

**SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

Handbook:

Advisory Council and Committees

Career and Technology Education

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South Carolina
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Rationale

Many successful career and technology education (CATE) programs are effectively supported by an advisory council for the district. The primary purpose of this group is to serve as a resource and a sounding board for career and technology education teachers and administrators.

Advisory groups at the *individual* career and technology education program level can make significant contributions by consulting with the faculty regarding business and industry needs. They can also assist the school in planning and implementing relevant education programs for students. In addition to these program-level advisory groups, district-wide advisory groups contribute a valuable service to the administration by providing assistance to CATE programs as a whole.

Educators appreciate the value of utilizing the knowledge, experience, and skills of individuals from the private sector to enhance the quality of career and technology education programs. The advisory groups can assist in providing quality and relevant programs.

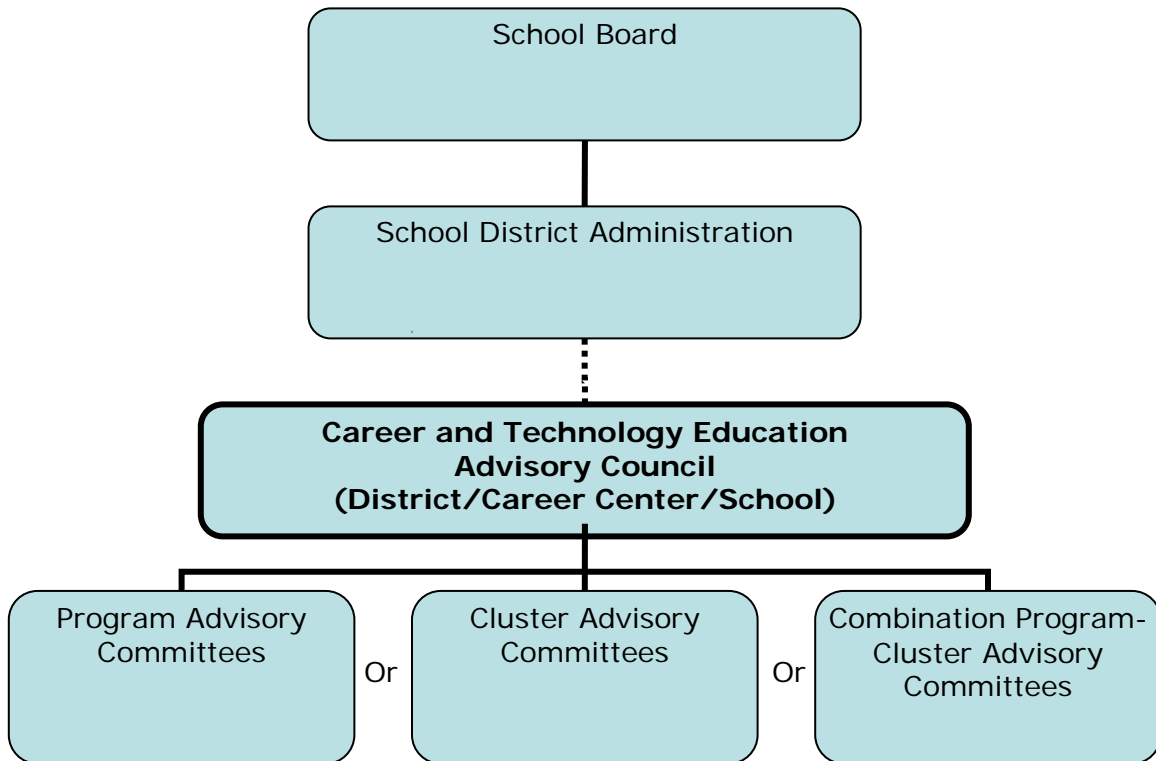


In South Carolina, each school district is required to establish a district career and technology education advisory council and program advisory committees. This council and the committees comply with the South Carolina Five-Year Plan for the Carl D. Perkins Career and Technical Education Act of 2006. 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 Quality Review Measures (QRM) 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 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 endorse and recommend additions to

the CATE state/industry course standards that are revised/revisited on a five-year frequency. National industry standards are used as a reference in developing state-level CATE program standards and in identifying career and technology education needs.

Suggested Organizational Structure for the Local Career and Technology Education Advisory Council



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 area career and technology education center will be responsible for establishing one advisory council representing the career and technology education center and all career and technology education programs in all of the feeder school districts.

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

Option 2. The school district will be responsible for establishing one advisory council representing the career and technology education 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 career and technology education programs in the school district.

Membership

The district advisory council should reflect twelve to fifteen 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 required that the council include members of both sexes and of the racial and ethnic minorities in the geographic area served. Local business organizations are excellent sources of potential members. Two or three ex-officio members from the K–12 educational community should also be included. These members can be invaluable in coordinating career and technology education with the academic curriculum.

Appointments to the council should be for a specific and staggered time period to ensure continuity of activities.

The council should meet no fewer than two times a year, although more frequent meetings are recommended. Quarterly meetings should be sufficient if a structured agenda is developed prior to each business session.

The Role of the Advisory Council

The career and technology education 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 career and technology education personnel in meeting several regulatory mandates. It is in fulfilling the major functions and responsibilities described below that the council carries out its mission and creates an improved career and technology education program.

Regulatory Duties

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 job needs, relevancy of existing programs, and coordination of programs and partnerships.

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

▶ **Reviewing career and technology education local plan**

The career and technology education local plan should reflect input from all parties involved in the career and technology education program, including the following:

- ▶ students, parents, teachers, supervisors, and administrators;
- ▶ community organizations; and
- ▶ program advisory committees.

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 program planning.
- Review the state and local plan.
- Know the career and technology education programs and courses available in your school and state.
- Review CATE course standards.
- Request input from each advisory council/committee member.

▶ **Advising on current job needs and CATE-related programs**

Rapid technological changes and the changes of job requirements demand the continuous assessment of employment trends and emerging occupations essential in the process for a viable career and technology education 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 career and technology education program will determine if the current programs and courses are preparing students to function adequately in occupations applicable to available employment opportunities. Sources for reference include the following:

- South Carolina Employment Security Commission,
- South Carolina Occupational Information System (SCOIS),
- community-based organizations,
- area employers,
- local surveys and needs assessments,
- follow-up of graduates, and
- enrollment patterns.

Local Duties

The most significant function of the CATE advisory council involves activities not mandated but which are designed to improve and strengthen the local programs.

The following list provides direction to the council members on possible ways to improve the local career and technology education program:

- assist with public relations activities to promote career and technology education (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 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 grants;
- make recommendations concerning equipment;
- assist with work-based learning - student placement activities;
- assist with CATE student organizations, awards, etc.;
- participate in school programs and activities;
- assist with the review of the annual progress report; and
- provide or solicit donated equipment.

Advisory Council Chairperson

The chairperson provides the leadership and direction for the CATE advisory council and is elected annually. 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 in developing an annual program of work (see Appendix I);
- 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; and
- 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 career and technology education 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 council minutes to the superintendent and assistant superintendent for instruction for review and action,
- 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 (see Appendix I),
- coordinate reports and recommendations,
- assist the chairperson in developing an agenda for each meeting of the council, and
- post an agenda that follows Freedom of Information Act guidelines and notify the press of meetings.

Responsibilities of Members

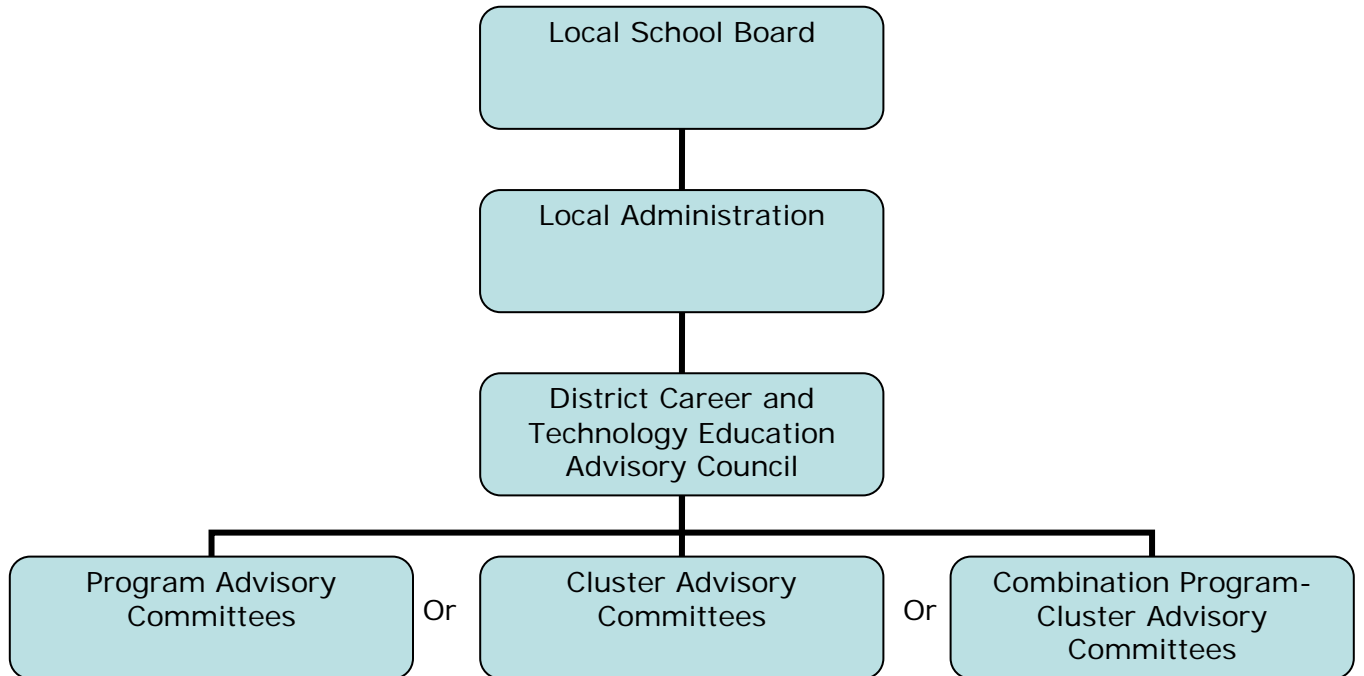
Each member who accepts an appointment to the local career and technology education advisory council becomes a vital link between the educational system

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 member include the following:

- attend meetings regularly,
- be knowledgeable of the CATE programs,
- participate in council discussions and committees,
- evaluate information objectively, and
- participate in activities to promote and strengthen career and technology education.

Suggested Organizational Structure for Career and Technology Education Program Advisory Committees



The Career and Technology Education (CATE) Program Advisory Committee

The program advisory committee is established to provide assistance for the improvement of career and technology education programs. A program advisory committee is required for each CATE program/career cluster/combination CATE program-career cluster (within the particular career clusters your district has implemented); these are CATE programs which receive state or federal funds strictly for career and technology education. The people with specific knowledge and experience in business and industry comprise the advisory committee, which advises the career and technology education teacher and administrator of the high school or area career and technology education center. The advisory committee is usually composed of five to eight members from the community or the geographic area served by the career and technology education programs.

The program advisory committees 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 career and technology education 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, career and technology education teachers, and teachers of applied academic courses may serve as *ex-officio* members, but *they should not be counted as part of the total membership of the committee*. Representation on the committee should include appropriate populations in the local community, such as individuals of both genders and from racial and ethnic minorities.

Members of program advisory committees should be approved by the school administration after the recommendation and counsel of the career and technology

education 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 career and technology education career cluster or course for which they will serve. A letter (see Appendix II) 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.

Roles of 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 career and technology education programs. The "Advisory Committee's Plan of Work" is included (Appendix V) to assist the committee in meeting the objectives of the school or center.

- ▶ *The advisory committee can provide advice with regard to such concerns as*
 - current labor needs;
 - the relevance of programs (i.e., whether or not courses offered in CATE are meeting current job needs);
 - job opportunities for students and graduates of CATE programs;
 - placement and school-to-career activities and strategies; 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
 - in-service training for CATE faculty and staff.

- ▶ *The advisory committee can assist in the selection of course material to ensure that it best meets the needs of students and reflects the needs of business and industry if members*
 - review program objectives;
 - review course outlines and proposed instructional materials;
 - recommend additions to state-adopted CATE course standards, where needed, to reflect local workplace needs; and
 - suggest revisions or additions to the career and technology education 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, the equipment layout, and the 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 occupational information to school personnel,
 - assist to create exhibits or displays,
 - suggest methods for recognizing students through the news media,
 - review brochures explaining the CATE programs, and
 - give advice with regard to various forms of program promotion.

- ▶ *The advisory committee can support the **career and technology student organizations (CTSOs)**, for example, when members*
 - suggest means of raising chapter 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, such as*
 - National Career and Technical Education Month,
 - career and technology education banquets and other appropriate social activities,
 - special events and demonstrations, and
 - field trips.
- ▶ *Assist with in-service opportunities for teachers.*
- ▶ *Give advice regarding support services for students enrolled in nontraditional programs who need special assistance.*
- ▶ *Recommend and assist in securing resource personnel and guest speakers for 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 career and technology education 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 career and technology education teachers are to

- recommend potential advisory committee members;
- coordinate with the administration in selecting program advisory committee members;
- introduce program advisory committee members to the most salient factors of the career and technology education 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 (see Appendix III) in consultation with the chairperson;
- serve as temporary chairperson of the advisory committee until a permanent chairperson can be elected (usually after the first meeting);
- record and prepare accurate minutes of each meeting, outlining the committee's actions and recommendations (see Appendix IV);
- submit committee minutes to the administration for review and action; and
- prepare and submit reports to the program advisory committee chairperson on decisions made and on action 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 to:

- coordinate and plan the agenda with the career and technology education teacher,

- preside at committee meetings in accordance with Robert's Rules of Order,
- collaborate with the CATE teacher to confirm recommendations to be submitted for review and action, and
- 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 is to do the following:

- review and approve a slate of committee members for each program;
- meet with the advisory committees when appropriate and when his or her schedule permits;
- coordinate with the career and technology education teacher in devising a method to submit an advisory committee's recommendations;
- review and respond to all recommendations of the program advisory committees in writing; and
- submit recommendations to the next level of administration, if necessary.

Appendix I

Suggested Annual Program of Work for the Advisory Council

▶ Assessment of Current Job Needs

- A. Survey employers.
- B. Review employment data from South Carolina Employment Security Commission, the development board, the chamber of commerce, and local collection of data.

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

- A. Review and evaluate existing programs, curriculum, facilities, and equipment.
- 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 career and technology education (CATE) course standards.

▶ Annual Career and Technology Education 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. Recommend individuals to teach adult programs.
- D. Arrange summer work experiences for teachers.

▶ Public Relations

- A. Develop community awareness of the programs.
- B. Inform 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 job skills instruction and placement activities.
- C. Review follow-up records.
- D. Accept school-to-career experience for employment.

▶ **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. Make recommendations for integration of academics (English, math, science, etc.).

▶ **Evaluation**

- A. Assist in annual program reviews.
- B. Review the comprehensive needs assessment.

▶ **Annual Reports**

- A. Review the annual progress report, if applicable.
- B. Review the annual school improvement report, if applicable.
- C. Review reports of school-to-career activities.
- D. Review facilities for safety issues, broken equipment, and equipment recommendations.

Appendix II
Sample Letter of Invitation

September 9, 2009

Ms. Betty Sue Lowe, President
[Smith's Automotive Shop](#)
1555 Main Road
Oakland, South Carolina 29990

Dear Ms. Lowe:

We are in the process of selecting business and industry leaders with special knowledge and experience to assist the school in improving our Automotive Technology Program. Technological changes are constantly being made in the workplace, so we need community leaders like you to inform us of changes and offer recommendations. Then, we can continue to produce prepared students for the workplace and college.

We would like 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.

At your convenience, please complete the enclosed form and return as requested.

If you have any questions or concerns, please call me at 893-334-3218. Thank you for your consideration.

Sincerely,

Joseph Sims, Principal
Milton High School

Samye Dial, CATE Teacher
Automotive Technology, Lead Teacher

JS/SD
Enclosure: Response form

Sample Response Form

INSERT SCHOOL LOGO
CAREER AND TECHNOLOGY EDUCATION

Milton High School Automotive Technology Program Advisory Committee 2009-2010 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 can not 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: _____

Appendix III
Sample Meeting Agenda

Milton High School
Milton, South Carolina

Automotive Technology Program
Advisory Committee Meeting
October 12, 2009

- 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 South Carolina Department of Education (SCDE) Program Evaluation Results
- 7:00 P.M. Meeting Adjourned
- Refreshments

Appendix IV

Sample Minutes of Meeting

Milton High School

Automotive Technology Program Advisory Committee

Minutes of the October 12, 2009, Meeting

The **Automotive Technology** Program Advisory Committee met at the high school on October 12, 2009. 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 Samye 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 Ms. Dial on the current software on 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, 2010.

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

Respectfully submitted,

Joan Smith
Advisory Committee, Secretary

Appendix V
The CATE Advisory Committee's Plan of Work

Objectives	Strategies/Steps	Target Date	Results
1. Review the goals and objectives of the program.	1. Review the mission of the high school and the demographics of the community.		
2. Serve as a communication link between the high school and the community.	1. Review information about the CATE programs.		
3. Identify community resources that will support or contribute to the success of the programs.	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.		
4. Inform the changes and trends in the economy and local workforce.	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.		
5. Assist in recruitment, providing work-based learning opportunities, and assist in placing graduates with employers.	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.		
6. Review and recommend revisions in the program's curriculum.	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.		
7. Review and recommend facility and/or equipment improvements.	1. Review the facility and equipment utilized. 2. Identify new technology and developments. 3. Recommend equipment needs.		