Developing a Local Advisory Committee Resource Handbook

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, religion, sex, sexual orientation, national origin, age or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Deputy Superintendent of Public Instruction with the Oregon Department of Education, 255 Capitol Street NE, Salem, Oregon 97310; Phone: 503-947-5740; or Fax: 503-378-4772.
Nationwide, Career 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. 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.

Nobody 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.

Federal and State Laws mandate the creation and use of advisory committees:

The Carl D. Perkins Law Section 122(c)(5) states “The State plan shall include information that— ‘...describes how the eligible agency will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of such career and technical education programs;’”

The Oregon State Plan states “Local Programs of Study are developed with the assistance of local workforce boards and advisory committees. Members of these groups help to analyze and interpret state and regional reports and data from professional and trade organizations relevant to high-skill, high-wage and high-demand occupations.”
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What is an Advisory Committee?

One of the most common characteristics associated with quality programs in career and technical education is the strong relationships they have with their business partners. Local advisory committees are, in many cases, the most effective way to develop and strengthen such partnerships.

Local advisory committees are designed to increase the participation of the public in local CTE programs and provide greater cooperation with the private sector by:

- Ensuring career and technical education students engage with the labor market and business/industry
- Aligning programs
- Promoting quality career and technical education guidance and counseling
-Preparing individuals for employment and entrepreneurship

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 - which serves the needs of the students, the community, and the business/industry partners – and to provide expertise and insight about current and future industry and technological changes.

“We’re making an important investment in Oregon’s economy here ... but we’re also investing in our kids. CTE programs have a proven track record of success, graduating well over 90% of their students. We’re making clear that we want students all over the state to have the skills they need to access a good, living-wage job.”

Representative Michael Dembrow
Why are Advisory Committees so Important?

In this ever-changing economy and workforce, students need support and guidance. CTE programs should be tailored to meet the workforce development needs of the community and the needs and interests of the individual students. 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**
- Curriculum modifications
- Updates to facilities/budgets/student competencies
- Purchase of new instructional materials and equipment
- Adoption of policies

**Advisory committees are needed to assist**
- Evaluate student skills
- Set up a scholarship program or work to identify and arrange meaningful structured learning experiences for students in the program

**Advisory committees are needed to advocate**
- Build improved relationships between CTE educators, business/industry partners, and the community
- Promote or market CTE programs by talking to legislators, speaking for career and technical education at board meetings, writing articles for local newspapers, or obtaining media coverage for special events
Establishing the Advisory Committee

Successful CTE programs are the result of cooperative efforts by key partners and stakeholders. For an effective advisory committee, members should include representatives from relevant businesses and industries that reflect the occupations. Ideally, representation on the committee should reflect the diverse populations within a local community, including people from both genders as well as racial and ethnic minorities.

**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?
- Other criteria for membership may include diversity of opinions and experience, and a balance of cultural, racial, age, and gender representation.

**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 8 members.
**Membership Terms of Service**

Most prefer to set a time limit for CTE Program Advisory Committee member terms. This procedure promotes a continuous flow of new ideas that helps keep the committee’s advice current and relevant. The most common term of service is 2-3 years. Teachers are encouraged to update CTE Program Advisory Committee membership and recruit new members periodically; they should also encourage effective advisory committee members to serve consecutive terms. Organizing terms in this way offers the following advantages:

- Terms are long enough for members to become thoroughly familiar with the committee’s purpose
- Members in the second or third year of their terms have the benefit of experience, while newly appointed members add fresh perspective
- Members are more likely to give their time freely when the term of service is predetermined

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.

**The agenda for the first meeting might include:**
- Welcome and remarks by the chief school administrative officer
- Introduction of members
- Purpose and role of the committee
- Basic school/institution information
- Explanation of CTE philosophy and objectives
- Selection of one or more topics/goals to be discussed at the next meeting
- Organization of the committee
  - Select a chairperson, vice-chairperson, and secretary
  - Select time, dates and locations for meetings
- Determine procedures to develop by-laws
- Tour of facilities
- Adjourn
Committee Operations

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 suggested that a member other than a school representative assume this role. The chair should possess skills and characteristics such as:

- Experience in business/industry in the community served
- Ability to manage meetings, plan and adhere to schedules, involve members in ongoing activities, and 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
- Prepare agendas and assist the instructor 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

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 also may assist the chairperson in setting the tone of the committee activities. The responsibilities of the secretary are:

- Keep records of attendance of members 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
Committee Vice-Chairperson
The vice chair 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
- 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
- Serve on special committees as the need arises

Orientation for Advisory Committee Members
Although not required, it is recommended that new committee members should be provided an orientation to their role on the advisory committee. In addition, both new and current members should have current information on the CTE program that is offered in the school. Some recommended ways to provide the CTE program information to the committee members are:
- Interviews with CTE teachers, Regional Coordinators, Superintendent or Board Members
- Tours of CTE program facilities
- Review of curriculum materials, including textbooks
- Talking with students and/or parents
Committee Recognition

How do I recognize outstanding members of my advisory board?

Most advisory committee members will continue to serve if their experience and talents are utilized and if their recommendations, even if not accepted and implemented, are at least seriously considered by the committee. Committee members serve without pay, but the rewards are substantial for persons who are dedicated to the welfare of their community and their educational institutions. Members can derive satisfaction from assisting young people to successfully enter the workforce by sharing their own experiences, knowledge, and abilities.

Advisory committee members deserve recognition for their participation and contributions of time, knowledge and energy. They should be recognized by school/college officials as often as possible. Examples of ways 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 career and technical education 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
**Establishing Annual Priorities**
First decide what the committee wants to accomplish. Advisory committees are usually involved in some or all of the following broad areas:

- Community Relations
- Curriculum Review and Updating
- Community Resources
- Career & Technical Student Organizations
- Job Placement
- Program Review
- Staff Development
- Recruitment

These areas of advisory committee involvement are not meant to be all-inclusive, but rather are starting points for discussion to determine the overall needs of the program. Instructors and/or administrators are excellent resources to help identify the needs of the program.

The number of priorities the committee selects should be kept manageable. In other words, don’t take on more than the committee can realistically accomplish.

**Program of Work/Plan(s) of Action**
The overall purpose of the advisory committee is to help programs and schools improve the quality of instruction in CTE. As they develop a work program, committee members should keep two things in mind: the needs of the program and the requirements of the business community.

A common process for developing a clear and concise plan of action is through the development of SMART goals (Specific, Measurable, Attainable, Results Oriented, Timely).

Specifying committee activities
Once the committee has identified its priorities, the discussion will become more specific as the committee determines exactly what it wants to accomplish. Possible activities in each priority area include:

- Community Relations
- Program Review
- Curriculum
- Staff Development
- Community Resource
- Recruitment
- Career & Technical Student Organization
- Public Relations
- Job Placement
- Legislative

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, keep the process moving, and keep everyone working towards 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. This will necessitate the setting of future meeting dates well in advance. 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 impacting 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. Reassessing the committee organization, activities, and goals periodically will help maintain the vitality of the committee.

CTE Program Evaluation
In addition to evaluating its own effectiveness, the advisory committee should also be evaluating the CTE program. Objective evaluations of the CTE program make it possible to develop evidence-based recommendations for the program being advised. Remember, career and technical education is intended to prepare students for work that leads to high wages and advanced skills 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 employment.

Many possibilities exist concerning appropriate areas for evaluation. In order for evaluation to NOT be 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.
Checklist for a Successful Advisory Committee

Be very clear in the purpose of your advisory committee and your expectations. Be sure to set up a rotation so that members know how long they are expected to be on the committee.

Meet at a time and place appropriate for your committee. You can choose the members and then survey them for the most convenient time, or set a time and place and when recruiting ask them if the time would work. If it doesn’t, then find other potential members.

Don’t meet unless you have something to discuss. Most people willing to be on an advisory committee are busy people. This means you want to use their time wisely. If only a few items need to be discussed, consider an alternative meeting method such as telephone conference call, email, mailed reports and a follow-up individual call, or individual face-to-face. Eventually your advisory committee will understand that you see how valuable their time is, and when a meeting is called they will know important items will be discussed.

Keep the advisory committee at a manageable size. An overall county advisory committee might be fifteen to twenty members, while a program advisory committee might be six to ten members. The size of the committee should be based on the knowledge needed and the representation required to reflect the community rather than the number of people. If you have twelve people on the committee but you find you are missing information on a particular target group, then you should add another member to the committee who has knowledge of these needs. If a team is getting too big you can always consider the use of subcommittees.

Expect there to be personality issues with your team. Learn about team dynamics and the importance of the different personality types on your committee. Learn to use their strengths and how to neutralize their perceived weaknesses.

Make your committee a working committee, not just an advisory group. Some members might be interested in being more actively involved - let them. However, make sure that 1) the assignments are short-term; 2) the assignment makes good use of their time; and 3) there are noticeable results.

People have reasons for being on committees. Identify these reasons and try to make their time personally rewarding. Also, letting them know that you appreciate them goes a long way. A simple email saying thanks makes a difference. Giving them a public tribute or a certificate also can go a long way in showing appreciation and letting your committee see that you value them.

Plan something fun for your committee once a year. Good food and a chance for everyone to get to know each other and network is always a win-win situation.
Appendices

Tips to Creating an Effective Advisory Board/Committee

Advisory Committee Online Tools and Resources

Sample Letter of Invitation to Join CTE Program Advisory Committee

Sample Letter of Appointment to Join CTE Program Advisory Committee

Bylaws Sample

Sample Advisory Committee Self-Evaluation Tool
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 as well as identifying 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 aren't worth much. The minutes should be written up, 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. E-mail 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. But remember: This isn’t a corporate board, so you don’t have 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

<table>
<thead>
<tr>
<th>Name</th>
<th>Platform</th>
<th>Description and Website</th>
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<tbody>
<tr>
<td>Board Café</td>
<td>Article</td>
<td>“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, the online newsletter of Compass Point Nonprofit Services. Included is a sample letter of invitation to potential members. (Free) <a href="https://www.compasspoint.org/boardcafe/details.php?id=41">https://www.compasspoint.org/boardcafe/details.php?id=41</a></td>
</tr>
<tr>
<td>Co-op</td>
<td>Discussion Board</td>
<td>Similar to Twitter. Post updates, ask questions, share links, track time. Co-op also lets you share your daily agenda with your coworkers, so everyone knows your current projects. The Web app automatically stores records of activity, allowing you to review what your team has accomplished each day. (Free) <a href="http://coopapp.com/">http://coopapp.com/</a></td>
</tr>
<tr>
<td>Energize, Inc.</td>
<td>Discussion Board</td>
<td>Energize, Inc. is an international training, consulting, and publishing firm specializing in volunteerism. A good discussion of advisory groups is available on their website. (Free) <a href="http://www.energizeinc.com/art/npadvis.html">http://www.energizeinc.com/art/npadvis.html</a></td>
</tr>
<tr>
<td>Evaluation Matters</td>
<td>Guide</td>
<td>A Guide for educators to build evaluation into program planning and decision-making, using a theory-driven, embedded approach to evaluation. <a href="http://www2.ed.gov/about/offices/list/oeese/sst/evaluationmatters.pdf">http://www2.ed.gov/about/offices/list/oeese/sst/evaluationmatters.pdf</a></td>
</tr>
<tr>
<td>Management Library Guidelines to Form an Advisory Group</td>
<td>Discussion Board</td>
<td>The Free Management Library provides easy-to-access resources regarding the leadership and management of individuals, groups, and organizations. The section on advisory boards discusses the purpose of advisory boards, when and how to form them, and the relationship between the advisory board and board of directors. (Free) <a href="http://www.managementhelp.org/boards/advisory.htm">http://www.managementhelp.org/boards/advisory.htm</a></td>
</tr>
<tr>
<td>Oovoo</td>
<td>Video</td>
<td>Video chat with up to 12 people, record, instant message. (Free) <a href="http://www.oovoo.com">http://www.oovoo.com</a></td>
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<tr>
<td>Sharetronix</td>
<td>Discussion Board</td>
<td>Status updates, real-time dashboard, groups, ability to share multimedia, content tagging, search center, real-time RSS aggregation, Facebook and Twitter integrations, mobile capabilities, re-share function (similar to Twitter's &quot;retweet&quot; button), open API and more. (Free) <a href="http://sharetronix.com/">http://sharetronix.com/</a></td>
</tr>
<tr>
<td>Yammer</td>
<td>Discussion Board</td>
<td>Post discussions, files, pictures, questions, etc. for discussion. Private network, only allows people with verified company email addresses to join your network. Similar layout to Facebook. (Free) <a href="https://www.yammer.com/">https://www.yammer.com/</a></td>
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Sample Letter of Invitation to Join CTE Program Advisory Committee

[Letterhead]

[Date]

Ms. Betty Sue Lowe [Title]
[Affiliation]
[Address]
[City], OR 00000

Dear Ms. Lowe:

[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 like to invite you to become a member of the [CTE Program] advisory committee, which meets a minimum of 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.

I will be contacting you in the near future to discuss this opportunity. If you have any questions or concerns, please contact me at [phone number] or [email].

Thank you for your consideration.

Sincerely,

Administrator
[School Name]

Instructor
[CTE Program]
Sample Letter of Appointment to Join CTE Program Advisory Committee

[Letterhead]

[Date]

Ms. Erin Sumer
[Affiliation]
[Address]
[City], OR 00000

Dear Ms. Sumer:

Thank you for your willingness to serve on _________________.

This letter is to inform you that your appointment to the __________ Program Advisory Committee is effective beginning __________, 20__, and ending __________, 20__.

The [first/next] meeting of the committee will be held at [place] in [room number] on [date] at [time].

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.

Sincerely,

Administrator and/or Chair of Committee
cc: Appointee’s Supervisor

Note any enclosures and add any specific information to your school, such as parking, security, etc.
### Sample Advisory Committee Effectiveness Self-Evaluation Tool

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>The committee has held at least two meetings.</td>
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<td>Percentage of committee members who attended all meetings this year:</td>
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<tr>
<td>100%</td>
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<td>50%</td>
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<tr>
<td>The committee utilizes an up-to-date constitution and bylaws to govern its operations.</td>
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<tr>
<td>The committee elects officers on a regular systematic basis (yearly).</td>
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<tr>
<td>The committee reports formally to the appropriate administrators for the school district/institution.</td>
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<tr>
<td>The committee is officially recognized by the governing board and members are officially appointed by the board.</td>
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<tr>
<td>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.</td>
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<tr>
<td>The committee meeting minutes are maintained as a permanent record and are distributed to the appropriate administrators and members of the advisory committee.</td>
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<tr>
<td>The agendas are prepared and distributed in advance of each meeting.</td>
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<tr>
<td>Members are notified of meetings in a timely manner.</td>
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<tr>
<td>Committee members are aware of the specific purposes of the committee and are familiar with related school policies.</td>
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<tr>
<td>Teachers and administrators attend the committee meetings regularly.</td>
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<tr>
<td>Committee members are publicly recognized for their service.</td>
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<tr>
<td>Committee meetings are well attended by members.</td>
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<tr>
<td>The committee has been involved in the development and review of the program curricula.</td>
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<tr>
<td>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.</td>
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<tr>
<td>The committee promotes and publicizes the program.</td>
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<tr>
<td>The committee develops and carries out a yearly plan of action/program of work.</td>
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<tr>
<td>The committee assesses the impact of recommendations yearly.</td>
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<tr>
<td>The committee reviews yearly outcome data from the program, including student competencies achieved, placement rates, etc.</td>
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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:

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

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<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>4. Staff</td>
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<tr>
<td>Are instructional staff persons current in the skills needed and techniques used in their occupational area?</td>
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<td>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?</td>
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<td>Does the administrative staff have a process to remain informed of relevant state and federal actions affecting career and technical education?</td>
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<td>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, NJ Talent Networks, etc.)?</td>
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<tr>
<td>Is there a coordinated effort to inform the public of the institution's programs, services and special events?</td>
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<td>5. Availability</td>
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<tr>
<td>Is a career and technical education program available to all people in the community who desire it?</td>
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<td>6. Curriculum</td>
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<td>Is the curriculum performance-based?</td>
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<td>Does the curriculum accommodate variations in students' abilities and interests?</td>
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<td>Are programs developed and maintained with the advice of individuals employed in that occupation?</td>
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<td>Is academic and technical instruction integrated?</td>
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<td>Are there articulation agreements with postsecondary institutions where appropriate?</td>
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<td>7. Instruction</td>
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<td>Is instruction provided in a realistic setting?</td>
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<td>Is hands-on instruction provided?</td>
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<td>Is related academic instruction provided?</td>
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<td>Is individualized instruction available to all students when appropriate or needed?</td>
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<tr>
<td>Is performance-based instruction used in the career and technical education program(s)?</td>
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<tr>
<td>Are adequate and appropriate reference materials and other learning resources available?</td>
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<tr>
<td>Is safety emphasized?</td>
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<tr>
<td>Does staff maintain contact with employers and former students?</td>
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<tr>
<td>Are Structured Learning Experiences available to ALL students?</td>
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<td>Are Structured Learning Experiences appropriate and aligned to program objectives?</td>
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<tr>
<td>8. Facilities/Equipment</td>
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<td>Do students with disabilities have access to facilities, classrooms, shops, and laboratories? Is equipment modified where necessary?</td>
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<td>Are the size of the building and its classrooms adequate?</td>
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### CTE Program Evaluation:

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<tr>
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<th>Yes</th>
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<tr>
<td>Are the equipment and tools sufficient in quantity and quality and current with those used in the workplace?</td>
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<tr>
<td>Are the classrooms, equipment, tools, and other materials safe and safely used?</td>
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<td>Is the classroom and laboratory area safe for students and staff?</td>
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**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.