



Environmental Scan of Career & Technical Education Advisory Committees in Oregon

By

The Oregon Department of Education and
The Oregon Department of Community Colleges and
Workforce Development

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EXECUTIVE SUMMARY

In the summer of 2012, the Oregon Department of Education (ODE) and Department of Community Colleges and Workforce Development (CCWD) surveyed local partners involved with Career and Technical Education (CTE) programs about CTE advisory committees. In addition to asking questions about the membership and activities of advisory committees, the survey included sections on collaboration and labor market alignment, and asked respondents to share insights about best practices and challenges related to their work with these committees. The survey was not intended to yield a comprehensive account of all CTE advisory committee functions, strengths and challenges either statewide or within each region. Rather, it was designed to provide an overview of CTE advisory committees across Oregon, particularly from the perspective of the secondary and community college faculty and staff who oversee Perkins-funded CTE programs.

A total of 46 individuals completed the entire survey. Another two individuals completed over 85% of the required survey questions. This report summarizes the results of these 48 respondents, which represent CTE leaders from all 17 community colleges and the 17 secondary CTE regions in Oregon that receive Perkins funds. (For a detailed summary of the survey sample, please refer to the section titled “Respondent Information.”)

The survey was divided into five sections: (1) Respondent Information, (2) CTE Regional Overview, (3) Memberships, Communication and Functions, (4) Collaboration, and (5) Labor Market Alignment. To provide insight into regional differences the survey was analyzed by aggregating the results from the CTE regions into the following categories: Central Oregon, Coastal Oregon, Eastern Oregon, Greater Portland, Southern Oregon, and the Willamette Valley. A map of the CTE Regions and a table illustrating how these were clustered into broader regional categories appears on page 9.

Some key findings from the survey were:

- *Business and industry experience is well represented on CTE advisory committees.* Over 70% of the respondents indicated that their advisory committee members reflected the business and industry experience of their respective CTE programs either ‘very well’ or ‘extremely well’. This rate climbed to over 80% for programs in four career areas: Agriculture and Natural Resources, Health, Manufacturing, and STEM (Science, Technology, Engineering and Math).
- *CTE advisory committees serve a critical role in fostering seamless transitions to college and careers, and relevant, in-demand technical skills for students. They do so via their active involvement with CTE programs and the critical roles they play.* Over 70% of those surveyed indicated that their advisory committee members are involved with CTE programs at least quarterly. The majority of respondents indicated their committees are at least somewhat involved with sixteen different activities, and they are very active in four: providing students in CTE programs with work-based experiences, providing guidance on equipment purchase, determining how the programs should use technology, and reviewing curriculum.
- *CTE advisory committees are not typically involved in reviewing data on diverse population access to and performance in CTE programs.* Less than a third of those surveyed indicated their advisory committees were at least ‘somewhat involved’ in reviewing data on diverse population access to CTE programs or their student performance. Advisory committee involvement was also limited in two other areas: determining student support services or encouraging CTE students to pursue National Career Readiness Certificates.

- *Few regions use a single Advisory Board that provides feedback and/or strategic vision for all CTE programs in the region.* Only 10% of the respondents indicated that they used this type of structure. The few respondents (five individuals) who indicated that their regions were using a single Advisory Board were from the Greater Portland area (CTE Regions 2B and 2C), Southern Oregon (CTE Region 6) and the Willamette Valley (CTE Region 4.)
- *Shared advisory committees between high schools and their community college partner(s) are not very common in CTE, but those that exist are working well.* Sixty-five percent (22 respondents) indicated that few or none of the CTE programs in their region have a shared advisory committee. Despite their limited use, responses regarding the effectiveness of these committees were generally positive. Over two-thirds of those with such committees indicated that they were working moderately or very well.
- *CTE partners and programs sometimes extend beyond traditional regional boundaries.* Almost 30% of the respondents indicated having a business/industry partner located outside their respective region; another 13% indicated that they had a high school or community college partner located outside their region.
- *CTE programs appear to be well aligned with local labor market needs, but not as well aligned with the priorities of Local or Regional Workforce Investment Boards (LWIB or RWIB).* Alignment with local labor market needs was highest for CTE programs in Health Science and STEM. However, these results should be cautiously interpreted. Many respondents indicated that they didn't know the answers to the questions about CTE alignment with local labor market needs or LWIB/RWIB priorities.
- *Exemplary CTE advisory committees exist throughout the state.* Almost 80% of the respondents identified at least one exemplary advisory committee in their region. The most frequently mentioned were those affiliated with CTE programs in the following areas: Agriculture, Food and Natural Resources; Transportation, Distribution and Logistics (specifically, Automotive); Health Science; and, Manufacturing. On page 14 is a table summarizing the distinguishing characteristics of the following exemplary CTE advisory committees identified:
 - The Aquarium Science – National Visiting Committee that works with Oregon Coast Community College
 - Portland Public Schools' District Pathways Advisory Council
 - Mt. Hood Community College's Integrated Metals Committee that includes representatives from three area high schools
 - Salem Keizer Public Schools' Building Trades Committee and Health Sciences Committee
 - Umpqua Community College's Engineering/Surveying Committee
 - The Early Childhood Committee and Hospitality and Tourism Committee in Lane County, both of which involve area high schools and Lane Community College.

The full report provides additional information about the purpose and design of the survey as well as a detailed summary of the survey results. The full report is available at:

<http://www.ode.state.or.us/search/page/?id=1623>

SURVEY PURPOSE AND DESIGN

The purpose of this survey was to gather information about the range and roles of advisory committees for Career & Technical Education (CTE) programs across Oregon. It was not designed to capture the full range of CTE advisory committee activities, but rather to provide an environmental scan of CTE advisory committees across Oregon to share with state policymakers and CTE stakeholders. Given the relatively short period of time available to conduct this environment scan (i.e., the summer months of 2012), ODE and CCWD staff relied primarily on their CTE partners in the field to complete the survey and to encourage their local CTE colleagues with considerable advisory committee experience to do so as well. Thus, the survey was primarily designed with the following audience in mind: CTE administrators, coordinators, and advisory committee members with considerable CTE experience.

The survey was conducted electronically, via SurveyMonkey, and the link to the survey was sent to the ODE and CCWD lists of regional CTE contacts, which include the secondary and community college staff responsible for CTE programs in their respective regions or at their institutions. (The list of 2012-13 Regional CTE Contacts is provided in the Appendix.) In addition to asking our CTE regional contacts to complete the survey, they were asked to share the link with committee chairs, CTE instructors, and others with several years of advisory committee experience.

The survey was divided into the following sections:

- Respondent Information
- Regional CTE Overview
- Membership, Communication and Functions (this section is titled “Membership, Communication and Involvement” in the summary report that follows)
- Collaboration
- Labor Market Alignment

All survey respondents were exposed to the same questions in the first two sections. The last three sections (Membership, Communication and Functions; Collaboration; and Labor Market Alignment) were divided into two separate forms. Those with experience with several different career areas (e.g., Business, Manufacturing, and Agriculture) were asked questions about sixteen career areas, following the national Career Clusters™ taxonomy, and about the most effective and least effective advisory committees in their region. Those with experience with a single CTE program or career area were asked questions only about their particular CTE program or career area. Over 70% of the respondents (34 individuals) had experience with several career areas. The remainder (14 respondents) had experience with a single career area. In the last three sections of the survey the questions to which these two groups were exposed were slightly different. Where possible, the responses from these two groups in the last three sections of the survey have been consolidated in the final three sections of the report (Membership, Communication and Involvement; Collaboration, and Labor Market Alignment.) Where this was not possible, these results are reported separately. (Please refer to the PDF copy of the entire survey in the Appendix to see the specific questions each group was asked and how they differed in the last three sections of the survey.)

RESPONDENT INFORMATION

This section of the survey was designed to capture background information on the survey participants, including their specific CTE role, the geographic area in which their CTE programs were located, and their years of CTE experience.

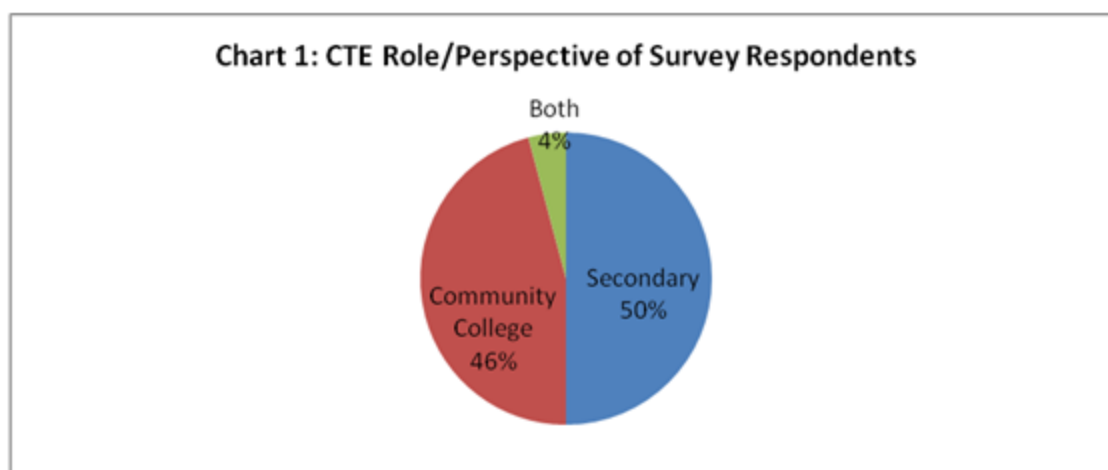
CTE ROLE

All 48 of the survey respondents were education staff or faculty affiliated with high schools, school districts, education service districts or community colleges in Oregon. Of these, most indicated their roles were either as a Community College CTE administrator/coordinator or department chair (46%) or a CTE Regional Coordinator (31%). (CTE Regional Coordinators primarily work with secondary CTE programs.) The following table summarizes how survey respondents characterized their role in CTE.

Answer Options	Response Percent	Response Count
CTE Regional Coordinator	31.3%	15
Secondary CTE Coordinator	12.5%	6
Secondary CTE Instructor	6.3%	3
Community College CTE Administrator/Coordinator/Dept Chair	45.8%	22
Community College CTE Instructor	0.0%	0
Business/Industry Partner	0.0%	0
Advisory Committee Member	2.1%	1
Other	14.6%	7

“Other” responses included secondary administrators and community college staff familiar with CTE programs and advisory committees.

The perspectives of survey respondents were equally representative of secondary and community college CTE programs. Fifty percent of the respondents tended to have a secondary perspective or role, 46% were more closely affiliated with community college CTE programs, and 4% identified a dual role or perspective. It should be recognized that CTE Regional Coordinators are knowledgeable about and involved with the CTE programs in their respective Community Colleges, and the same can be said of Community College CTE staff regarding high school CTE programs.



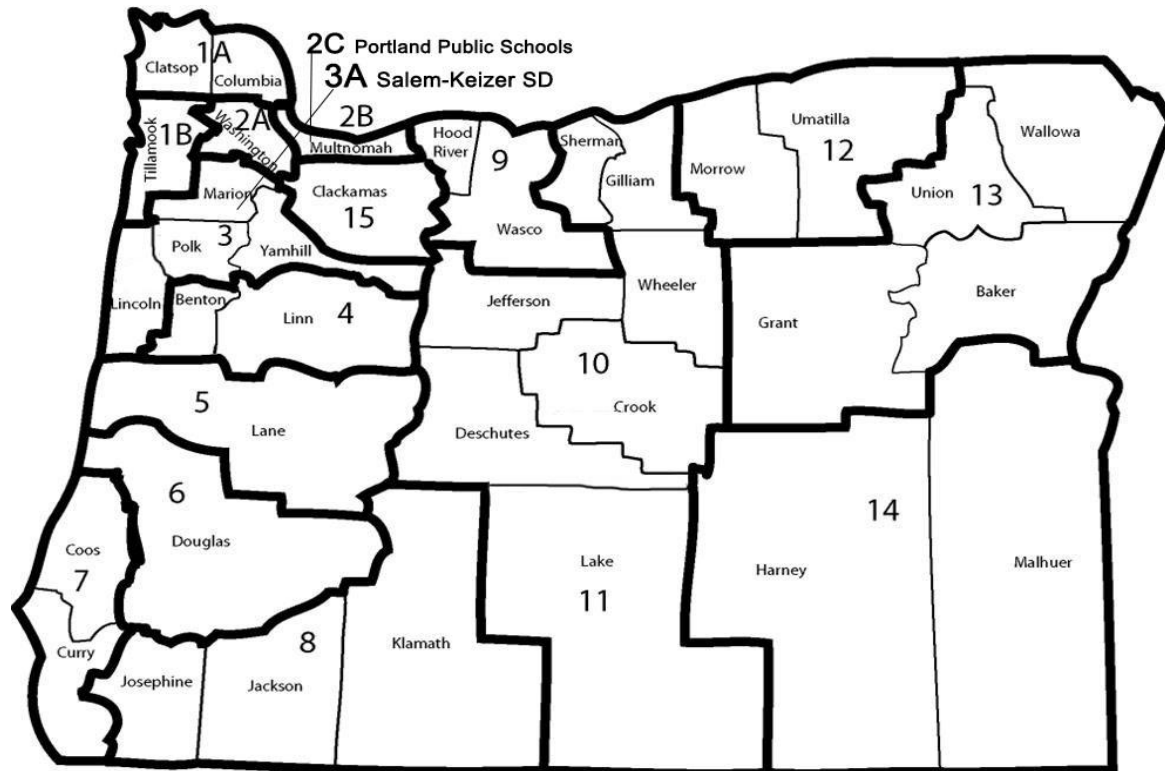
Years of CTE Experience

Respondents were also asked to identify their years of experience with CTE both in their region and in Oregon. The overall range of experience with CTE in Oregon was 1.5 -35 years with an average of 13 years. Eleven of the respondents have 20 or more years, while only two respondents have less than two years of CTE experience in Oregon.

CTE REGIONS

Oregon distributes federal Perkins/CTE funds to secondary CTE programs through various regional consortia. The geographic distribution of these regional consortia is illustrated in the map below. Although nineteen separate regions are identified on the map, in actuality there are 17 secondary CTE regions since three regions (9, 10, and 11) now operate as a single regional consortium. It should be noted that the map provides a general outline of CTE Regions, but that CTE programs and their associated education partners (including secondary schools and community colleges) don't always operate within one region.

Figure 1: Map of CTE Regions

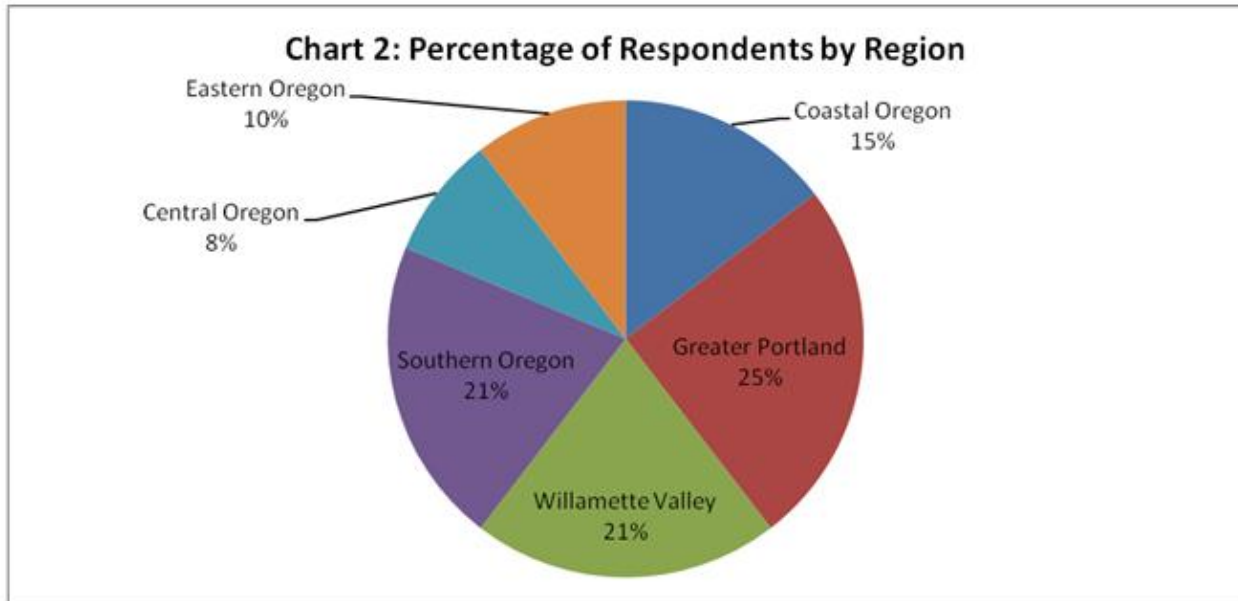


The survey sample included representatives from the 17 community colleges across the state as well as from the seventeen secondary CTE regions. To aid in analyzing regional differences, regional categories were created based on the following configuration.

Table 2: Regional Categories

Regional Categories	Associated CTE Regions	Associated Community Colleges
Coastal Oregon	1A, 1B, 7	Clatsop, Southwestern Oregon, Tillamook Bay
Greater Portland	2A, 2B, 2C, 15	Clackamas, Mt. Hood, Portland
Willamette Valley	3, 3A, 4, 5	Chemeketa, Lane, Linn-Benton, Oregon Coast
Southern Oregon	6, 8	Klamath, Rogue, Umpqua
Central Oregon	9, 10, 11	Columbia Gorge, Central Oregon
Eastern Oregon	12, 13, 14	Blue Mountain, Treasure Valley

The following graph summarizes the regional distribution of the 48 respondents in the survey sample.



CTE REGIONAL OVERVIEW

In this section, respondents were asked several questions about the career areas associated with CTE programs in their region, whether a single advisory board provides oversight for all their programs, the physical proximity of their high schools to the nearest community college campus, and which CTE advisory committees they would identify as exemplary and why. Following are their responses to these questions.

CAREER AREAS

With the exception of Government and Public Administration, the 16 career areas are well represented in Oregon's CTE programs. The career areas most frequently identified as having CTE programs were: Business Management and Administration (98%), Manufacturing (90%); Health Science (85%); and Finance (83%). The following table summarizes the responses for all sixteen career areas.

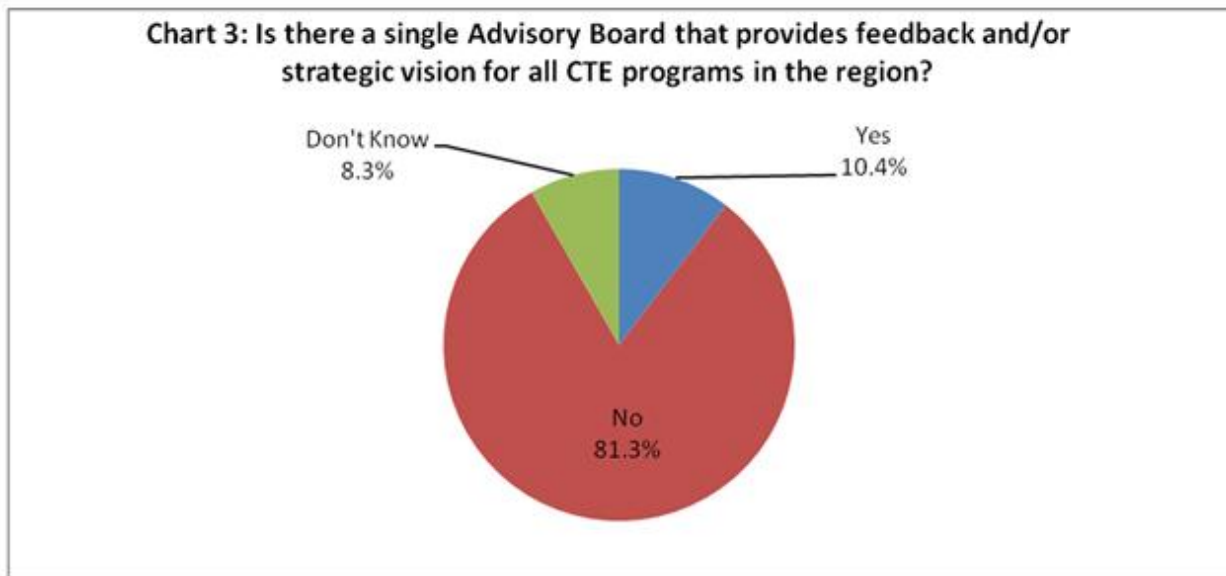
Table 3: Which of the following career areas are associated with CTE programs in your region?

Career Areas	Yes	No	N/A or Don't know	Response Count
Agriculture, Food & Natural Resources (includes Forestry)	73%	17%	10%	48
Architecture & Construction (includes Historic Preservation)	67%	27%	6%	48
Arts, Audio/Video Technology & Communications (includes Graphic Arts; Journalism)	65%	31%	4%	48
Business Management & Administration (includes Office Systems)	98%	2%	0%	48
Education & Training (includes Early Childhood Education; Childcare)	79%	15%	6%	48
Finance (includes Accounting)	83%	13%	4%	48
Government & Public Administration	4%	79%	17%	48
Health Science (includes Nursing; Dental Assistant/Hygienist; Pharmacy Technician; Fitness/Exercise)	85%	13%	2%	48
Hospitality & Tourism (includes Culinary)	67%	23%	10%	48
Human Services (includes Gerontology; Child Development; Social Work; Cosmetology)	50%	44%	10%	48
Information Technology (includes Computer Programming; Network & System Administration)	58%	40%	2%	48
Law, Public Safety, Corrections & Security (includes Emergency & Fire Management Services)	56%	38%	6%	48
Manufacturing (includes Welding; Woods Manufacturing; Machining)	90%	10%	0%	48
Marketing	69%	21%	10%	48
STEM (includes Electronics; Drafting)	77%	23%	0%	48
Transportation, Distribution & Logistics (includes Automotive; Aviation)	69%	23%	8%	48

The survey also provided the opportunity to identify “Other” career areas with CTE programs that may not fit into the sixteen categories offered. Some of these programs were included in one of the above career areas, such as Fitness, Pharmacy Technician, and Veterinary Technician (Health) and Aviation (Transportation). Other programs that that were not easily classifiable included: Renewable Energy, Maritime, Heavy Equipment, and Massage Therapy.

SINGLE ADVISORY BOARD

Few regions appear to be using a single Advisory Board that provides feedback and/or strategic vision for all CTE programs in the region. Eighty-one percent of the respondents indicated that they did not rely on this type of structure and just over 10% of the respondents indicated that they did. The remainder did not know. Those who responded affirmatively were from the Greater Portland area (CTE Regions 2B and 2C), Southern Oregon (CTE Region 6) and the Willamette Valley (CTE Region 4.)



DISTANCE BETWEEN HIGH SCHOOLS AND COMMUNITY COLLEGE CAMPUS

Distance may be one reason why some regions have been unable to establish or have not seen the need for a single Advisory Board. When asked about the approximate distance from the farthest high school to a community college or satellite campus, although the majority of the respondents indicated this distance to be 30 miles or less (as the following summary table illustrates), respondents from Coastal Oregon (CTE Region 7 specifically), Central Oregon, and Eastern Oregon indicated having high schools located greater than 75 miles from the nearest college campus. Respondents from Southern Oregon, the Willamette Valley, and another Coastal Oregon region (CTE Region 1A) indicated this distance to be greater than 50 miles.

Table 4: What is the approximate distance from your farthest high school to a community college campus or satellite campus?

Answer Options	Response Percent	Response Count
15 miles or less	27.1%	13
30 miles or less	25.0%	12
50 miles or less	22.9%	11
75 miles or less	8.3%	4
Greater than 75 miles	14.6%	7
Don't know	2.1%	1

EXEMPLARY COMMITTEES

Respondents were asked if they could identify exemplary CTE advisory committees in their region and provided the opportunity to list two examples. Thirty-seven (77%) identified at least one example; 27 respondents (56%) provided two examples. The CTE advisory committees most frequently mentioned were associated with the following career areas: Agriculture and Natural Resources, Transportation (specifically, Automotive), Health Science, and Manufacturing. The following table summarizes the advisory committees by career area that were identified as exemplary and the number of times they were identified as such.

Table 5: Exemplary Advisory Committees by Career Area	Frequency of Identification
Agriculture and Natural Resources (includes Aquarium Science and Viticulture)	12
Architecture & Construction (includes Building Trades, Historical Preservation, and Industrial Maintenance)	5
Arts, Technology & Communications	0
Business Management & Administration	3
Education & Training	5
Finance	0
Government & Public Administration	0
Health Science (includes Continuing Medical Education)	8
Hospitality & Tourism (includes Culinary)	5
Human Services (Cosmetology was area cited)	1
Information Technology	2
Law & Public Safety	3
Manufacturing (includes Integrated Metals and Welding)	7
Marketing	0
STEM (includes Electronics)	5
Transportation, Distribution & Logistics (includes Automotive and Diesel)	9
Other (Portland Pathways Alliance)	1

When asked: “What makes these CTE advisory committees exemplary,” a common theme that emerged from the responses was the importance of having committed and engaged members representing a broad range of the industry from across the region. In some cases it was noted that these committees also benefited from their membership representing multiple high schools, community colleges, and/or universities, which helped to ensure program consistency. Frequently mentioned types of engagement, that exemplary committee members demonstrated, included participation in curriculum development, review, and revision; assistance in identification of technical skill sets; and involvement in technical skills assessment. Other commonly cited types of support provided by exemplary committee members included: securing, seeking, or providing resources/equipment/staff; providing opportunities for student job shadowing, cooperative work experience or internships; and advocating for or promoting the CTE program. Other examples of exemplary advisory committee roles included providing feedback on performance of program graduates; hosting students; supporting annual scholarships; assisting with recruitment, events, and contests; and supporting grant initiatives.

The following table summarizes the distinguishing characteristics of some of the exemplary committees that were mentioned.

Table 6: Distinguishing Characteristics of Exemplary Advisory Committees

CTE Partner	Exemplary Advisory Committee	Distinguishing Characteristics
Oregon Coast Community College (OCCC)	Aquarium Science – National Visiting Committee	This committee is made up of industry representatives from around the US. They meet annually on the OCCC campus for almost a week. During that time, they meet with faculty and staff, attend classes, serve as guest lecturers, and conduct mock interviews with students. They also have an evening of social interactions with the students. The aquarium industry has really come to know about the Aquarium Science Program through this committee. Many students from the program have gone on to work in facilities represented by the National Visiting Committee.
Portland Public Schools (PPS)	District Pathways Advisory Council	This council, which is comprised of industry, community, and education representatives, is charged with assisting PPS to set short and long-term goals to guide the development of high quality career programming (including CTE), and to address these priorities: 1) invest in programs in which students demonstrate interest; 2) invest in areas where there are industry partners who are willing to offer their time, expertise and money to help PPS students; and 3) invest in programming that PPS can deliver with integrity and quality. Members are highly committed, provide relevant industry and workforce information and recommendations to improve and enhance the types and quality of programs offered, engage their industry peers in the work, support curriculum development, and help the district communicate the importance of career-related programming.
Mt. Hood Community College	Integrated Metals	This committee meets twice annually, includes more than 15 manufacturing businesses and also includes high school program representation from at least three schools. It has been involved in program re-design, technical skills assessments, and instructor selection processes.
Salem Keizer Public Schools	Building Trades	Advisory members worked collaboratively to develop a local industry recognized certificate. The certificate provides students a pathway into a summer internship and/or permanent employment. Planning through advisory members also has afforded students an opportunity to build a residential home.
Salem Keizer Public Schools	Health Sciences	Partners include the local hospital, community college and regional health education provider. Partnership affords opportunities for students to participate in six week job shadows at the hospital. Partners seek resources to support program needs and were instrumental in equipping a skills lab for a new nursing program, as well providing curriculum.
Umpqua Community College	Engineering/Surveying	This highly dedicated group represents local business owners, local government personnel, high school teachers and independent contractors. They work each year to assist with curriculum improvement and recruiting events, and offer an annual scholarship for prospective and current students.
Lane ESD & Lane Community College	Early Childhood; Culinary & Hospitality	Both committees include representatives from secondary and postsecondary institutions. Business is given an equal voice with the educators. Business representatives provide input on skill sets needed, share resources, are guest speakers, offer site visits, provide internships for students and help assess students.

Respondents were exposed to slightly different questions in the next three sections (Membership, Communication and Functions; Collaboration; and Labor Market Alignment) depending on whether they had experience with or knowledge of (a) advisory committees associated with *several different career areas* or (b) a *single advisory committee or career area*. Over 70% of the respondents (34) indicated they had experience with several career areas; the remainder (14) indicated they had experience with a single career area. Where possible, the results have been consolidated for these two groups; where this was not possible, the results for each group are summarized separately in the next three sections.

MEMBERSHIP, COMMUNICATION AND INVOLVEMENT

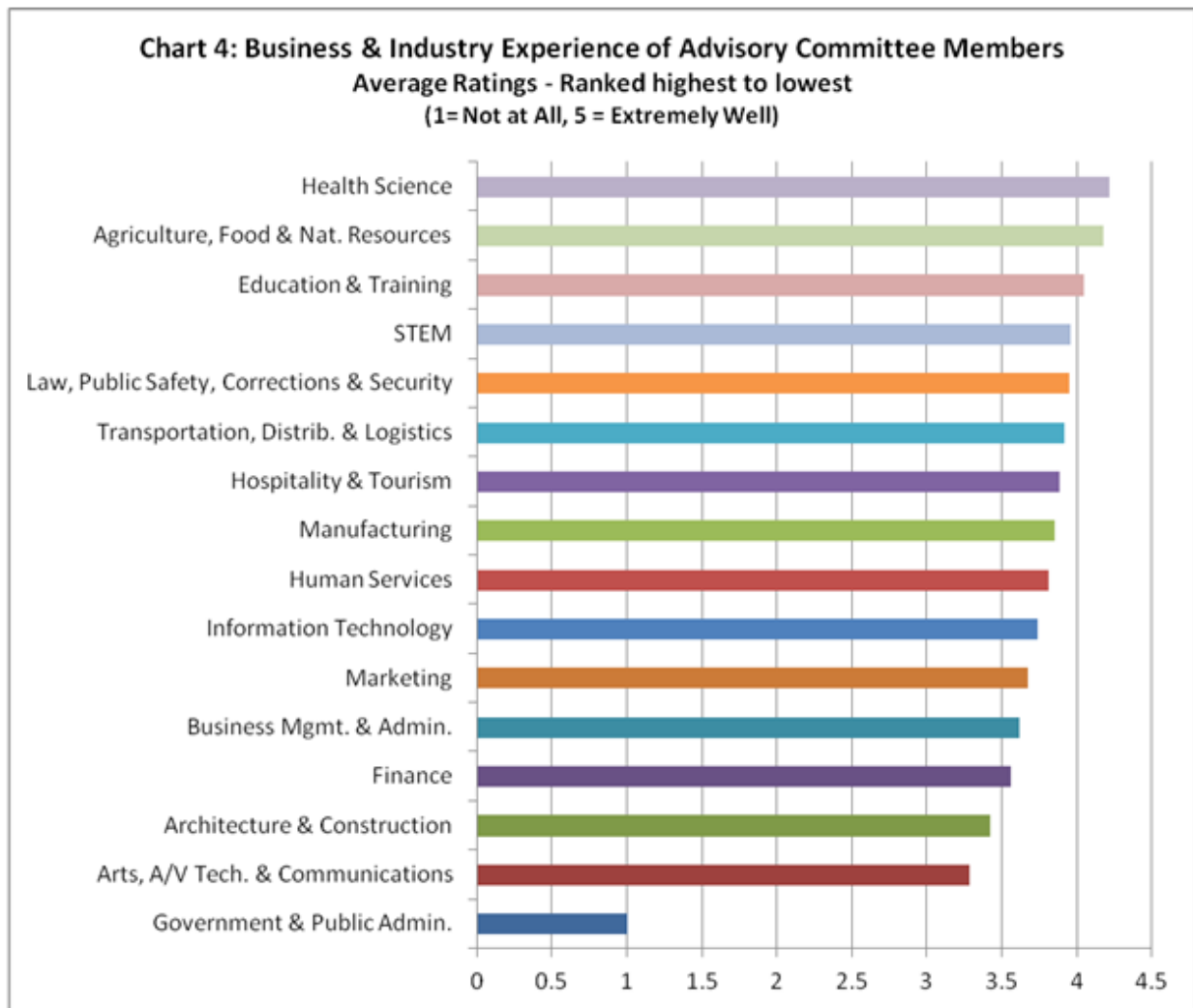
The questions in this section of the survey related to advisory committee membership (e.g., business and industry experience, and recruitment), communication (e.g., frequency of meetings and communication between CTE instructors and advisory committee members), and involvement (e.g., frequency and types). In addition, respondents were asked to identify best practices or innovations that have helped advisory committees provide more effective oversight to CTE programs.

MEMBERSHIP

Business and industry experience. The survey asked how well advisory committee members reflected the business and industry experience of their respective CTE programs, and provided five rating options that ranged from “Not at All” to “Extremely Well.” Those with experience with several career areas were asked to respond for all sixteen career areas, and were also offered the option to indicate “Don’t know” or “N/A.” Those with experience with a single career area were not provided the “Don’t Know” or “N/A” option since they only were asked to respond for their respective career area. The following table summarizes the responses for both groups (excluding the “Don’t Know” and “N/A” responses).

Career Area	Not At All	Slightly Well	Moderately Well	Very Well	Extremely Well	Response Counts
Agriculture, Food & Natural Resources	4%	4%	8%	38%	46%	24
Architecture & Construction	0%	18%	24%	59%	0%	17
Arts, A/V Tech. & Communications	6%	11%	33%	50%	0%	18
Business Management & Administration	4%	0%	43%	35%	17%	23
Education & Training	0%	4%	20%	44%	32%	25
Finance	0%	11%	44%	22%	22%	18
Government & Public Administration	100%	0%	0%	0%	0%	1
Health Science	3%	0%	14%	38%	45%	29
Hospitality & Tourism	8%	0%	13%	54%	25%	24
Human Services	7%	0%	20%	53%	20%	15
Information Technology	9%	0%	27%	36%	27%	11
Law, Public Safety, Corrections & Security	6%	0%	22%	39%	33%	18
Manufacturing	12%	0%	8%	52%	28%	25
Marketing	7%	0%	27%	53%	13%	15
STEM	5%	5%	10%	50%	30%	20
Transportation, Distribution & Logistics	10%	0%	10%	52%	29%	21

As the above table illustrates, the Government and Public Administration career area is clearly an outlier, with only one respondent rating the business and industry experience of advisory committee members, and choosing the lowest rating, “Not at All”. However, in general, the responses to this question were very positive. Over 70% of the respondents indicated that that their advisory committee members reflected the business and industry experience of their respective CTE programs either very well or extremely well. This rate climbed to over 80% for programs in four career areas: Agriculture and Natural Resources, Health, Manufacturing, and STEM. The two career areas to receive the highest average ratings based on a scale of one (for “Not at All” to five (for “Extremely Well” were Health (4.21) and Agriculture, Food and Natural Resources (4.17). The following graph illustrates the average ratings for all of the career areas.



The Importance of Recruitment. The survey asked how important the recruitment process of committee members was to the effectiveness of advisory committees and provided five response options that ranged from “Not at All” to “Extremely Important.” Respondents overwhelmingly believe that recruitment is very important. Over 88% indicated that the recruitment process of committee members was “Extremely important” or “Very important” to the effectiveness of the advisory committee, and only 2% indicated it was “Not at all important”.

COMMUNICATION

Frequency of Committee Meetings. The survey asked how often advisory committees met and provided time frames ranging from “Bi-Weekly” to “Less than Once a Year”. Respondents with experience with a single career area were asked to respond based on their specific advisory committee. Most (86%) indicated their committees met at least twice a year. Respondents who indicated they had experience with several career areas were asked to respond to questions about meeting frequency based on the most effective and least effective advisory committees in their region. Over 95% of their most effective committees met at least twice a year. A more detailed summary of responses from those with experience with several career areas follows.

The most effective advisory committees meet more often and communicate with advisory committee members more often throughout the year. Sixty percent of the respondents indicated that their most effective committees met quarterly or more often, compared to 23% who indicated their least effective committees met this often. In contrast, fewer than 6% indicated their most effective committees met at least once a year compared to about 68% for the least effective committees. See tables below for full results.

Table 8: How often do the MOST EFFECTIVE advisory committees in your region meet?

<i>Answer Options</i>	<i>Response Percent</i>	<i>Response Count</i>
<i>Bi-Weekly</i>	<i>0.0%</i>	<i>0</i>
<i>Monthly</i>	<i>5.9%</i>	<i>2</i>
<i>Quarterly</i>	<i>50.0%</i>	<i>17</i>
<i>Twice a Year</i>	<i>38.2%</i>	<i>13</i>
<i>Annually</i>	<i>0.0%</i>	<i>0</i>
<i>Less than Once a Year</i>	<i>5.9%</i>	<i>2</i>
<i>Other (please specify)</i>		<i>4</i>

Four respondents also selected “Other” in addition to indicating “Quarterly” (2 responses), “Monthly” (1), or “Less than Once a Year.” Three of the four “Other” respondents indicated that some of their *most effective committees* met less frequently, although one respondent indicated that in addition to meeting quarterly, committee chairs sent program updates electronically to committee members between meetings. In contrast, three of the four respondents who selected “Other” for their *least effective committees* indicated that they were unsure whether these committees met at all.

Table 9: How often do the LEAST EFFECTIVE advisory committees in your region meet?

Answer Options	Response Percent	Response Count
Bi-Weekly	0.0%	0
Monthly	0.0%	0
Quarterly	22.6%	7
Twice a Year	9.7%	3
Annually	41.9%	13
Less than Once a Year	25.8%	8
Other (please specify)		4

Frequency of Communication. Survey participants were asked, “How often does communication occur between CTE instructors and advisory committee members”, and were provided a range of answers from “Daily” to “Less than Annually.” Ninety-three percent of those with experience with a single career area indicated that communication occurred at least quarterly. Those with experience with several career areas were asked to respond based on the most and least effective advisory committees in their regions. Their answers regarding the most effective committees in the region were comparable to the single career area group’s responses, with 97% indicating that communication occurred at least quarterly. In contrast, 39% indicated that their least effective committees communicated at least quarterly.

INVOLVEMENT

Frequency of Involvement. Survey participants were also asked how often advisory committee members were involved with the CTE program or CTE students outside of committee meetings. Their response options ranged from “Daily” to “Less than Annually,” (a response of “Don’t Know” was also provided). Those with experience with several career areas were asked to respond based on for their most effective and least effective committees.

Committee members are typically involved at least quarterly, which was the response for 79% of those with experience with a single career area as well as 72% of the group with experience with several career areas, based on their most effective committees. Not surprisingly, the least effective committees are much less frequently involved with their CTE programs and students, with 19% of respondents indicating these members were involved at least quarterly.

Types of Involvement. To understand the range of activities in which advisory committees are involved as well as the degree to which they are involved in these activities, the survey inquired about committee member involvement in twenty different activities and provided a scale of responses ranging from “Extremely Involved” to “Not Involved.” A “Don’t Know” response option was also provided. Those with experience with several career areas were asked to respond based on the most effective advisory committees in their regions. Those with experience with a single career area were asked to respond based on their respective advisory committee. Both groups were asked to indicate the degree to which their advisory committees were involved with the following activities:

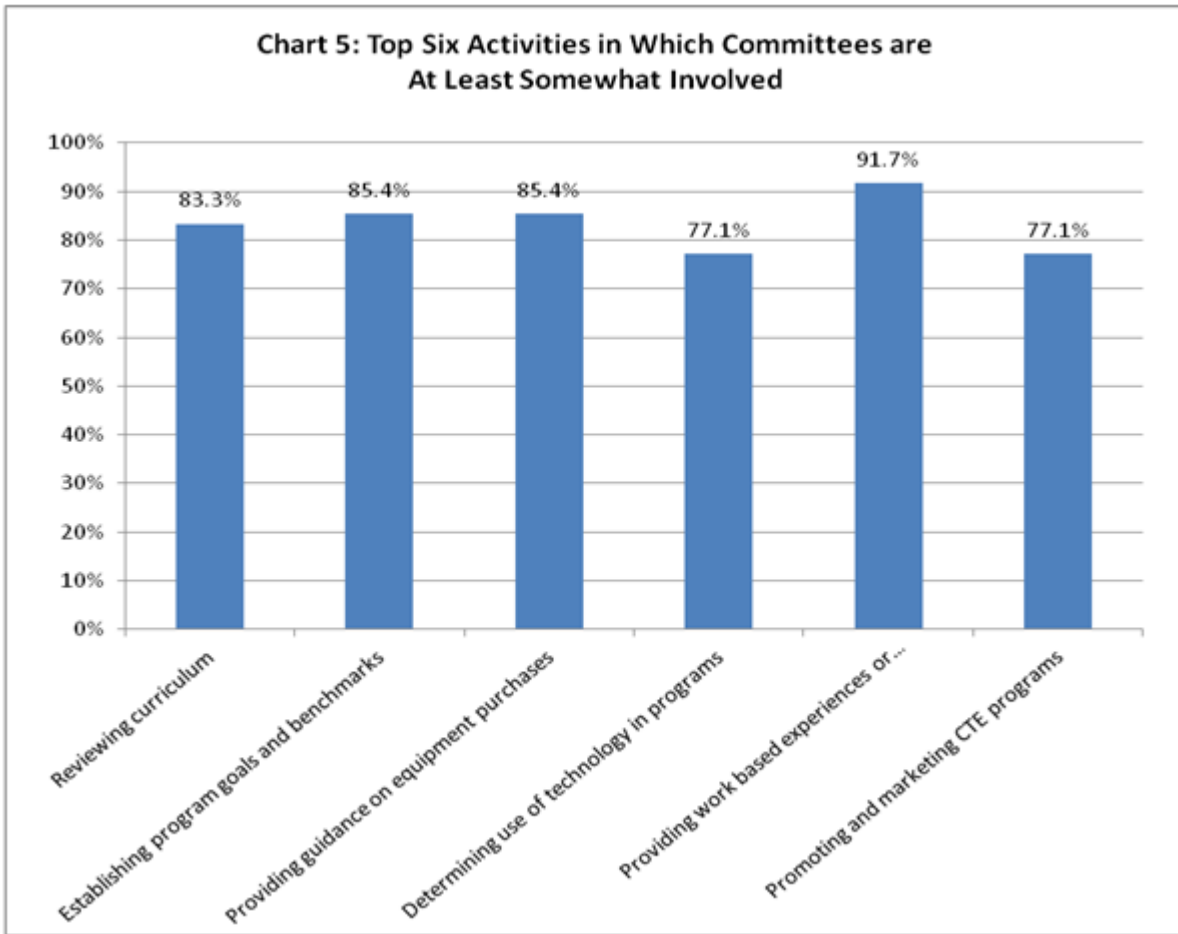
- Developing curriculum
- Reviewing curriculum
- Establishing program goals and benchmarks
- Reviewing data on program performance
- Reviewing enrollment data to ensure that diverse populations (e.g., males/females, ethnic groups, economically disadvantaged, etc.) have access to CTE programs
- Reviewing student data to monitor the performance of diverse populations
- Providing guidance on equipment purchases
- Determining use of technology in programs
- Providing guidance on how to use technology to improve programs and/or student success
- Providing guidance in determining wrap around or support services for students
- Providing guidance and support for integrating career readiness
- Providing guidance and support for assessing career readiness
- Providing guidance in using innovative approaches for skill development
- Providing work based experiences or internships
- Securing scholarships for CTE students

- Providing or securing externships for CTE instructors
- Serving as part time instructors or presenters in the CTE classroom
- Leveraging resources for CTE programs
- Encouraging CTE students to pursue National Career Readiness Certificates
- Promoting and marketing CTE programs

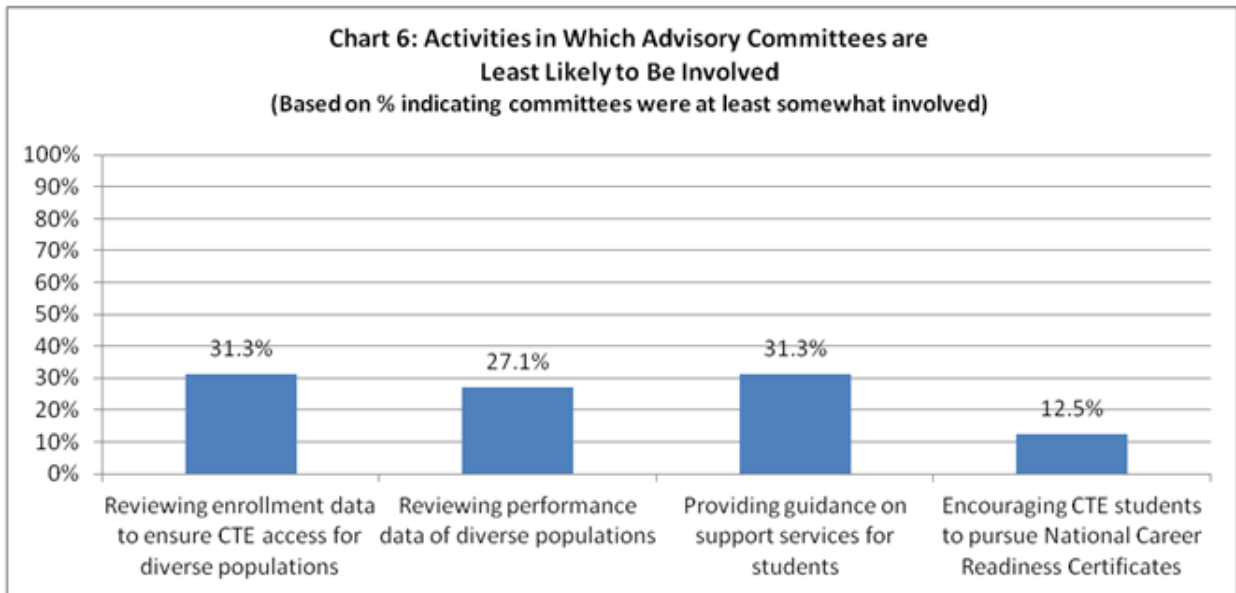
The responses indicate that advisory committees are engaged in a broad range of functions. The majority of respondents indicated that their committees are at least somewhat involved with 16 of the 20 activities listed, with the following six activities being the most common:

- Reviewing curriculum
- Establishing program goals and benchmarks
- Providing guidance on equipment purchases
- Determining use of technology in programs
- Providing work based experiences or internships
- Promoting and marketing CTE programs

The graph below illustrates the percentages who indicated their advisory committees were at least somewhat involved with these six activities.

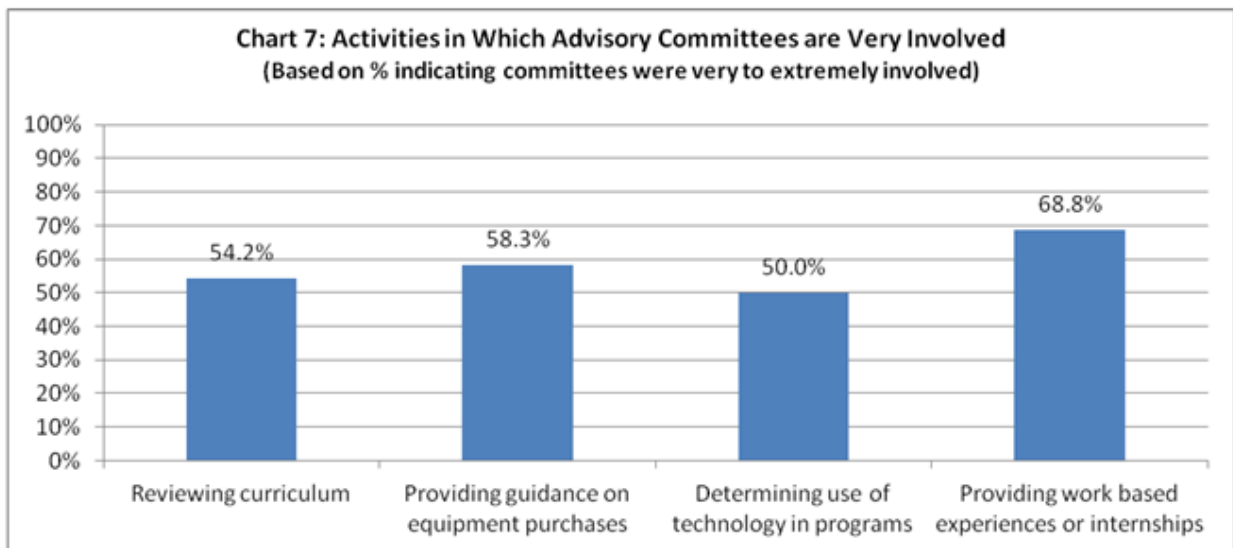


The following graph illustrates the activities with which advisory committees are least likely to be involved (based on the percentages indicating their committees were at least somewhat involved in these activities):



The degree of advisory committee involvement was highest in four areas, based on the percentages indicating that their committees were very to extremely involved in these:

- Providing work-based experiences or internships;
- Providing guidance on equipment purchases;
- Determining use of technology in programs;
- Reviewing curriculum.



A final question in this section asked what best practices or innovations could be shared that would help advisory committees provide more effective oversight to CTE programs. The most common response was to actively involve committee members. Ways that respondents indicated having success in doing so was by:

- Conducting well organized meetings with agendas
- Staying focused on the future direction of the program
- Ensuring that members understand the big picture

They also indicated success in regularly engaging committee members in the following activities:

- Reviewing curriculum
- Identifying competencies
- Sharing resources
- Assisting with technical skills assessment
- Working with students outside of committee meetings
- Conducting company tours
- Participating in an annual walk through of the lab
- Participating in a “Road Show” to communities
- Assisting with program design and implementation

Another common response to this question was to provide advisory members with the support and training they needed in order to effectively serve on or chair the committee. Suggested types of support included:

- Providing templates for sharing information, such as for recruitment brochures, website, and committee operation manual
- Communicating by email between meetings

Suggestions for training included:

- Understanding roles and expectations
- Understanding how to run effective meetings

COLLABORATION

This section of the survey included questions about collaborations between high schools and community colleges, between CTE programs and business partners outside the region, and between CTE programs and economic and/or workforce development partners.

Shared Advisory Committees between High School and Community Colleges

Popularity. Shared advisory committees are not very common in CTE. Less than 30% of those with experience with a single career area (four respondents) indicated there was a single shared advisory committee for their CTE programs. Two represented Agriculture, Food and Natural Resources; one was associated with Transportation, Distribution and Logistics; and another was associated with Finance.

Those with experience with several career areas were asked how many of their CTE programs had a shared advisory committee, and provided with responses that ranged from “Most” to “None.” Again, a “Don’t Know” option was also provided. On this question, over 20% of the respondents did not know whether the CTE programs in their region used a shared advisory committee or not; another 65% indicated that none or few of their programs had a shared advisory committee. The following table summarizes the responses of this group.

Table 10: How many of your CTE programs have shared advisory committees between the high schools and community college?

None	Few	Some	Many	Most	Don't Know	Response Count
23.5%	41.2%	8.8%	0	5.9%	20.6%	34

Effectiveness. Despite their limited use, responses regarding the effectiveness of these committees were generally positive. Over two-thirds of the respondents indicated that the shared committees were working moderately or very well. The following table summarizes these results.

Table 11: How well are your shared advisory committees working?

Answer Options	Response Percent	Response Count
Very well	29%	6
Moderately well	38%	8
Not very well	19%	4
No different than those not shared	10%	2
Too soon to determine	5%	1

High School or Community College Partners Located Outside the Region

Although having an education partner outside the region was not a common response, over 12% of those surveyed indicated that this was the case in their region. Respondents from Eastern Oregon (one each from Region 12, 13, and 14) were most likely to indicate having an education partner outside the region, although Greater Portland (Region 2A and 2B) was also represented in this category and the Willamette Valley (Region 3). The following table summarizes the responses to this question.

Table 12: Do you have any advisory committees where either the high school or the community college partner is located outside your region?

Answer Options	Response Percent	Response Count
Yes	12.5%	6
No	68.8%	33
Don't Know	18.8%	9

When asked how these partnerships came about, the six “Yes” respondents provided the following comments:

- Found a community college willing to partner with the local high school program in Visual & Media Arts since the local community college did not offer this type of program.
- Industry representation from Idaho led to Idaho secondary representation.
- As part of the Program of Study process, Treasure Valley Community College works closely with Regions 13/14.
- The Early Childhood Education group came together about 11 years ago and is morphing into a regional advisory board.
- This is a work in progress...but for Hospitality and Tourism there are programs from around the Metro area that attend the meetings, we just need to work on outcomes.

Another follow-up question asked respondents to comment on how these partnerships are working, including noting successes and challenges. Successes included:

- Students are seeing both of their regional CTE programs and the community college as seamless.
- An understanding in place that our industry, educational opportunities, and partnerships must serve the region.
- Helping to establish relationships between instructors.

Some challenges noted were working with limited funds, limited time and across large geographic areas, as well as restrictions tied to state borders.

Business/Industry Partner Located Outside Region

Having a business/Industry partner located outside the region was more common than having education partners from other regions. Almost 30% of the respondents indicated that either their advisory committee or an advisory committee in their region had a business/industry partner located outside their respective region. When asked how these partnerships came about, responses included:

- Aviation corporations taking advantage of when they are in the area.
- Faculty networking and making connections with industry, including faculty presentations about the program.
- Needing or wanting to develop partners where the industry is located.
- Partner is typically a former graduate or a business that has hired several graduates.
- Advisory committees of our manufacturer sponsored programs have members located across Oregon.
- Industry partners have corporate offices in the Portland area or field offices throughout Eastern Oregon.
- Both business partners located outside the region are school board members for the school district.

The survey also asked respondents to comment on how these partnerships were working, including noting the successes and challenges of having business/industry partners located outside the region. Comments on successes included:

- Works very well.
- IP Video is available.
- Employer is the key and they bring a broader range of industry/employment trend knowledge.

Challenges noted involved the time and expense of traveling to meetings.

CTE Collaboration with Workforce Development and Economic Development

Collaboration is also occurring between CTE programs and workforce development or economic development partners, although the extent of this collaboration is limited. When asked to indicate what level of collaboration is occurring, most (42%) responded that “some” collaboration is happening, although 50% indicated that little or no such collaboration is evident. The following table summarizes the results to this question.

Answer Options	None	Very Little	Some	A Great Deal	Don't Know	Response Count
	13%	27%	42%	13%	6%	48

LABOR MARKET ALIGNMENT

The questions in this section attempted to understand the extent to which CTE programs are aligned with local labor market needs and priorities, as well as how local workforce development priorities compared to the state’s priorities.

CTE Alignment with Local Labor Market

In general, the majority of respondents indicated that there is a high degree of alignment between their CTE programs and local labor market needs. However, it should be noted that about half of the survey respondents indicated they were either unsure about local labor market alignment for their programs, or that the question was not applicable to their region (e.g., there is no CTE program for that career area).

The table below summarizes the responses of those who selected one of five response options (“Not at All,” “Slightly,” “Moderately Well,” “Very Well,” or “Extremely Well”) to indicate the extent to which their CTE programs were aligned with local labor market needs. Those with experience with several career areas were asked to respond to all sixteen categories; those with experience with a single career area were only asked to respond for their specific CTE program. The table below includes the results of both groups, and collapses the top two (“Very Well” and “Extremely Well”) and bottom two (“Not at All” and “Slightly”) response options.

Table 14: To what degree are your CTE programs aligned with local labor market needs?				
Career Area	Not at All or Slightly	Moderately Well	Very or Extremely Well	Response Counts
Agriculture, Food & Natural Resources	8%	38%	54%	24
Architecture & Construction	13%	33%	53%	15
Arts, A/V Technology & Communications	12%	18%	71%	17
Business Management & Administration	13%	33%	54%	24
Education & Training	0%	29%	71%	24
Finance	16%	26%	58%	19
Government & Public Administration	n/a	n/a	n/a	0
Health Science	4%	8%	88%	26
Hospitality & Tourism	9%	17%	74%	23
Human Services	0%	31%	69%	16
Information Technology	8%	25%	67%	12
Law, Public Safety, Corrections & Security	6%	24%	71%	17
Manufacturing	0%	35%	65%	23
Marketing	7%	33%	60%	15
STEM	0%	15%	85%	20
Transportation, Distribution & Logistics	0%	23%	77%	22

Respondents indicated that alignment with local labor market needs was highest for CTE programs in Health Science and STEM careers (at least 85% reported that programs in these career areas were “Very or Extremely Well” aligned with local labor market needs). The least aligned CTE programs (according to how many selected either “Slightly” or “Not at All”) were Finance (16%), Architecture and Construction, Business Management and Administration (13% for both areas), and Arts, A/V Technology and Communications (12%).

CTE Alignment with Local or Regional Workforce Investment Board Priorities

CTE alignment with Workforce Investment Board priorities appears to be minimal, with the possible exception of programs in the area of Law, Public Safety, Corrections and Security. Of those who rated the alignment of these particular CTE programs to LWIB/RWIB priorities, 50% indicated that CTE programs in Law, Public Safety, Corrections and Security were very or extremely well aligned with LWIB/RWIB priorities. However, these results should be interpreted with caution. More than half the respondents indicated that they did not know the extent to which alignment existed for any of the career areas. Those with experience with a single career area were asked to respond for their specific CTE program, whereas those with experience with several career areas were asked to respond for the sixteen career areas. The following table combines the results of both groups.

Table 15: To what degree are your CTE programs aligned with the priorities of your Local Workforce Investment Board (LWIB) or, if applicable, your Regional Workforce Investment Board (RWIB)?

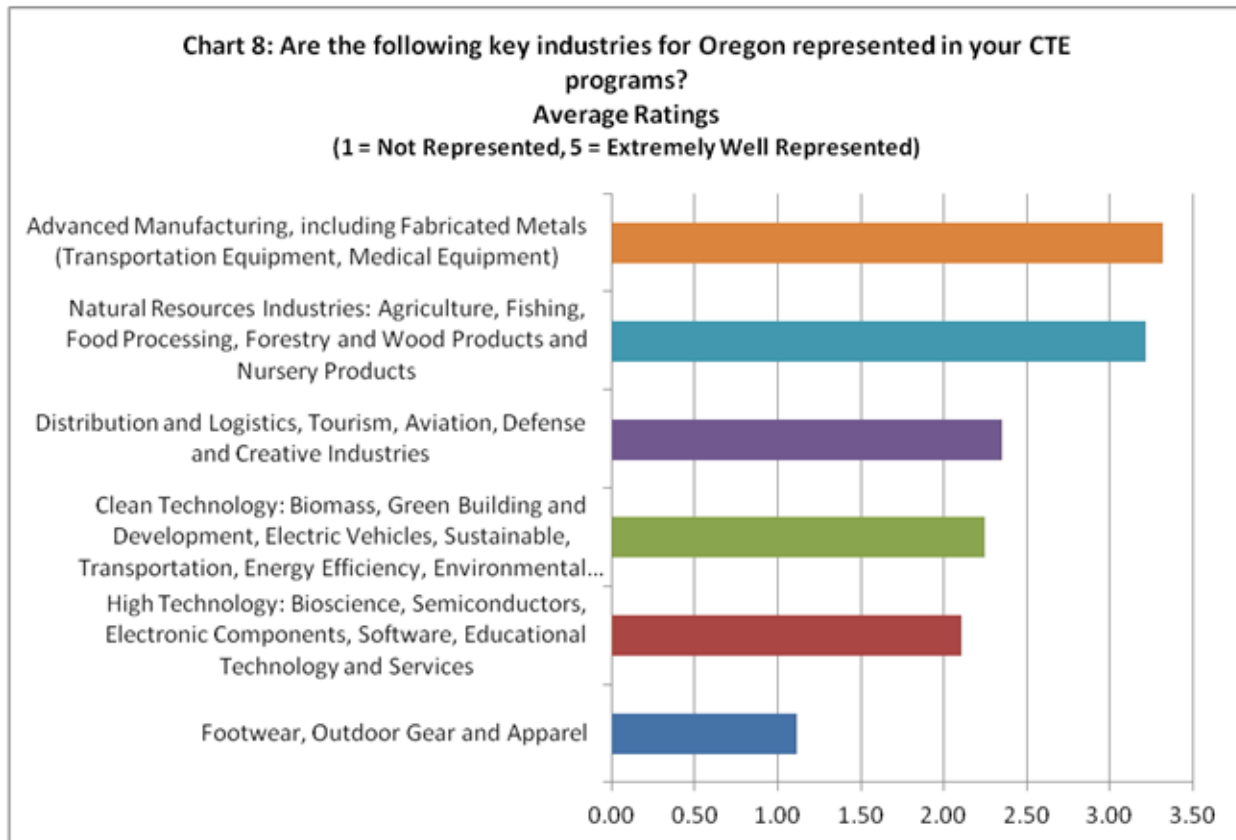
Career Areas	Not at All or Slightly	Moderately Well	Very or Extremely Well	Response Counts
Agriculture, Food & Natural Resources	54%	38%	8%	13
Architecture & Construction	67%	22%	11%	9
Arts, Audio/Video Technology & Communications	75%	13%	13%	8
Business Management & Administration	70%	0%	30%	10
Education & Training	67%	11%	22%	9
Finance	64%	9%	27%	11
Government & Public Administration	100%	0%	0%	2
Health Science	33%	33%	33%	12
Hospitality & Tourism	56%	22%	22%	9
Human Services	50%	13%	38%	8
Information Technology	50%	17%	33%	6
Law, Public Safety, Corrections & Security	38%	13%	50%	8
Manufacturing	29%	36%	36%	14
Marketing	56%	33%	11%	9
STEM	27%	36%	36%	11
Transportation, Distribution & Logistics	45%	18%	36%	11

Oregon's Key Industries and High Growth/High Employment Sectors

Key Industries. Oregon's Workforce Development Strategic Plan for 2012-2022 identifies the following key industries:

- Advanced Manufacturing, including Fabricated Metals (Transportation Equipment, Medical Equipment)
- Natural Resources Industries: Agriculture, Fishing, Food Processing, Forestry and Wood Products and Nursery Products
- Clean Technology: Biomass, Green Building and Development, Electric Vehicles, Sustainable, Transportation, Energy Efficiency, Environmental Technology, Environmental Science, Solar Wave Energy, Wind Energy
- High Technology: Bioscience, Semiconductors, Electronic Components, Software, Educational Technology and Services
- Footwear, Outdoor Gear and Apparel
- Distribution and Logistics, Tourism, Aviation, Defense and Creative Industries

The survey asked respondents to indicate whether any of these industries were represented in their CTE programs and provided response options ranging from “Extremely Well Represented” to “Not Represented,” in addition to a “Don’t Know” option. The results indicate that two of Oregon’s key industries are moderately represented across the state: Advanced Manufacturing and Natural Resources industries. The following graph summarizes the statewide results based on a 5-point scale, with 1 for “Not Represented” and 5 for “Extremely Well Represented.”

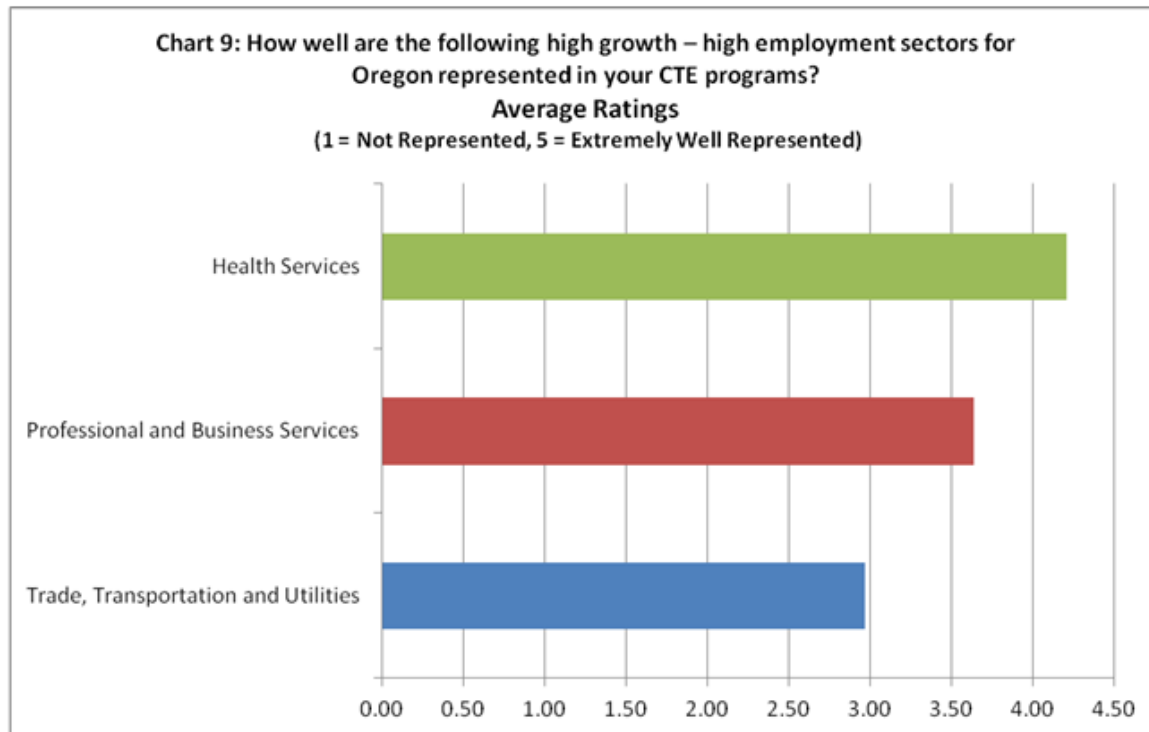


In addition, three regions indicated that some of these industries were “Well to Extremely Well Represented.” For Eastern Oregon, this was the case for Natural Resources industries. For Greater Portland, this was true for Advanced Manufacturing industries. And, for Central Oregon, both these industries were identified as being at least “Well Represented”, as well as a third: Distribution and Logistics.

High Growth/High Employment Sectors. Oregon’s Workforce Development Strategic Plan for 2012-2022 also identifies the following as high growth/high employment sectors:

- Health Services
- Trade, Transportation and Utilities
- Professional and Business Services

The survey similarly asked how well these sectors were represented in CTE programs. These high growth/high employment sectors appear to be very well represented in CTE programs across the state. Health Services was identified as being well represented or extremely well represented by 71% of the respondents. Professional and Business Services and Trade, Transportation and Utilities were similarly identified by 50% and 34% of the respondents, respectively. The following graph summarizes the statewide results based on a 5-point scale, with 1 for “Not Represented” and 5 for “Extremely Well Represented.”



Key Regional Industry Sectors or Industry Clusters

Participants were asked to identify the top five (or fewer) key industry sectors or industry clusters in their region. (The survey defined an “industry cluster” as spanning traditional sectors and being vital to a regional economy, such as the wine industry in the Willamette Valley). Many of the industry sectors or clusters identified could be classified into the National Career Clusters™ framework that was used throughout the survey; others could not. The following table summarizes the industry sectors or clusters identified using, where appropriate, the related career areas from the National Career Clusters framework. To help the reader understand how industry clusters or sectors were organized into these career areas, they have been annotated in the table that follows. Three “Other Industry Sectors or Clusters” that did not easily fit into this structure are listed separately at the bottom of the table.

As illustrated in the table below, the most frequently identified industry sectors or clusters were Manufacturing; Agriculture, Food and Natural Resources, and Health Science.

Table 16: Top Regional Industry Sectors and Industry Clusters Identified						
Industry Sectors or Clusters	Ranking					Frequency Listed
	#1	#2	#3	#4	#5	
Career Areas (annotated to indicate how identified sectors/clusters were classified)						
Agriculture, Food & Natural Resources (includes Food Processing; Grass/Mint Growers; Viticulture; Specialty markets such as gourmet food, wine, microbrews; Horticulture; Cattle Producers; Forestry & Wood Products; and Fishing)	4	6	4	1	2	17
Architecture & Construction (includes Industrial Arts, Drafting & Construction)	1	0		1	1	3
Business Management & Administration (includes Retail Management & Small Business Development)	1	1			2	4
Education & Training		2		2		4
Government & Public Administration	1		1		1	3
Health Science (includes Health Care and Health Services)	9	6		2		16
Hospitality & Tourism (includes Food Services)	2		2	3	2	9
Human Services					1	1
Manufacturing (includes Manufacturing/Construction and Heavy Manufacturing/Metals)	6	5	4	4		19
Law, Public Safety, Corrections & Security (includes Criminal Justice)		1	1			2
STEM (includes Clean Technology, High Technology, Bio-Engineering, Electronics, Microelectronics)		4	3	1		8
Transportation, Distribution & Logistics (includes Aviation; Trade, Transportation & Utilities; and, Alternative Fuels)	1	1	3		1	6
Other Industry Sectors or Clusters						
Athletic & Outdoor	1					1
Professional & Business Services (includes Software, Financial Services, Marketing)			3	2		5
Wine Industry		1		1	1	3

CTE Programs associated with the Key Regional Industry Sectors or Clusters. Respondents were also asked to identify CTE programs that were associated with their key industry sectors or clusters. Twenty high school programs were identified within the manufacturing sector by respondents; no other area identified more than three high school programs. In addition, the most frequently cited key industry sectors or clusters (Manufacturing; Agriculture, Food, and Natural Resources; and Healthcare) were typically associated with multiple CTE programs, including:

Manufacturing: industrial maintenance, integrated metals, machine tool technician, mechanical engineering, welding, manufacturing, design, manufacturing engineer, electronics, apprenticeship programs, computer science, engineering, drafting, microelectronics, CNC, cabinet making,

construction, integrated maintenance, drafting, Agriculture, advanced manufacturing, and heavy manufacturing.

Agriculture: Agriculture, business, marketing, accounting, viticulture, vineyard management, winemaking, horticulture, culinary, and Natural Resources.

Healthcare: nursing, dental assisting, medical assisting, nursing assistant, rural health aid, dental hygiene, licensed practical nursing, respiratory care, physical therapist assistant, health records technician, health informatics, phlebotomy, pharmacy technician, medical coding, speech pathology, hemodialysis, health services management, and polysomnography, health services, allied health, licensed massage therapist, nutrition certification, veterinary technician, and fabrication.

The most frequently cited CTE programs by region were the following:

Central Oregon: Tourism, Health, Aviation, Small Business Development

Coastal Oregon: Manufacturing, Health Services, Tourism, Agriculture

Eastern Oregon: Agriculture, Health Services, Hospitality/Tourism

Greater Portland: Manufacturing, Health Services, Trade/Transportation, Business Services

Southern Oregon: Manufacturing, Agriculture, Transportation

Willamette Valley: Health Services, Manufacturing, Agriculture (includes Viticulture/Winemaking), High Technology

APPENDIX A

CTE Advisory Committee Survey

Purpose of the Survey

The purpose of this survey is to gather information about the range and roles of advisory committees for Career & Technical Education (CTE) programs across Oregon. Your responses will help us paint an accurate and important picture of how advisory committees function in different parts of the state and for different types of CTE programs, and illuminate best practices. The data collected from this survey will be summarized for state policymakers so that it can inform potential legislative proposals aimed at improving and expanding career and technical education. It will also be shared with CTE stakeholders across the state.

The primary group we would like to complete the survey is secondary and Community College CTE administrators, i.e., those who manage and oversee these programs, preferably across a significant region. However, because CTE administrators may not have the most detailed knowledge about how specific advisory committees function, another important group is advisory committee members with considerable CTE knowledge and experience, e.g., committee chairs, CTE instructors, and others with several years of advisory committee experience. If you are a member of either of these groups, please continue to the next page of the survey. It should take less than 10 minutes to complete it.

Respondent Information

***1. What is your role in Career & Technical Education (CTE)? (Select all that apply)**

- CTE Regional Coordinator
- Secondary (High School) Perkins/CTE Coordinator
- Secondary (High School) CTE Instructor
- Community College CTE Administrator/Coordinator/Department Chair
- Community College CTE Instructor
- Business/Industry Partner
- Advisory Committee Member
- Other (please specify)

***2. Please identify your employer**

***3. What CTE region most closely corresponds to the geographic area in which your CTE programs are located? (If your Community College district or a different geographic boundary is a better way to identify your CTE region than the options below, please note this in the "Other" option.)**

- 1A: Clatsop, Western Columbia
- 1B: Tillamook
- 2A: Washington, Eastern Columbia
- 2B: Multnomah
- 2C: Portland Public Schools
- 3: Marion, Polk, Yamhill & Lincoln
- 3A: Salem Keizer Schools
- 4: Linn, Benton
- 5: Lane
- 6: Douglas
- 7: Coos, Curry
- 8: Jackson, Josephine, Klamath
- 9: Hood River
- 10/11: Crook, Deschutes, Gilliam, Jefferson, Lake, Sherman, Wasco, Wheeler
- 12: Umatilla, Morrow
- 13: Baker, Union, Wallowa, Grant
- 14: Harney, Malheur
- 15: Clackamas

Other (please identify your CTE region)

***4. How many years have you worked with CTE in your region?**

***5. How many years have you worked with CTE in Oregon?**

Regional CTE Overview

*** 1. What is the approximate distance from your farthest high school to a community college campus or satellite campus?**

- 15 miles or less
- 30 miles or less
- 50 miles or less
- 75 miles or less
- Greater than 75 miles
- Don't know

***2. Which of the following career areas are associated with CTE programs in your region?**

	Yes	No	N/A or Don't know
Agriculture, Food & Natural Resources (includes Forestry)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Architecture & Construction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts, Audio/Video Technology & Communications (includes Graphic Arts; Journalism)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business Management & Administration (includes Office Systems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education & Training (includes Early Childhood Education; Childcare)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finance (includes Accounting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government & Public Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Science (includes Nursing; Dental Assistant/Hygienist)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality & Tourism (includes Culinary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Services (includes Gerontology; Child Development; Social Work)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Technology (includes Computer Programming; Network & System Administration)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Law, Public Safety, Corrections & Security (includes Emergency & Fire Management Services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manufacturing (includes Welding; Woods Manufacturing; Machining)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science, Technology, Engineering & Mathematics (includes Electronics; Drafting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation, Distribution & Logistics (includes Automotive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please list "Other" career area here

***3. Of the CTE programs in your region, which operate as Regional Programs of Study?**

	Yes	No	Don't know
Agriculture, Food & Natural Resources (includes Forestry)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Architecture & Construction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts, Audio/Video Technology & Communications (includes Graphic Arts; Journalism)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business Management & Administration (includes Office Systems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education & Training (includes Early Childhood Education; Childcare)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finance (includes Accounting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government & Public Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Science (includes Nursing; Dental Assistant/Hygienist)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality & Tourism (includes Culinary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Services (includes Gerontology; Child Development; Social Work)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Technology (includes Computer Programming; Network & System Administration)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Law, Public Safety, Corrections & Security (includes Emergency & Fire Management Services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manufacturing (includes Welding; Woods Manufacturing; Machining)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science, Technology, Engineering & Mathematics (includes Electronics; Drafting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation, Distribution & Logistics (includes Automotive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please list "Other" career area here.

***4. Is there a single Advisory Board that provides feedback and/or strategic vision for all CTE programs in the region?**

- Yes
- No
- Don't know

***5. Are CTE programs in your region using ACT's National Career Readiness Certificates to assess the career readiness of CTE students?**

- Yes
- No
- Don't know

***6. Can you identify one or two advisory committees from your region that are exemplary?**

- Yes
- No

Exemplary Advisory Committees

*** 1. Please identify one or two exemplary advisory committees below. Include the career area (or CTE program) and, if space allows, the partner school(s) and/or community college.**

Advisory committee 1

1

Advisory committee 2

2

2. What makes advisory committee 1 exemplary?

3. What makes advisory committee 2 exemplary?

Advisory Committee Experience

***1. Please select the response that most closely resembles your experience with advisory committees.**

- I have experience with and/or knowledge of AT LEAST TWO ADVISORY COMMITTEES in my region that are ASSOCIATED WITH DIFFERENT CAREER AREAS (e.g., Business, Welding, Construction)
- I have experience with ONE OR MORE ADVISORY COMMITTEES in my region that are ASSOCIATED WITH A SINGLE CAREER AREA (e.g., Agriculture)

Membership, Communication & Functions: Experience with Several Career Areas

*** 1. How well do the advisory committees in your region reflect the business and industry expertise and experience of the CTE programs they oversee?**

	Not At All	Slightly	Moderately Well	Very Well	Extremely Well	Don't Know	N/A
Agriculture, Food & Natural Resources (includes Forestry)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Architecture & Construction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts, Audio/Video Technology & Communications (includes Graphic Arts; Journalism)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business Management & Administration (includes Office Systems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education & Training (includes Early Childhood Education; Childcare)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finance (includes Accounting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government & Public Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Science (includes Nursing; Dental Assistant/Hygienist)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality & Tourism (includes Culinary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Services (includes Gerontology; Child Development; Social Work)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Technology (includes Computer Programming; Network & System Administration)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Law, Public Safety, Corrections & Security (includes Emergency & Fire Management Services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manufacturing (includes Welding; Woods Manufacturing; Machining)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science, Technology, Engineering & Mathematics (includes Electronics; Drafting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation, Distribution & Logistics (includes Automotive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other

Please list "Other" career area here

2. How important is the recruitment process of committee members to the effectiveness of advisory committees?

Not At All Slightly Important Moderately Important Very Important Extremely Important

***3. To what degree are the MOST EFFECTIVE advisory committees in your region involved with the following:**

	Not involved	Slightly Involved	Somewhat Involved	Very Involved	Extremely Involved	Don't Know
Developing curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewing curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing program goals and benchmarks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewing data on program performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewing enrollment data to ensure that diverse populations (e.g., males/females, ethnic groups, economically disadvantaged, etc.) have access to CTE programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewing student data to monitor the performance of diverse populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing guidance on equipment purchases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining use of technology in programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing guidance on how to use technology to improve programs and/or student success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing guidance in determining wrap around or support services for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing guidance and support for integrating career readiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing guidance and support for assessing career readiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing guidance in using innovative approaches for skill development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing work based experiences or internships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Securing scholarships for CTE students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing or securing externships for CTE instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serving as part time instructors or presenters in the CTE classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leveraging resources for CTE programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging CTE students to pursue National Career Readiness Certificates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting and marketing CTE programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***4. Based on the MOST EFFECTIVE advisory committees in your region, how often ...**

	Daily	Weekly	Bi-Weekly	Monthly	Quarterly	Annually	Less than Once a Year	Don't Know
a. Does communication occur between CTE instructors or administrative staff and advisory committee members?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Are advisory committee members actively involved with CTE programs or students outside of meetings?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***5. How often do the MOST EFFECTIVE advisory committees in your region meet?**

- Bi-Weekly
- Monthly
- Quarterly
- Twice a Year
- Annually
- Less than Once a Year

Other (please specify)

***6. Based on the MOST EFFECTIVE advisory committees in your region, who typically takes the lead in organizing the meetings?**

- CTE Regional Coordinator
- Secondary (High School) Perkins/CTE Coordinator
- Secondary (High School) CTE Instructor
- Community College CTE Administrator/Coordinator/Department Chair
- Community College CTE Instructor
- Business/Industry Partner

Other (please specify)

7. Based on the LEAST EFFECTIVE advisory committees in your region, how often ...

	Daily	Weekly	Bi-Weekly	Monthly	Quarterly	Annually	Less than Once a Year	Don't Know
Does communication occur between CTE instructors or administrative staff and advisory committee members?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are advisory committee members actively involved with CTE programs or students outside of meetings?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. How often do the LEAST EFFECTIVE advisory committees in your region meet?

- Bi-Weekly
- Monthly
- Quarterly
- Twice a Year
- Annually
- Less than Once a Year

Other (please specify)

9. Based on the LEAST EFFECTIVE advisory committees in your region, who typically takes the lead in organizing the meetings?

- CTE Regional Coordinator
- Secondary (High School) Perkins/CTE Coordinator
- Secondary (High School) CTE Instructor
- Community College CTE Administrator/Coordinator
- Community College CTE Instructor
- Business/Industry Partner

Other (please specify)

10. What innovations, “ah ha” moments, or best practices can you share that have helped your advisory committee(s) provide more effective oversight to CTE programs?

Collaboration: Experience with Several Career Areas

***1. How many of your CTE programs have shared advisory committees between the high schools and community college?**

- None Few Some Many Most Don't know

***2. How well are your shared advisory committees working?**

- Very well
 Moderately well
 Not very well
 No different than those not shared
 Too soon to determine
 N/A

***3. Do you have any advisory committees where either the high school or the community college partner is located outside your region?**

- Yes
 No
 Don't Know

4. If yes, please describe how this partnership came about.

5. If yes, please describe how well this is working, including the challenges and the successes that this partnership presents.

***6. Do you have any advisory committees with business/industry partners that are located outside your region?**

- Yes
- No
- Don't Know

7. If yes, please describe how this partnership came about.

8. If yes, please describe how well this is working, including the challenges and the successes that this partnership presents.

***9. What level of collaboration is occurring between CTE programs and workforce development (e.g., LWIB) and/or economic development partners (e.g., Chamber of Commerce)?**

- None
- Very Little
- Some
- A Great Deal
- Don't Know

10. If collaboration is occurring, have advisory committees played a role in prompting this?

- Yes
- No
- N/A

11. If little or no collaboration is occurring, what barriers are contributing to this?

Labor Market Alignment: Experience with Several Career Areas

*1. To what degree are your CTE programs aligned with local labor market needs?

	Not at all	Slightly	Moderately Well	Very Well	Extremely Well	Don't Know	N/A
Agriculture, Food & Natural Resources (includes Forestry)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Architecture & Construction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts, Audio/Video Technology & Communications (includes Graphic Arts; Journalism)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business Management & Administration (includes Office Systems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education & Training (includes Early Childhood Education; Childcare)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finance (includes Accounting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government & Public Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Science (includes Nursing; Dental Assistant/Hygienist)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality & Tourism (includes Culinary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Services (includes Gerontology; Child Development; Social Work)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Technology (includes Computer Programming; Network & System Administration)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Law, Public Safety, Corrections & Security (includes Emergency & Fire Management Services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manufacturing (includes Welding; Woods Manufacturing; Machining)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science, Technology, Engineering & Mathematics (includes Electronics; Drafting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation, Distribution & Logistics (includes Automotive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please list "Other" career area here

***2. To what degree are your CTE programs aligned with the priorities of your Local Workforce Investment Board (LWIB) or, if applicable, your Regional Workforce Investment Board (RWIB)?**

	Not at all	Slightly	Moderately Well	Very Well	Extremely Well	Don't Know	N/A
Agriculture, Food & Natural Resources (includes Forestry)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Architecture & Construction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts, Audio/Video Technology & Communications (includes Graphic Arts; Journalism)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business Management & Administration (includes Office Systems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education & Training (includes Early Childhood Education; Childcare)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finance (includes Accounting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government & Public Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Science (includes Nursing; Dental Assistant/Hygienist)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality & Tourism (includes Culinary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Services (includes Gerontology; Child Development; Social Work)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Technology (includes Computer Programming; Network & System Administration)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Law, Public Safety, Corrections & Security (includes Emergency & Fire Management Services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manufacturing (includes Welding; Woods Manufacturing; Machining)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science, Technology, Engineering & Mathematics (includes Electronics; Drafting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation, Distribution & Logistics (includes Automotive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please list "Other" career area here.

***3. Are the following key industries for Oregon represented in your CTE programs?**

	Not Represented	Slightly Represented	Moderately Represented	Well Represented	Extremely Well Represented	Don't Know
Advanced Manufacturing, including Fabricated Metals (Transportation Equipment, Medical Equipment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natural Resources Industries: Agriculture, Fishing, Food Processing, Forestry and Wood Products and Nursery Products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clean Technology: Biomass, Green Building and Development, Electric Vehicles, Sustainable, Transportation, Energy Efficiency, Environmental Technology, Environmental Science, Solar Wave Energy, Wind Energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High Technology: Bioscience, Semiconductors, Electronic Components, Software, Educational Technology and Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Footwear, Outdoor Gear and Apparel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distribution and Logistics, Tourism, Aviation, Defense and Creative Industries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***4. The following have been identified as high growth – high employment sectors for Oregon. How well are they represented in your CTE programs?**

	Not Represented	Slightly Represented	Moderately Represented	Well Represented	Extremely Well Represented	Don't Know
Health Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trade, Transportation and Utilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional and Business Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please identify the top five (or fewer) key industry sectors or industry clusters in your region. (An "industry cluster" spans traditional sectors and is vital to a regional economy, such as the wine industry in the Willamette Valley)

1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>
5	<input type="text"/>

6. Please identify any CTE programs associated with the key industry sectors or clusters you identified in the previous question. (E.g., If multiple CTE programs are associated with the 1st sector/cluster you listed above, indicate all of these for "Programs associated with 1"; if no CTE programs are associated with the 3rd industry sector/cluster, leave the space blank for "Programs associated with 3")

Programs associated with 1	<input type="text"/>
Programs associated with 2	<input type="text"/>
Programs associated with 3	<input type="text"/>
Programs associated with 4	<input type="text"/>
Programs associated with 5	<input type="text"/>

Membership, Communication & Functions: Single Career Area Experience

*1. For which career area (or CTE program area) does your advisory committee provide oversight?

- Agriculture, Food & Natural Resources (includes Forestry)
- Architecture & Construction
- Arts, Audio/Video Technology & Communications (includes Graphic Arts; Journalism)
- Business Management & Administration (includes Office Systems)
- Education & Training (includes Early Childhood Education; Childcare)
- Finance (includes Accounting)
- Government & Public Administration
- Health Science (includes Nursing; Dental Assistant/Hygienist)
- Hospitality & Tourism (includes Culinary)
- Human Services (includes Gerontology; Child Development; Social Work)
- Information Technology (includes Computer Programming; Network & System Administration)
- Law, Public Safety, Corrections & Security (includes Emergency & Fire Management Services)
- Manufacturing (includes Welding; Woods Manufacturing; Machining)
- Marketing
- Science, Technology, Engineering & Mathematics (includes Electronics; Drafting)
- Transportation, Distribution & Logistics (includes Automotive)
- Other

Please list "Other" career area here.

*2. How well does your advisory committee reflect the business and industry expertise and experience of the CTE program(s) it oversees?

Not At All

Slightly

Moderately Well

Very Well

Extremely Well

3. How important is the recruitment process of committee members to the effectiveness of the advisory committee?

Not At All

Slightly Important

Moderately Important

Very Important

Extremely Important

***4. To what degree is your advisory committee involved with the following:**

	Not involved	Slightly Involved	Somewhat Involved	Very Involved	Extremely Involved	Don't Know
Developing curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewing curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing program goals and benchmarks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewing data on program performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewing enrollment data to ensure that diverse populations (e.g., males/females, ethnic groups, economically disadvantaged, English learners, students with disabilities) have access to CTE programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewing student data to monitor the performance of diverse populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing guidance on equipment purchases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining use of technology in programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing guidance on how to use technology to improve programs and/or student success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing guidance in determining wrap around or support services for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing guidance and support for integrating career readiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing guidance and support for assessing career readiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing guidance in using innovative approaches for skill development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing work based experiences or internships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Securing scholarships for CTE students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing or securing externships for CTE instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serving as part time instructors or presenters in the CTE classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leveraging resources for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CTE programs

Encouraging CTE students to pursue National Career Readiness Certificates

Promoting and marketing CTE programs

***5. How often ...**

	Daily	Weekly	Bi-Weekly	Monthly	Quarterly	Annually	Less than Once a Year
a. Does communication occur between CTE instructors or administrative staff and advisory committee members?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Are advisory committee members actively involved with CTE programs or students outside of meetings?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***6. How often does your advisory committee meet?**

- Bi-Weekly
- Monthly
- Quarterly
- Twice a Year
- Annually
- Less than Once a Year

Other (please specify)

***7. Who typically takes the lead in organizing the meetings?**

- CTE Regional Coordinator
- Secondary (High School) Perkins/CTE Coordinator
- Secondary (High School) CTE Instructor
- Community College CTE Administrator/Coordinator/Department Chair
- Community College CTE Instructor
- Business/Industry Partner

Other (please specify)

8. What innovations, “ah ha” moments, or best practices can you share that have helped your advisory committee provide more effective oversight to CTE programs?

Collaboration: Single Career Area Experience

***1. Does your advisory committee provide oversight for both the high school and community college components of the CTE program(s)?**

- Yes, there is a single shared advisory committee.
- No. The high school programs have a separate advisory committee from the community college program.

***2. How well is your shared advisory committee working?**

- Very well
- Moderately well
- Not very well
- Too soon to determine
- N/A

***3. Does your advisory committee oversee a CTE program where either the high school or the community college partner is located outside your region?**

- Yes
- No

4. If yes, please describe how this partnership came about.

5. If yes, please describe how well this is working, including the challenges and the successes that this partnership presents.

***6. Are any of the business/industry partners on the advisory committee located outside your region?**

- Yes
- No

7. If yes, please describe how this partnership came about.

If yes, please describe how well this is working, including the challenges and the successes that this partnership presents.

***8. What level of collaboration is occurring between the CTE program(s) your advisory committee oversees and workforce development (e.g., LWIB) and/or economic development partners (e.g., Chamber of Commerce)?**

None

Very Little

Some

A Great Deal

Don't Know

9. If collaboration is occurring, has your advisory committee played a role in prompting this?

Yes

No

N/A

10. If little or no collaboration is occurring, what barriers are contributing to this?

Labor Market Alignment: Single Career Area Experience

***1. To what degree are the CTE programs your advisory committee oversees aligned with local labor market needs?**

Not at all	Slightly	Moderately Well	Very Well	Extremely Well
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***2. To what degree are the CTE programs your advisory committee oversees aligned with the priorities of your Local Workforce Investment Board (LWIB) or, if applicable, your Regional Workforce Investment Board (RWIB)?**

Not at all	Slightly	Moderately Well	Very Well	Extremely Well
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***3. Are the following key industries for Oregon represented in the CTE programs your advisory committee oversees?**

	Not Represented	Slightly Represented	Moderately Represented	Well Represented	Extremely Well Represented
Advanced Manufacturing, including Fabricated Metals (Transportation Equipment, Medical Equipment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natural Resources Industries: Agriculture, Fishing, Food Processing, Forestry and Wood Products and Nursery Products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clean Technology: Biomass, Green Building and Development, Electric Vehicles, Sustainable, Transportation, Energy Efficiency, Environmental Technology, Environmental Science, Solar Wave Energy, Wind Energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High Technology: Bioscience, Semiconductors, Electronic Components, Software, Educational Technology and Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Footwear, Outdoor Gear and Apparel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distribution and Logistics, Tourism, Aviation, Defense and Creative Industries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***4. The following have been identified as high growth – high employment sectors for Oregon. How well are they represented in the CTE programs your advisory committee oversees?**

	Not Represented	Slightly Represented	Moderately Represented	Well Represented	Extremely Well Represented
Health Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trade, Transportation and Utilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional and Business Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Survey

Thank you for completing the CTE Advisory Committee survey. If you have any questions or comments, please contact Martha Martinez at the Oregon Department of Education at martha.martinez@state.or.us or 503-947-5778.

APPENDIX B

[2012-2013 Regional CTE Contacts](#)