



Massachusetts Department of
**ELEMENTARY & SECONDARY
EDUCATION**

Career/Vocational Education Advisory Committee Guide

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INTRODUCTION

This Guide was prepared for programs that are approved pursuant to Massachusetts General Law Chapter 74, Section 2, and The Vocational Technical Education Regulation 603 CMR 4.00 that are known as Chapter 74-approved vocational technical education programs. This Guide may also serve as a reference for non-Chapter 74 career and technical education programs in school districts and public two-year colleges.

This Guide was last updated on August 1, 2008. The name of the Department of Education was changed to Massachusetts Department of Elementary and Secondary Education.

DEFINITIONS

Career/Vocational Technical Education Programs - The term career/vocational technical education programs is used to denote both Chapter 74-approved vocational technical education programs and non-Chapter 74 career and technical education programs.

Chapter 74-Approved Vocational Technical Education Programs - In Massachusetts, those programs that meet the definition of vocational technical education contained in Chapter 74 of the Massachusetts General Laws (M.G.L. c. 74), and are approved by the Department of Elementary and Secondary Education pursuant to Chapter 74 and the Vocational Technical Education Regulations 603 CMR 4.00.

Non-Chapter 74 Career and Technical Education - In Massachusetts, those programs that meet the definition of career and technical education contained in Perkins IV. Non-Chapter 74 career and technical education programs are also known simply as career and technical education programs.

General Advisory Committee – The Vocational Technical Education Regulations that apply to Chapter 74-approved vocational technical education programs state (in italics):

Each school committee shall appoint a General Advisory Committee for all vocational technical education programs under its control. The General Advisory Committee shall include, but not be limited to, chairpersons of the program advisory committees. Every effort shall be made to ensure that membership on the General Advisory Committee includes females, racial and linguistic minorities, persons with disabilities and individuals in occupations nontraditional for their gender who are representative of the particular district or community served by the school. The General Advisory Committee shall meet at least twice per year, provided that one of the meetings is with the school committee. Meetings shall comply with the Open Meeting Law, M.G.L. c.39, s.23B. It shall be the responsibility of the General Advisory Committee to advise the school committee, based on adequate and timely information, as to the planning, operation, and evaluation of vocational technical instruction provided by programs under its control. The chief administrative officer of the school committee, or designee, shall act as facilitator to the General Advisory Committee.

Program Advisory Committee – The Vocational Technical Education Regulations that apply to Chapter 74-approved vocational technical education programs state (in italics):

Each school committee shall appoint a Program Advisory Committee for each program area under its control. The Program Advisory Committee shall consist of representatives of local business and industry related to the program, organized labor, postsecondary institutions, parents/guardians, students, and representatives from registered apprenticeship programs if the program area has such registered programs; provided however, that no member of the school committee, or other school official or school personnel shall serve on the committee. Every effort shall be made to ensure that membership on the Advisory Committee includes females, racial and linguistic minorities, persons with disabilities and individuals in occupations nontraditional for their gender who are representative of the particular district or community served by the school. The members shall appoint a facilitator who in most cases would be a program teacher or a

program supervisor/director. The Program Advisory Committee shall meet at least twice per year. Meetings shall comply with the Open Meeting Law, M.G.L. c. 39, s.23B. It shall be the responsibility of the Program Advisory Committee to advise, assist and support school personnel in order to improve planning, operation, and evaluation in its program area. Such advice shall be based on adequate and timely information as to workforce and job development demands or job market trends, technological developments, training alternatives and other factors affecting the quality of the program.

Registered Apprenticeship Programs – Those training programs that include required education registered with the Massachusetts Department of Workforce Development – Division of Apprentice Training. The link to the Division of Apprentice Training website is <http://www.mass.gov/dat/>.

COMPOSITION OF PROGRAM AND GENERAL ADVISORY COMMITTEES

Membership

The composition of program advisory committees and general advisory committees for Chapter 74-approved vocational technical education is dictated by the Vocational Technical Education Regulations (refer to the Definitions for required representation. The general advisory committee shall include, but not be limited to, chairpersons of the program advisory committees.

The Chairperson

For Chapter 74-approved vocational technical education, each program advisory committee and general advisory committee must elect or appoint a chairperson from its membership. It is this person's responsibility to work with the school/public two-year college facilitator to develop agendas and manage meetings.

Program advisory committee chairpersons are also members of the school's general advisory committee. As such, they convey the concerns or recommendations of the program advisory committee to the larger entity, and in turn provide feedback on the results of general advisory committee discussions.

The chair of the general advisory committee is the spokesperson for the committee in meetings with school administrators and the school committee/board of trustees. He/she is responsible for working with the school/public two-year college administrator to set agendas and plan and coordinate general advisory committee meetings.

The Facilitator

For Chapter 74-approved vocational technical education programs, the facilitator of the program advisory committee in most cases would be a program teacher or a program supervisor/director. In general, this individual conveys the concerns or priorities of the school/public two-year college to the advisory committee and assists the advisory committee to carry out its mission. She/he is not a voting member, but rather a liaison between the school/public two-year college and the advisory committee. Facilitators of program advisory committees play a pivotal role in ensuring the success of their committees. They are sometimes asked to gather data to assist the committees in their reviews (e.g., enrollment or placement records; student assessment results and test scores).

For Chapter 74-approved vocational technical education programs, the chief administrative officer of the school committee or board of trustees, or designee, serves as the facilitator to the general advisory committee. This individual lays the groundwork for effective use of advisory committees. The administrator's perspective sets the tone for the entire school and public two-year college;

where the administrator places a high value on advisory committees, so will the teachers, and, in turn the committee members themselves.

ROLE OF ADVISORY COMMITTEES

Program Advisory Committee: The Vocational Technical Education Regulations state that it shall be the responsibility of the program advisory committee to advise, assist and support school personnel in order to improve planning, operation and evaluation in its program area. Such advice shall be based on adequate and timely information as to workforce and job development demands or job market trends, technological developments, training alternatives and other factors affecting the quality of the program. Appendix 1 shows the relationship between the program advisory committee(s) and the general advisory committee. Appendix 22 contains a standard membership form for program advisory committees for Chapter 74-approved vocational technical education programs.

General Advisory Committee: The Vocational Technical Education Regulations state that it shall be the responsibility of the general advisory committee to advise the school committee/board of trustees, based on adequate and timely information, as to the planning, operation, and evaluation of vocational technical instruction provided by programs under its control. Appendix 1 shows the relationship between the program advisory committee(s) and the general advisory committee.

Program advisory committees must assist in the development and review of proposed new Chapter 74 vocational technical education programs. The school district will convene the entire program advisory committee for the onsite review of the new program with staff from the Department of Elementary and Secondary Education - Career Vocational Technical Education unit. Information pertaining to this review is contained in the Application Package for Vocational Technical Education New Program Approval M.G.L.c.74 at <http://www.doe.mass.edu/cte/programs/>.

Program advisory committees and general advisory committees should assist in the development of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) Local Plan submitted by school districts and public two-year colleges. Perkins IV envisions that representatives of business (including small business) and industry, labor organizations, representatives of special populations (individuals with disabilities, individuals with economic disadvantages, individuals with limited proficiency in English, single parents, displaced homemakers and individuals in careers that are nontraditional for their gender) be involved along with parents/guardians, students, academic and technical teachers, administrators, career guidance and academic counselors, representatives of Tech Prep consortia (if applicable) in the development, implementation, and evaluation of career/vocational technical education programs assisted with Perkins IV funds.

Program advisory committees and general advisory committees must seek to ensure non-discrimination and equity in career/vocational technical education programs. Massachusetts General Law Chapter 76 Section 5 states:

Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation.

Perkins IV requires that school districts and public two-year colleges take active measures to ensure that individuals who are members of special populations are provided with equal access to activities assisted under the Perkins IV and that individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations.

Program advisory committees may review curriculum. During school year 2005-2006 program advisory committees validated the Massachusetts Vocational Technical Education Frameworks for Chapter 74-approved vocational technical education programs. The expectation is that program advisory committees will review curricula that are developed based on the Vocational Technical Education Frameworks for their respective programs in the schools that they serve.

Program advisory committees may review, evaluate, and advise on course materials. For example, schools and public two-year colleges may seek input in determining whether textbooks need to be updated or supplemented. Although advisory committees generally do not select course materials, they may identify occupation-related guides or catalogs, for example, that are used in their business and would be equally applicable for shops used for career/vocational technical education programs.

Program advisory committees may advise on the methods of instruction. Teachers welcome suggestions that help to hold student interest while advancing the knowledge and skills required in the course/program. Although few advisory committee members have been trained to be teachers, many are in a position to offer unique perspectives from on-the-job training that occurs in their business.

Program advisory committees and general advisory committees may review data. Advisory committees may assist in the review and analysis of enrollment data, Massachusetts Comprehensive Assessment System (MCAS) data, Certificate of Occupational Proficiency data, etc.

Program advisory committees may assist in the development of articulated programs and articulation agreements with colleges and registered apprenticeship programs. Program advisory committees in high schools would assist in the development of articulated programs and articulation agreements with colleges and registered apprenticeship programs. Advisory committees in public two-year colleges would assist in the development of articulated programs and articulation agreements with high schools and registered apprenticeship programs.

Program advisory committees may recommend new or updated equipment. Program advisory committees help schools and colleges get the best equipment for their needs at reasonable cost. Committees might suggest purchasing a generic type of equipment and may assist staff in selecting from the different products and models available. Advisory committee members may attend *ad hoc* meetings to review sales brochures, observe vendors' demonstrations, and compare quotes.

Career/Vocational technical education staff generally concur that some demonstration of advisory committee support is necessary to procure funds for new equipment. Some schools and public two-year colleges require that program advisory committee members sign off on all grant applications or purchase requisitions; others simply attach minutes of committee meetings confirming the need for new equipment. Advisory committees may also be asked to attend

school/board/trustee committee meetings to support the school or public two-year college in requesting funds.

Program advisory committees and general advisory committees may donate materials, equipment, and services. For example, advisory committee members may donate equipment and services, or direct the school or college to someone who can. Regardless of the source, schools and public two-year colleges get a better-stocked shop, and the donor businesses may get a welcome tax benefit.

Program advisory committees and general advisory committees help schools and colleges maintain their libraries of software, visual aids, magazines, and books. For example, advisory committee members may provide schools and public two-year colleges with updated materials.

Program advisory committees and general advisory committee members may serve as, or arrange for, guest speakers. For example, advisory committee members may arrange for manufacturers to take their displays to the schools or public two-year colleges. For instance, a chef demonstrates ice sculpture.

Program advisory committees and general advisory committee members may recommend professional development activities.

Program advisory committees and general advisory committees may bring special projects to the school or public two-year college. For example, schools and public two-year colleges may initiate house-building projects, based on input from advisory committees. The advisory committee for automotive collision repair and refinishing shop may locate salvage vehicles for students to work on. The advisory committees for a carpentry program may devise blueprint projects for students and critique the results. The advisory committee for a machine tool technology programs may initiate competitive projects for students and award prizes to the winners.

Program advisory committees and general advisory committees may contribute to the professional development of staff. By underwriting teachers' memberships in industry and trade associations, advisory committees may help teachers gain access to technology updates and access to colleagues in the field. The efforts of advisory committees enable teachers to attend conferences or workshops to upgrade their knowledge and skills. In addition, advisory committee members often provide summer employment for teachers to introduce them to technology used in the field.

Program advisory committees and general advisory committees may help introduce career/vocational technical education students and parents/guardians. Advisory committee members may serve as role models for students who are considering entering a career/vocational technical education program. This function is most evident when recruiting students for programs that would prepare them for careers that would be nontraditional for their gender, and when recruiting students with disabilities. Advisory committee members may speak at assemblies for eighth-graders to introduce them to career/vocational technical education. Members may also give presentations for exploratory classes.

Program advisory committees and general advisory committees may arrange for field trips and other activities. Advisory committee members may offer their facilities for class tours or observations of the actual operation of a business. Sometimes they allow brief hands-on demonstrations to give students a glimpse of how it would be to do this kind of work in a work-based setting.

Program advisory committees and general advisory committees inform the school and public two-year college of opportunities to place students in full-time or part-time jobs or cooperative education. Students enrolled in career/vocational technical education programs welcome the chance to try out their new skills and make some money while still in school. When they graduate, they want jobs related to their education. Advisory committee members are aware of job openings; both in their own businesses and in those of their colleagues, and can pass this information on to the school or public two-year college staff. Members may also advise teachers and students of the pay scale to expect upon graduation.

Program advisory committees and general advisory committees may inform employers of the availability of workers. People with no direct link to schools and public two-year colleges with career/vocational technical education programs are often unaware of the talent that may be available. Helping to publicize the school and public two-year college in this way may, in turn, generate donations and other forms of support and, of course, enlarge the membership of advisory committees.

Program advisory committees and general advisory committees may support student career/vocational technical education student organizations such as Business Professionals of America (BPA), Distributive Education Clubs of America (DECA), Family, Career and Community Leaders of America (FCCL), FFA - An Organization for Students Studying Agriculture and Skills USA. Advisory committee members may serve as judges for leadership events and may donate scholarships, awards, or prizes to students.

Program advisory committees and general advisory committees may review career guidance policies and activities. Advisory committee members may help school staff assess the larger picture of employment opportunities in their community --whether for traditional careers or emerging careers.

Program advisory committees and general advisory committees may help acquaint the community with the needs of career/vocational technical education. Advisory committee members may be effective spokespersons for the school or public two-year college with political groups – not only the school committee or board of trustees, but planning boards as well. The views of prominent business leaders tend to carry considerable weight.

Program advisory committees and general advisory committees may seek legislative support for career/vocational technical education. Advisory committee members who are community leaders may help influence state or federal legislators, and they may be able to speak on behalf of the needs of CVTE generally, or of particular schools or public two-year colleges.

RECRUITING AND ORIENTING PROGRAM ADVISORY COMMITTEE MEMBERS

Recruiting Members

There are several ways to recruit advisory committee members:

- by requesting volunteers;
- by soliciting nominations and selecting committee members through appointment or election; and
- by selecting individuals directly.

Soliciting volunteers may be a good method for organizing a new committee. Schools/colleges may advertise in the local newspaper/website for prospective advisory committee members. Be advised, however, that a fairly structured screening system should be prepared to sort through the range of responses that are likely to result. Sending letters to business associations or community

organizations and soliciting nominations from their memberships can also be an effective approach to recruitment. Letters should always be followed up with telephone calls to the president or director of the association. See Appendix 3 for a sample Letter Soliciting Nominations for a program advisory committee. Once potential advisory committee members are identified, recruiting them for committee membership may entail a formal process. For example:

- Step 1: The names of prospective advisory committee members are solicited. See Appendix 4 for a sample program advisory committee member nomination form.
- Step 2: The school/public two-year college administrator sends candidates an invitation (see Appendix 5 for a sample letter of invitation to a potential advisory committee member) and a letter of intent to complete and return if they are interested in serving on the committee (see Appendix 6 for a sample letter of intent to become an advisory committee member).
- Step 3: Lead teachers complete a recommendation letter for candidate to program advisory committee to provide information supporting each nomination. The school/public two-year college administrator verifies this information by making a few phone calls, for example, to the candidates and their employers. See Appendix 7 for a sample recommendation letter for candidate to program advisory committee.
- Step 4: The school/public two-year college administrator summarizes all the available data on a recommendation form (see Exhibit 11) that is submitted with the signed letter of intent to the school superintendent-director/college president.
- Step 5: If the superintendent/president approves the nomination, he or she submits the letter of intent to the school committee/board of trustees, which formally appoints the individual to a specified term.
- Step 6: The school/public two-year college administrator sends letters to the new advisory committee members confirming their membership on the committee. See Appendix 8 for a sample letter confirming advisory committee membership.

Personal telephone contacts with prospective advisory committee members are another approach to recruiting. Cooperative education coordinators and guidance counselors, in particular, are regularly in the field and have many opportunities to solicit potential advisory committee members. Many career/vocational technical education program staff credit the “personal touch” with acquiring advisory committee members. Verbal agreements should be confirmed in writing for the record.

Advisory committees should recruit and retain members who can contribute current and relevant program information and guidance. The membership for advisory committees for Chapter 74-approved vocational technical education programs is set by the Vocational Technical Education Regulations (refer to the Introduction to this Guide for specifics on membership.)

Recruiting Business and Industry Members: Contact the local chamber of commerce for lists of businesses in the particular occupation/industry. Consult the local Workforce Investment Board (WIB) and One-Stop Career Centers. Directories of area businesses, including the local Yellow Pages, can also be a good starting point. An example of such directories is the *Directory of Certified Businesses*, published by the State Office of Minority and Women Business Assistance (SOMWBA). The information is available at www.somwba.state.ma.us.

School/public two-year college administrators may look within the schools/college for recommendations of new advisory committee members. Administrators, teachers, guidance counselors, and cooperative education coordinators all have contacts with the business sector and should be able to identify candidates. Current advisory committee members may be able to recommend colleagues. Teachers and advisory committee members from other schools/public two-year colleges with similar programs are likely to have additional contacts in the community.

Recruiting Employers of Students in Cooperative Education or Program Graduates: These individuals may be solicited for membership, provided that they have a genuine interest in improving the program overall, not just in refining it to meet their own particular needs.

Recruiting graduates of career/vocational technical education programs.

Recruiting Organized Labor Members: The Massachusetts AFL-CIO will be of assistance in recruiting members of organized labor. <http://massaflcio.org/>

Recruiting Postsecondary Education Members: Consult the local community college staff that are involved with The Perkins IV Local Plan and/or Tech-Prep for their college.

Recruiting Registered Apprenticeship Program Members: The Massachusetts Department of Workforce Development – Division of Apprentice Training will be of assistance in locating Joint Apprenticeship and Training Committees that may have members to serve on program advisory committees. The link to the website of the Division of Apprentice Training is <http://www.mass.gov/?pageID=dlwdhomepage&L=1&L0=Home&sid=Edwd>.

Recruiting Racial and Linguistic Minority Members: Consult the *Directory of Certified Businesses* published by the State Office of Minority and Women Business Assistance (SOMWBA) at www.somwba.state.ma.us, the Division of Apprentice Training, local chapters of the Urban League, NAACP, Puerto Rican Forum, and Indian Councils, among other sources.

Recruiting Members in Careers that are Nontraditional for their Gender: Consult the *Directory of Certified Businesses* at www.somwba.state.ma.us as well as the Division of Apprentice Training, among other sources.

Recruiting Members with Disabilities: Consult the Massachusetts Rehabilitation Commission among other sources. <http://www.mass.gov/?pageID=eohhs2agencylanding&L=4&L0=Home&L1=Government&L2=Department+and+Divisions&L3=Massachusetts+Rehabilitation+Commission&sid=Eeohhs2>

Orientating Members

New advisory committee members will need some orientation to the school/public two-year college and to career/vocational technical education. Many schools/public two-year colleges have developed packages of introductory materials that may include, but not necessarily be limited to:

- a copy of this Guide;
- a copy of the Massachusetts General Law Chapter 74 and the Vocational Technical Education Regulations, (if the committee is for a Chapter 74-approved vocational technical education program);
- a copy of the program of study;
- a policy of the school committee/board of trustees regarding program and general advisory committees;
- written policies of the school/public two-year college regarding advisory committees;

- sample reports prepared by advisory committees; and
- written, “job descriptions” for members.

DEVELOPING POLICIES FOR ADVISORY COMMITTEES

Some administrators recommend working with the school committee/board of trustees to develop official policies to govern the establishment and management of program and general advisory committees. The primary reason for having formal policies or bylaws is to ensure continuity in how advisory committees are created and maintained. That way, if responsibility for managing advisory committees should change hands within the school/public two-year college, there will be a reference to guide newcomers. In addition, formal policies provide an important foundation if there are challenges to the process.

Policies or bylaws governing advisory committees might contain the following elements:

- the stated purpose of the policy (or bylaws);
- definition of the advisory committee;
- membership requirements (including overall composition, method of appointment, and term of service, where appropriate);
- rules on removing members who do not attend meetings or who do not contribute to the committee’s work;
- rules for electing committee officers, and definitions of their duties;
- guidelines for frequency and time of meetings;
- reporting requirements;
- statement on conflict of interest
- confidentiality statement
- functions of the advisory committee; and
- procedures for amending the policy or bylaws.

Appendix 2 provides an example of organizational bylaws governing career/vocational technical education advisory committees adapted from *Handbook for Local or Regional Technical Committees for Career and Technical Education*, Connecticut State Council on Career and Technical Education, Hartford, 1986, pp. 9-12.

REPORTING PROTOCOLS

Program advisory committee reports are submitted to the general advisory committee, which may identify problems or recommendations common to several program areas and adopt them for consideration. Recommendations that pertain solely to a single program may be submitted directly by the program advisory committee to the administrator, to the school committee/board of trustees, or to both, as well as through the general advisory committee. Procedures should be established to guide this information flow. Advisory committee reports to the school committee/board of trustees may be presented orally or in writing, or both. However, for Chapter 74-approved vocational technical education programs, at least one meeting each year of the general advisory committee must be conducted with the school committee/board of trustees as an agenda item at a scheduled school committee/board of trustees meeting. Feedback from the administrator or the school committee/board of trustees on specific recommendations should go via the general advisory committee to the program advisory committee.

ORGANIZING AND CONDUCTING ADVISORY COMMITTEE MEETINGS

For Chapter 74-approved vocational technical education programs, the chief administrative officer of the school committee/board of trustees, or designee serves as facilitator to the general advisory committee. The general advisory committee shall meet at least twice per year, provided that one of the meetings is with the school committee. Meetings shall comply with the Open Meeting Law, M.G.L. c. 39, s. 23B. At least one meeting of the general advisory committee must be held jointly with the school committee/board of trustees.

Advisory committee members should be notified of meetings at least three or four weeks in advance. Some schools/colleges begin by sending a written *invitation* to all advisory committee members (and any others whose presence is desired), and following up by telephone or email within one week of the meeting to remind advisors of the date and confirm their intent to attend. Other schools/colleges use the opposite approach: they call or email first and follow-up with a written invitation or postcard. All will confirm the importance of the personal contact and “memory jog” in encouraging attendance.

There are a number of ways to ensure a productive meeting. All rely on some form of meeting management.

Many schools/colleges hold relatively informal advisory committee meetings, but they follow a routine pattern. The committee facilitator (or CVTE director or superintendent-director, if either is present) may welcome the advisory committee members, distribute nametags, and make sure that everyone has been introduced, and give a general overview of the purpose of the meeting before turning over control of the meeting to the chairperson. Alternatively, the facilitator may continue to guide the committee through the agenda items, watching the clock to make sure the meeting is keeping to schedule.

In the most informal model, committee decisions or recommendations are reached by consensus. Some schools/colleges that have loosely structured meetings prefer to take votes on important issues so that the results can be recorded in the minutes. Appendix 9 displays some of the pros and cons of three different styles of managing advisory committee meetings. The method that works best for your committee will depend on the personalities of committee leadership and the dynamics of the group.

To ensure that advisory committee members are routinely informed of the results of their recommendations, some schools/public two-year colleges follow this pattern:

Step 1: Minutes of the meeting are sent to all teaching staff, appropriate administrators, and to the school committee/board of trustees when requested.

Step 2: School/public two-year college staff and the school committee/board of trustees decide the action to be taken on the advisory committee’s recommendation.

Step 3: When the action is decided, all advisory committee members are informed that:

The suggestion was implemented as originated; or

The suggestion was implemented with modification;

The suggestion was declined with explanation.

Step 4: At the next advisory committee meeting, the action is again reported for further discussion as appropriate.

It is important to recognize the committees' accomplishments. Even if recommendations are not acted upon, it is helpful to explain the reasons. Advisory committee members need to know that school/public two-year college staff and school committee/board of trustees' members are listening and that their suggestions are taken seriously.

MAKING RECOMMENDATIONS AND GETTING FEEDBACK

The end product of all advisory committee activities is a set of recommendations submitted annually to administrators and the school committee/board of trustees. For best effect, these recommendations should be in writing and signed by the committee chairperson on behalf of the entire committee. The report should be as specific as possible, including statistics (e.g., on enrollment or employment trends; cost of new equipment) wherever appropriate to support the committee's findings.

Feedback on recommendations is perhaps the most important motivational tool for all who are involved in advisory committees. Advisory committee members themselves derive great personal satisfaction from "getting a job done" and supervisor/directors and teachers are encouraged when they see tangible results in their programs. Feedback mechanisms can be direct or indirect, formal or informal. Some schools/colleges have developed formats that allow direct feedback from administrators and the school committee/board to the advisory committees' recommendations. Alternatively, the committee chairperson may report directly back to the committee in a written memorandum. Other techniques used by administrators in Massachusetts are letters of appreciation and verbal thanks at general and program advisory committee meetings, inserted in the minutes.

THANKING ADVISORY COMMITTEE MEMBERS

- Schools/public two-year colleges recognize the contributions of their advisory committee members in a variety of ways:
- by sending letters of recognition (see Appendix 10 for a sample);
- by presenting them with printed certificates of appreciation;
- by giving them identification or membership cards that allow them to attend school/public two-year college functions such as athletic events or special programs;
- by inviting them to at least one dinner each year;
- by including photographs of advisory committee members in the yearbook; and
- by generating media stories about the work of advisory committees.

Even inactive members can be politely thanked for their contributions in a way that leaves them free to exit gracefully from their obligation to the school/college. Several institutions have developed diplomatic letters for this purpose.

For Chapter 74-approved vocational technical education program, the program advisory committee members shall appoint a facilitator who, in most cases would be a program teacher or a program supervisor/director. The program advisory committee shall meet at least twice per year. Meetings shall comply with the Open Meeting Law, M.G.L. c. 39, s. 23B.

APPENDIX 1

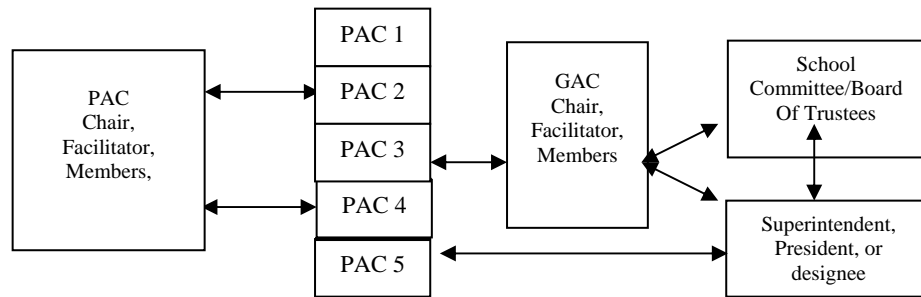
PROGRAM ADVISORY COMMITTEES LINK TO GENERAL ADVISORY COMMITTEE

PROGRAM ADVISORY COMMITTEE (PAC)

- Chairperson
- School/College Facilitator (*teacher or supervisor/director*)
- Members

GENERAL ADVISORY COMMITTEE (GAC)

- Chairperson
- School/College Facilitator (*superintendent; president or designee*)
- Members (*including chairpersons of PACs*)



APPENDIX 2

SAMPLE ORGANIZATIONAL BYLAWS FOR PROGRAM ADVISORY COMMITTEES

Adapted from *Handbook for Local or Regional Technical Committees for Career and Technical Education*, Connecticut State Council on Career and Technical Education, Hartford, 1986, pp. 9-12.

School District/Public Two-Year College

ARTICLE I. NAME AND PURPOSE

Section 1. The named program advisory committee shall exist only during such times as it may be authorized to serve by the duly constituted school committee/board of trustees.

Section 2. The purposes and duties of the named program advisory committee shall be to:

- a. assess the needs of the community as related to program offerings;
- b. formulate recommendations for the enhancement of facilities and equipment;
- c. assess program and course offerings;
- d. assist in the articulation of program(s) offered by the school with employment opportunities;
- e. assist in the development of long-range goals for career/vocational technical education within the school district/public two-year college;
- f. advise on the revision of curriculum for the program as warranted by data and evaluation;
- g. serve as an avenue of communication between education and business/industry;
- h. evaluate annually the progress made toward established goals; and
- i. other: _____

ARTICLE II: PROGRAM ADVISORY COMMITTEE MEMBERSHIP

Section 1. Appointments to the program advisory committee shall be made by _____ (appointing group).

Section 2. The program advisory committee shall consist of a minimum of _____ members and ex-officio members. A member of the program staff shall serve as facilitator to the committee.

Section 3. The program advisory committee membership shall be selected as representative of the following in the area or region served:

- a. geographical sections of the school district/public two-year college;
- b. business and industry;
- c. organized labor;
- d. parents/guardians and students;
- e. racial and linguistic minorities;
- f. males and females including individuals in careers that are nontraditional for their gender;
- g. individuals with disabilities
- h. (for high schools) postsecondary education including registered apprenticeship programs; and
- i. (for public two-year colleges) secondary education and registered apprenticeship programs.

Section 4. The term of appointment for members shall begin on _____.

Section 5. Members shall be appointed for two-year renewable terms.

ARTICLE III. LEADERSHIP

Section 1. The officers of the committee shall be the chairperson, vice chairperson, and other such officers as may be required.

Section 2. The election of officers shall be at the _____ (month) meeting each year.

Section 3. Chairperson. The committee members shall elect the chairperson. The chairperson shall:

- a. preside at all committee meetings;
- b. appoint special subcommittees as the need arises;
- c. work closely with the school/public two-year college staff and administration in organizing committee activities; and
- d. represent the program advisory committee at all meetings of the general advisory committee.

Section 4. Vice Chairperson. The vice chairperson shall perform the duties of the chairperson in his or her absence.

Section 5. Facilitator. The facilitator shall:

- a. keep records of attendance;
- b. disseminate and organize minutes, meeting notices, agendas, and other documents; and
- c. maintain a permanent record of all committee activities.

ARTICLE IV. MEETINGS

Section 1. _____ regular and/or special meetings of the program advisory committee shall be held during the year.

Section 2. Written notices of committee meetings shall be mailed to all members at least ____ (number) days before each meeting.

Section 3. Meetings shall be no more than ____ hours in length unless such meetings are continued by the vote of committee membership.

Section 4. Agendas shall be prepared and disseminated by _____ (facilitator).

Section 5. The chairperson shall appoint standing or special subcommittees as the need arises.

ARTICLE V. ANNUAL PROGRAM

Section 1. The program advisory committee shall plan and function under an annual program of work.

Section 2. The program of work for each ensuing year will be discussed and approved during the _____ (month) meeting each year.

ARTICLE VI. AMENDMENTS

APPENDIX 3

**SAMPLE LETTER SOLICITING NOMINATIONS FOR PROGRAM ADVISORY
COMMITTEE**

Date

Dear [President/Director]:

The _____ program at _____ *[school/public two-year college]* is working to identify leaders in our region who will assist us in enhancing our career/vocational technical education program.

We are asking you to draw on your knowledge of _____ *[field]* and identify individuals who are (1) current with emerging trends and (2) concerned about the education of students entering this field. The program advisory committee will meet _ times during the year to review employment trends, equipment, curriculum, and generally advise our staff on how to best prepare students for careers in _____ *[field]*.

I will follow-up with you within a week, to respond to questions and to solicit your nominations for program advisory committee members.

Sincerely,

INSERT SIGNATURE, NAME, TITLE

APPENDIX 5

**SAMPLE LETTER OF INVITATION TO A POTENTIAL PROGRAM ADVISORY
COMMITTEE MEMBER**

Date

Dear _____:

The _____ *[school/public two-year college]* is committed to excellence in our education programs. We are reaching out to leaders, and requesting them to work with us as program advisory committee members in enhancing our career/vocational technical education programs.

Your name has been recommended for possible membership on our program advisory committee for _____ *[program]*. By participating in this committee, you will have an opportunity to guide the _____ *[school/public two-year college]* in preparing students for employment and further education in *[field]*.

The program advisory committee meets ___ times each school year. Meetings are usually held _____ *[time and location]*. In addition, our staff occasionally calls upon advisory committee members informally, as the need arises.

If you are interested in serving on the program advisory committee, please complete the enclosed Letter of Intent and return it to me at your earliest convenience.

Please do not hesitate to call me at _____ if you have any questions.

Sincerely,

INSERT SIGNATURE, NAME, TITLE

APPENDIX 6

[Name of School/Public Two-Year College and Program Advisory Committee]

**SAMPLE LETTER OF INTENT TO BECOME A PROGRAM ADVISORY
COMMITTEE MEMBER**

Date

Dear [Supervisor/ Director]:

I, _____, would like to become a member of the program advisory committee
for [program] at [school/public two-year college] .

Home address:

Business address:

Title:

Phone: _____

Phone: _____

e-mail: _____

e-mail: _____

Below is a brief summary of my background:

Positions held: _____

Total years experience in this field: _____

Brief summary of relevant experience: _____

Sincerely,

INSERT SIGNATURE, NAME, TITLE

APPENDIX 7

[Name of School/Public Two-Year College]

**SAMPLE RECOMMENDATION LETTER FOR CANDIDATE TO PROGRAM
ADVISORY COMMITTEE**

TO: _____ *[Supervisor/ Director]* _____ DATE: _____

FROM: _____ *[Lead Teacher Name]* _____

CANDIDATE: _____

1. What uniquely qualifies this person to serve on this program advisory committee?

2. What strength or particular expertise does this person bring to this program advisory committee?

3. In which of the following areas does this person have strengths, and why? Check those that apply.
 - a. job placement
 - b. field trips
 - c. curriculum development
 - d. surplus materials and donations
 - e. articulation agreements
 - f. community relations
 - g. equipment needs
 - h. labor market trends
 - i. work-based learning experience
 - j. secondary/postsecondary linkages

4. Other comments: _____

APPENDIX 8

**SAMPLE LETTER CONFIRMING PROGRAM ADVISORY COMMITTEE
MEMBERSHIP**

Date

Dear _____:

I am pleased to inform you that the School Committee/Board of Trustees has appointed you to membership on the program advisory committee for _____ *[program]* _____. The term of the appointment is two years and will expire on *[date]*_. Your experience will assist us in continuing to provide quality education for each student.

Enclosed are materials that will introduce you to our school/public two-year college, the _____ program, and your role as a program advisory committee member.

A letter will be sent to you informing you of the date of the next program advisory committee meeting.

Sincerely,

INSERT SIGNATURE, NAME, TITLE

Enclosures:

APPENDIX 9

METHODS OF DECISION MAKING

PROCESS	ADVANTAGES	DISADVANTAGES
<p>AUTHORITARIAN (one member makes decisions; other members acquiesce)</p>	<ul style="list-style-type: none"> ▪ Decisions can be made quickly ▪ Process is helpful in times of emergency when strong leadership may be necessary 	<ul style="list-style-type: none"> ▪ Implementers may disagree and sabotage the decision ▪ Process does not encourage involvement and commitment ▪ Members may become angry, apathetic, resistant, or alienated ▪ Process does not build decision-making capacity in the organization
<p>MAJORITY RULE (one person, one vote; majority vote wins)</p>	<ul style="list-style-type: none"> ▪ Decisions can be made quickly ▪ Process is simple and straight-forward ▪ Power of the majority supports the decision 	<ul style="list-style-type: none"> ▪ Minority may feel alienated and sabotage the decision ▪ Process does not encourage the participation of all members ▪ Formation of power blocs may be encouraged ▪ Process sets up a win-lose situation
<p>CONSENSUS (members discuss and negotiate an issue, formulating a decision that everyone can “live with”)</p>	<ul style="list-style-type: none"> ▪ Process encourages creative solutions to problems ▪ Process builds trust and commitment ▪ Process generates information and clarifies issues ▪ Implementation is easy because all parties support the decision ▪ Responsibility is decentralized ▪ Process sets up a win-win situation 	<ul style="list-style-type: none"> ▪ Process can be time-consuming ▪ Leader needs to be skilled in order to manage the process ▪ Process can stalemate if conflicts are not resolved effectively

APPENDIX 10

SAMPLE LETTER OF RECOGNITION/RECRUITMENT

Date

Dear _____:

On behalf of _____ *[program and school/public two-year college]* _____, I would like to take this opportunity to express my sincere appreciation for your participation on our program advisory committee during the past year.

Your participation on this committee has been valuable to staff and students. At this time, I am in the process of organizing the committee for the coming year. I would like to extend an invitation to you to remain as an active program advisory committee member.

Sincerely,

INSERT SIGNATURE, NAME, TITLE

APPENDIX 11

SAMPLE ADVISORY COMMITTEE MEMBER INFORMATION FORM
[NAME OF SCHOOL/COLLEGE]

Date: [INSERT DATE]

Name:

E-mail Address:

check if you want e-mail

Employment Address:

check if you want mail sent to your office

Company Name:

Street:

City

State

Zip

Phone

Home Address:

check if you want mail sent to your

Street:

City

State

Zip

Phone

APPENDIX 13

SAMPLE SCHEDULE AND PROCEDURES

	Column A PROGRAM ADVISORY	Column B GENERAL ADVISORY
Sept. – Oct.	<ul style="list-style-type: none"> a. Hold first meeting of school year. b. Establish meeting plan (agenda items) and schedule for full year. c. Conduct a program review (incl. facility and equipment) and develop an action plan with timelines. d. Refer any items as appropriate to the general advisory committee. 	
Nov. – Jan.	<ul style="list-style-type: none"> a. Assist in the identification of budget needs for the program. b. review action plan progress 	Hold first meeting of school year with program advisory committee chairpersons having the opportunity to offer budget and other advice to the School Committee/Board of Trustees in December.
Jan. - April	<ul style="list-style-type: none"> a. Hold one or more additional meetings to address major issues and discuss action plan progress. b. Review action plan progress. 	Hold second meeting if a major topic is defined by committee members or the superintendent/president (legislation, public relations, etc.).
May - June	<ul style="list-style-type: none"> a. Final meeting for current school year. b. Elect chairperson and vice-chairperson for next school year. c. Review action plan progress d. Review Perkins IV Local Plan 	<ul style="list-style-type: none"> a. Final meeting for school year. b. General business and appreciation activities.

APPENDIX 14

SAMPLE TEMPLATE FOR MEETING MINUTES

_____ Committee

The meeting was held [month-day-year] at [Location] .

The following were in attendance:

- | | |
|-----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |
| 11. _____ | 12. _____ |

Subject: _____	Action: _____
_____	_____
_____	_____

Subject: _____	Action: _____
_____	_____
_____	_____

Subject: _____	Action: _____
_____	_____
_____	_____

Subject: _____	Action: _____
_____	_____
_____	_____

Date of the next meeting [month-day-year] at [Location] .

Special Notes:

Name of Recorder: _____

APPENDIX 15

SAMPLE CHECKLIST FOR MANAGING A MEETING EFFECTIVELY

	YES	NO
Agenda prepared		
Agenda distributed to members before meeting		
Room set up comfortably before meeting begins		
Refreshments available		
Meeting begins on time		
Purpose of the meeting and outcomes are stated and agreed upon		
All members participate in discussion		
Group follows agreed-upon decision-making process		
Items on agenda are covered		
Action items and decisions made are reviewed at end of meeting		
Work commitments and timelines are reviewed		
Group gives input on next meeting's objectives		
Meeting ends on time		

Committee chairpersons and facilitators should, of course, consistently exercise judgment and tact in steering the committee to follow its agenda, reach decisions, and make recommendations where appropriate.

APPENDIX 16

SAMPLE AGENDA FOR PROGRAM ADVISORY COMMITTEE

Graphic Communications Program Advisory Committee Meeting

- I. Review Shop/Laboratory Facilities and Equipment
- II. Annual Programmatic Review
- III. MCAS Data Review
- IV. National Program Standards
- IV. Review Course of Study
- VI. Student Enrollment/Placement
- VII. New Trends in the Occupational Area
- VIII. Employment Outlook
- IX. New Business
- X. Recommendations

APPENDIX 17

SAMPLE MEETING MINUTES FOR PROGRAM ADVISORY COMMITTEE

GRAPHIC COMMUNICATIONS PROGRAM ADVISORY COMMITTEE MEETING

Attendance (names and school/public two-year college or business/industry affiliation):

_____	_____
_____	_____
_____	_____

- I. Review shop and classroom facilities and equipment
More workstations are needed. Fire extinguishers have expired.
- II. MCAS/Placement/Graduation/Nontraditional by Gender Data Review – more females should be able to access cooperative education
- III. National Program Standards approval due to expire next year
- IV. Review Program of Study
Additional alignment work with the Vocational Technical Education Frameworks must be done. Career/Vocational Safety and Health Plan for this program must be updated.
- V. Student Enrollment/Placement
The program has seen a 30 percent increase in enrollment over the past three years. Industry wants more graduates. With more workstations, we could boost public relations to attract more students.
- VI. Articulation - Articulation agreements are not current
- VII. Employment Outlook
High, especially for grads who obtain an associate degree
- VIII. New Business
Increase monitoring at cooperative education sites.
- IX. Recommendations
Invite one or more representatives of computer companies to join this committee to advise on trends. Invite industry representatives to speak to students in exploratory classes about opportunities in graphic communications.

APPENDIX 18

SAMPLE AGENDA GENERAL ADVISORY COMMITTEE MEETING

- I. Welcome and Introductions (by Superintendent-Director/President/Career and Technical Director)
- II. Dinner
- III. Program Advisory Committee Presentations (list individual CVTE programs)
- IV. Summary (by general advisory committee chairperson)
 - A. Present Status of the School
 - B. Observed Trends
 - C. Recommendation

APPENDIX 19

SAMPLE MEETING MINUTES OF THE GENERAL ADVISORY COMMITTEE

Attendance (names and affiliations, i.e., with the school/college, program advisory committee, or other):

_____	_____
_____	_____
_____	_____
_____	_____

I. Program Advisory Committee Presentations

HVAC

This program needs more space, more equipment, and an additional teacher. As industry uses more computers, we should keep up with those trends in our teaching. Taxpayers need to become educated as to the value and purpose of education in this occupational field. Articulation agreements are not current

GRAPHIC COMMUNICATIONS

More workstations are needed. Articulation agreements are not current

MACHINE TOOL TECHNOLOGY

Few students are choosing this program. We need better information about it. Success stories are needed for good public relations.

AUTOMOTIVE TECHNOLOGY

There has been great improvement in the use of repair guides, specifications, and visual and audio aids. The computer equipment needs immediate attention, i.e., we need extra equipment and updated training.

II. Summary of the general advisory committee chairperson

A. Present Status of the School

- Increased enrollment overall
- Potential problems in machine tool technology shop
- Success in obtaining equipment and supplies; remaining needs

B. Observed Trends

- Negative perceptions among students and community of HVAC and machine tool technology shops
- Continued increase of computers in nearly all programs
- Continuing demand for graduates

C. Recommendations

- Purchase new equipment for the HVAC/R and automotive technology programs
- Enlarge program advisory committee membership to reflect the need for computer expertise
- Organize public relations efforts for CVTE generally, and HVAC/R and machine tool technology programs specifically
- Update articulation agreements

APPENDIX 20

SAMPLE REPORT OF THE GENERAL ADVISORY COMMITTEE TO THE SCHOOL COMMITTEE

1. **Equipment**

The General Advisory Committee recommends that the following equipment be purchased:

- Recovery/Recycling equipment for HVAC/R
- Computer diagnostic equipment for Automotive Technology

2. **Program Advisory Committee Membership**

The General Advisory Committee requests that the School Committee assist in identifying representatives of the computer industry to recruit for membership in appropriate program advisory committees. Advisory committee members are needed to advise on trends in computer use in these occupational fields.

3. **Public Relations**

The General Advisory Committee recommends developing a speaker's bureau of business/industry representatives for the purpose of improving community and student perceptions of CVTE. A few program areas are experiencing declining enrollment despite continued industry demand for graduates.

In addition, the General Advisory Committee recommends producing a CD-Rom presentation depicting CVTE students in school and in the industry. We estimate that a 20-minute CD-Rom show could be produced for \$1,000.

Both the speaker's bureau and the slide/film presentation would be available for assemblies of exploratory students and for community functions.

APPENDIX 21

SAMPLE CHECKLIST FOR EVALUATING ADVISORY COMMITTEES

DIRECTIONS: Mark each question in relation to the operation of the advisory committee serving the career/vocational technical education program. This document was adapted from *Handbook for Local Career and Education Advisory Councils*, Nebraska Advisory Councils for Career and Education, Lincoln, Nebraska, undated, pp. 11-13.

	YES	NO
1. Is provision made for the permanence and continuity of the committee?		
2. Has the school committee/board of trustees developed policies relative to:		
a. advisory committee functions?		
b. number of committee members?		
c. method by which members are chosen?		
d. method of replacing members when their terms expire or when vacancies occur?		
e. procedures for communicating with school/public two-year college staff and school committee/board of trustees members?		
f. relationships of the advisory committee to school committee/board of trustees' members, administrators, parents/guardians, teachers, students, and the community?		
3. Are members of the advisory committee nominated by both the school/public two-year college staff and present committee members?		
4. Does the school committee/board of trustees make the appointment of individuals to the advisory committee/board of trustees?		
5. Are members selected because of their:		
a. interest?		
b. knowledge?		
c. ability?		
d. willingness to serve?		
e. "segment of interest group" representation?		
6. Are members notified of their appointment by:		
a. letter?		
b. email		
c. personal visit by a school/public two-year college representative?		
7. Are committee members appointed for a definite length of time?		
8. Is the chairperson elected from the ranks of the committee?		
9. Do ex-officio members represent the school/public two-year college?		
10. Are members aware of the specific purposes for which the advisory committee is formed?		
11. Are committee members informed well in advance of meeting dates and places?		
12. Are committee meetings held only when sufficient need exists?		
13. Is publicity provided for committee activities?		
14. Are formal committee recommendations set forth in writing?		
15. Are committee recommendations channeled through appropriate authorities?		
16. Does the advisory committee accept the philosophy that its duty is to recommend, not to administer?		

17. Does committee membership include representatives of appropriate business, industry, or occupations in the community?		
18. Are students and parents/guardians represented in committee membership?		
19. Is there a feeling of need for the advisory committee by:		
a. school committee/board of trustees' members?		
b. administrators?		
c. school/public two-year college staff?		
20. As related specifically to the evaluation of career/vocational technical education, does the advisory committee:		
a. make suggestions concerning the objectives of the school/public two-year college program of career/vocational technical education?		
b. advise on curriculum and material development?		
c. make suggestions regarding the extent to which knowledge and skills should be taught in the school/public two-year college?		
d. help develop instruments and procedures for tracking students' progress?		
e. help conduct surveys of former students, parents/guardians, and/or employers?		
f. help acquaint the community with the needs of career/vocational technical education?		
g. provide evaluative feedback to the school committee/board of trustees, administration, employers, and other citizens?		
h. help assemble and analyze materials relative to program evaluation?		

DIRECTIONS: Answer the remaining questions, using the following key:
S = satisfactory progress in this area **N = not satisfied with progress in this area**
P = only partial success in this area

	S	P	N
21. Do committee members possess a working knowledge of the philosophy and objectives of career/vocational technical education?			
22. Is an information program provided that will keep committee members abreast of new developments in career/vocational technical education?			
23. Is the committee formally organized?			
24. Does the facilitator perceive his or her duty largely as that of requesting rather than giving advice?			
25. Do personnel work with the advisory committee when the committee is concerned with a specific portion of the curriculum for which a staff member is responsible?			
26. Are committee members invited to school/public two-year college functions?			
27. Are committee members considered part of the "school/public two-year college family?"			
28. Does the committee study and debate the issues before making final recommendations?			
29. Can the committee request that school/public two-year college personnel conduct research?			
30. Does the school/public two-year college provide adequate research services for the advisory committee?			

APPENDIX 22

Membership Form - Program Advisory Committee for Chapter 74-Approved Vocational Technical Education Program

SCHOOL: _____

SCHOOL YEAR: _____

PROGRAM NAME: _____

FACILITATOR:

DATE OF COMPLETION:

<p>Note that school staff <u>shall not</u> be <u>members</u> of the advisory committee. Thus, do not list them below. List the name of the facilitator who may be school staff above next to "facilitator." Include first name, middle initial, last name.</p>	<p>List the name of the business for business/industry representatives. List the name of the organization for organized labor. List the name of the program for registered apprenticeship program. List the name of the institution for postsecondary education representatives. List the full business address for all members, including street name & number, city/town, state, zip code daytime telephone number.</p>	composition <i>(CHECK IF APPLICABLE)</i>			type of representation <i>(CHECK ONE BOX FOR EACH NAME LISTED)</i>							
		person with disabilities	racial or linguistic minority	female	business/industry	organized labor	registered apprenticeship program	postsecondary education	student	parent/guardian	community	other
<i>CHAIRPERSON</i>												

Signature of Chairperson: _____

Date: _____

APPENDIX 23

Membership Form – General Advisory Committee for Chapter 74-Approved Vocational Technical Education

SCHOOL:	SCHOOL YEAR:	
----------------	---------------------	--

FACILITATOR:		DATE OF COMPLETION:										
<p>Note that school staff <u>shall not</u> be <u>members</u> of the advisory committee. Thus, do not list them below. List the name of the facilitator who would be the chief administrative officer of the school committee, above next to “facilitator.” Include first name, middle initial, last name.</p>	<p>List the name of the program for each program advisory committee representative. List the full business address for all members, including street name & number, city/town, state, zip code daytime telephone number.</p>	composition <i>(CHECK IF APPLICABLE)</i>			type of representation <i>(CHECK ONE BOX FOR EACH NAME LISTED)</i>							
		person with disabilities	racial or linguistic minority	female	program advisory committee	business/industry	organized labor	registered apprenticeship program	postsecondary education	student	parent/guardian	community
<i>CHAIRPERSON</i>												

Signature of Chairperson: _____

Date: _____