shall be those commonly ascribed to these offices.

Section 3. Officers shall be elected by simple majority at the final meeting of the school year and shall assume their offices immediately following the meeting. Officers may be reelected.

**Article V: Meetings**

Section 1. The advisory committee shall comply with the Department of Career and Technical Education program requirements for minimum number of meetings. Additional meetings shall be scheduled as necessary to accomplish the Program of Work.

Section 2. A quorum shall consist of a simple majority of appointed members.

Section 3. Decisions will commonly be made by consensus. A formal vote shall be taken when a decision is   
 to be forwarded to the instructor or administration as a recommendation.

**Article VI: Subcommittees**

Section 1. Subcommittees shall be appointed by the chairperson as needed to accomplish the Program of   
 Work.

Section 2. Subcommittees shall be of the size necessary to carry out their assigned tasks.

Section 3. Subcommittees shall elect their own chairpersons.

**Article VII: Parliamentary Authority**

Except as otherwise provided in its Bylaws and standing rules, the advisory committee shall be governed in its proceedings by the current edition of Robert’s Rules of Order, Newly Revised.

**Article VIII: Amendment of Bylaws**

These Bylaws may be amended at any meeting of the advisory committee by a two-thirds (2/3) vote, provided that the amendment has been submitted to advisory committee members in writing at least thirty (30) days in advance of the meeting.

Bylaws adopted \_\_(date)\_\_

Bylaws amended \_\_(most recent amendment date)\_\_

## **Sample CTE Program Evaluation Questionnaire**

Suggested areas for CTE program evaluation are:

| **CTE Program Evaluation:** | **Yes** | **No** |
| --- | --- | --- |
| **1. Precision of Program Objectives** | | |
| Are program objectives well-defined? |  |  |
| Are program outcomes measured? |  |  |
| Are program objectives measurable? |  |  |
| **2. Program Content** | | |
| Are programs offered which meet the community's labor needs? |  |  |
| Are there significant occupational areas not served by Career and Technical Education? |  |  |
| Is attention given in each program area to: | | |
| - All aspects of the industry |  |  |
| - Technical/theoretical knowledge and skills |  |  |
| - Manipulative skills |  |  |
| - Work habits |  |  |
| - Communication skills |  |  |
| * Human relations skills |  |  |
| - Integrated academic courses |  |  |
| - Appropriate equipment (tools, instructional materials, etc.) |  |  |
| - Applied academic skills |  |  |
| **3. Support Services** | | |
| Does the program have effective recruitment, placement and follow-up services? |  |  |
| Does the institution provide a relevant and inviting description of the Career and Technical Education program and its support services? |  |  |
| Is there sufficient staff to provide support services? |  |  |
| Is employment and job placement information available to all students? |  |  |
| Do all counselors have access to and use current labor market projections on job availability and skill needs? |  |  |
| Do all counselors possess a working knowledge of Career and Technical Education programs? |  |  |
| Are Career and Technical Education counselors readily available to all students? |  |  |
| Does the institution keep its follow-up records current? |  |  |
| Does the institution systematically gather information on employers' evaluations of program completers in their employ? |  |  |
| Is follow-up information systematically used to make program improvements? |  |  |
| Does the institution have support groups for students in nontraditional training? |  |  |

| **CTE Program Evaluation:** | **Yes** | **No** |
| --- | --- | --- |
| **4. Staff** | | |
| Are instructional staff persons current in the skills needed and techniques used in their occupational area? |  |  |
| Is there a process in place to assure that instructional staff persons are periodically updated in their skill areas through comparable employment or in-service workshops? |  |  |
| Does the administrative staff have a process to remain informed of relevant state and federal actions affecting Career and Technical Education? |  |  |
| Does the administrative staff maintain regular contact with appropriate community and government agencies (for example, Chamber of Commerce, Workforce Investment Boards and Local Service Providers, etc.)? |  |  |
| Is there a coordinated effort to inform the public of the institution's programs, services, and special events? |  |  |
| **5. Availability** | | |
| Is a Career and Technical Education program available to all people in the community who desire it? |  |  |
| **6. Curriculum** | | |
| Is the curriculum performance-based? |  |  |
| Does the curriculum accommodate variations in students' abilities and interests? |  |  |
| Are programs developed and maintained with the advice of individuals employed in that occupation? |  |  |
| Is academic and technical instruction integrated? |  |  |
| Are there articulation agreements with postsecondary institutions where appropriate? |  |  |
| **7. Instruction** | | |
| Is instruction provided in a realistic setting? |  |  |
| Is hands-on instruction provided? |  |  |
| Is related academic instruction provided? |  |  |
| Is individualized instruction available to all students when appropriate or needed? |  |  |
| Is performance-based instruction used in the Career and Technical Education program(s)? |  |  |
| Are adequate and appropriate reference materials and other learning resources available? |  |  |
| Is safety emphasized? |  |  |
| Does staff maintain contact with employers and former students? |  |  |
| Are Structured Learning Experiences available to ALL students? |  |  |
| Are Structured Learning Experiences appropriate and aligned to program objectives? |  |  |
| **8. Facilities/Equipment** | | |
| Do students with disabilities have access to facilities, classrooms, shops, and laboratories? Is equipment modified where necessary? |  |  |
| Are the size of the building and its classrooms adequate? |  |  |
| Are the equipment and tools sufficient in quantity and quality and current with those used in the workplace? |  |  |
| Are the classrooms, equipment, tools, and other materials safe and safely used? |  |  |
| Is the classroom and laboratory area safe for students and staff? |  |  |
| **9. Students** | | |
| Do follow-up studies show whether graduates have the skills needed to enter employment in their chosen field or to pursue further postsecondary education? |  |  |
| Are student organizations available and encouraged as a part of the curriculum? |  |  |
| Are students in nontraditional training provided support and encouragement? |  |  |
| Does the institution actively promote nontraditional training and cooperate with agencies promoting such training? |  |  |
| *The items cited above are examples of the many items which may be appropriate to evaluate in the school and its programs. It is preferable to limit evaluations to a small number of items within the capacity of the CTE program advisory committee to complete. Prior to conducting an evaluation it is suggested that the:*   * *objectives of evaluation are clearly specified;* * *purpose of evaluation is clearly stated as program improvement, not the generation of criticism;* * *evaluation is carefully planned, with objective, unbiased questions, interviews, surveys, and research; and* * *evaluation results and recommendations are justified, and reports are presented in a non-personal, non-threatening manner.* |  |  |

*The CTE brand logo, brand-positioning, theme, and brand extensions are the property of NASDCTEc*

1. [http://www.oregon.gov/highered/about/Documents/Commission/COMMISSION/2017/08-August-9-10/4.0d%20Equity%20Lens-reformat.pdf](https://www.oregon.gov/highered/about/Documents/Commission/COMMISSION/2017/08-August-9-10/4.0d%20Equity%20Lens-reformat.pdf) [↑](#footnote-ref-1)
2. A best practice here would be for school administration to be represented on the committee to increase transparency and decrease potential concerns from school admin/staff regarding the functioning and “reach” of the advisory committee. [↑](#footnote-ref-2)