

Career Pathways Advisory Committee Toolkit

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Prepared by Debra Mills, October 2011

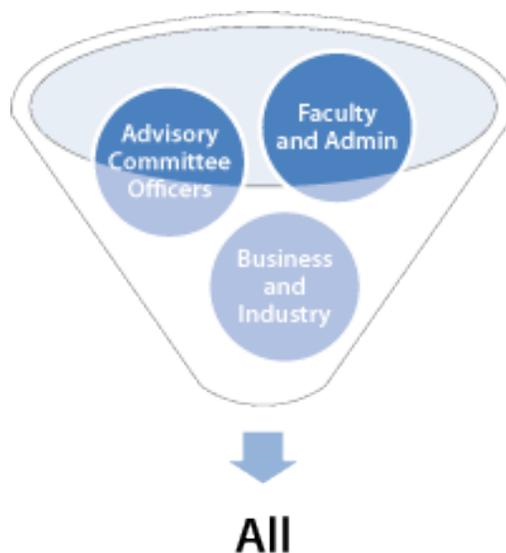
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I. Introduction and Organization

Purpose of the Toolkit

The purpose of this toolkit is to help educators and business/industry representatives to strengthen career and technical education programs within a career pathways system through the use of advisory committees. This toolkit has been divided into sections so that members can have the option of going to the section that has the most meaning or priority for them. Many members may wish to read and work through the toolkit in its entirety.



The following table lists and describes each section and gives suggestions for which audience may have an interest in that section.

Audience for Each Section		
Section	Description	Audience
I. Introduction to the Toolkit	Start here for an understanding of how the toolkit is organized and an explanation of each section.	All
II. Benefits of Advisory Committees	Benefits of advisory committees and related interactive forms	All
III. Setup of Advisory Committees	How to set up advisory committees and related interactive forms	1) Faculty, Administrators 2) Advisory Committee Officers

Audience for Each Section		
Section	Description	Audience
IV. Maintenance of Advisory Committees	Maintaining your advisory committee after it has formed with related interactive forms	1) Faculty, Administrators 2) Advisory Committee Officers
V. Growth of Advisory Committees	Growing your advisory committee to its optimum level with related interactive forms	1) Faculty, Administrators 2) Advisory Committee Officers
VI. Career Pathways Advisory Committee Members Guide	A guide for business/industry members (roles and responsibilities) with related interactive forms	Business/Industry members
VII. Forms and Resources	Table of contents for forms and reference materials. Select forms here for download without going through the sections.	Advisory Committee Officers
VIII. Glossary	Glossary of terms used in the toolkit and career and technical education in general	All
IX. Entire Toolkit	Downloadable, printable version of entire toolkit	
X. Acknowledgements and Bibliography	Acknowledgements of working group that developed the toolkit and resources used in development	All

For the purpose of this table, we have used the following definitions in defining advisory committee audiences:

- *Faculty and Administrators*—Educators involved with the advisory committee
- *Business/Industry Members*—Business or industry partners serving on the committee
- *Advisory Committee Officers*—Educators and/or business partners serving as an officer of the advisory committee
- *All*—All three audiences list above

Suggestions for your local advisory committee: Using the table below, make suggestions for where your team might want to start in the toolkit:

Suggestions for Local Advisory Committee Resource 1.1	
Section	List Local Advisory Committee Members who should complete this section:
I. Introduction to the Toolkit	
II. Benefits of Advisory Committees	
III. Setup of Advisory Committees	
IV. Maintenance of Advisory Committees	
V. Growth of Advisory Committees	
VI. Career Pathways Advisory Committee Members Guide	
VII. Forms and Resources	
VIII. Glossary	
IX. Entire Toolkit	
X. Acknowledgements and Bibliography	

II. Benefits of Advisory Committees

An advisory committee is a group of employers and employees who advise educators on the design, development, implementation, evaluation, maintenance, and revision of programs within a career pathway. For more information on career clusters and career pathways, go to <http://www.careertech.org/career-clusters/>. Each advisory committee is made up of individuals with experience and expertise in the occupational field that the program serves.

In many states, approved programs must have a technical advisory committee that functions at the state, regional, or local level to assist education providers in planning, conducting, and evaluating their program curricula and operations.

In addition to fulfilling many states' requirements, advisory committees help to:

- Promote communication among education, business, and industry;
- Identify new and emerging fields and modify existing programs;
- Strengthen programs by providing student competency lists and reviewing curriculum;
- Ensure that each career pathway academic ladder matches the corresponding industry career ladder;
- Review student outcomes (completion rates, placement rates, and state licensing examination outcomes);
- Ensure that programs are relevant and up-to-date;
- Assess the equipment and facilities available and make recommendations as needed;
- Provide work-based learning experiences for learners;
- Provide training opportunities for educators;
- Advocate programs to communities and legislators;
- Assist with placement of program completers;
- Promote career pathways and inform communities about them;
- Seek legislative support for career pathways; and
- Leverage community resources (equipment, facilities, materials, and broker community partnerships).

How Can Your Advisory Committee Help the Program?
Resource 2.3

*How can your
 Advisory Committee help?*

List three things you wish your program had:	1.	
	2.	
	3.	
List three activities that you would do with your students/learners if the funds were available:	1.	
	2.	
	3.	
Name three concepts you wish legislators knew about your program:	1.	
	2.	
	3.	

Ideas on how the advisory committee may benefit your program by advising in the following areas

Resource 2.4

Expertise Area	Examples	Ideas for your program or career pathway
Design	Which pathway; exit points and entrance points on the academic ladder	
Development and Implementation	Curriculum development; skills needed in workplace including essential skills	
Evaluation	Graduates, program effectiveness	
Maintenance	Supplies, professional development; work-based learning opportunities, career development	
Revision	Stackable credentials, modification of existing curriculum; emerging occupations	

III. Setup of Advisory Committees

One of the most effective ways of providing a link between the community and the educational system is through advisory committees. Advisory committees:

- Allow the community to be linked to the educational system;
- Can guide, strengthen, and improve existing or new Career Pathways programs; and
- Allow business, industry, and labor representatives to add expertise and resources to the Career Pathways program.

The Advisory committee is basically a tool for educators to “talk to their customers.”

Joint Structure

Since the onset of Perkins IV, a trend of joint secondary and postsecondary advisory committees has taken place across the country. Career Pathways require secondary and postsecondary educators to work together to develop programs of study with business and industry. In a career pathways system, the curriculum is to be developed together and placed over two or more institutions. Thus, a joint advisory committee that brings together secondary educators, postsecondary educators, and industry would be advantageous.



Joint or Separate Secondary/Postsecondary Advisory Committees?

Resource 3.1

Advantages to Joint Committees	Disadvantages

Cross-Representation Structure

An alternative structure when having separate advisory committees is to have representatives on each committee.

Cross Representation Structure

Resource 3.2

Using the form below assign representatives:

**Secondary
Advisory
Committee:**

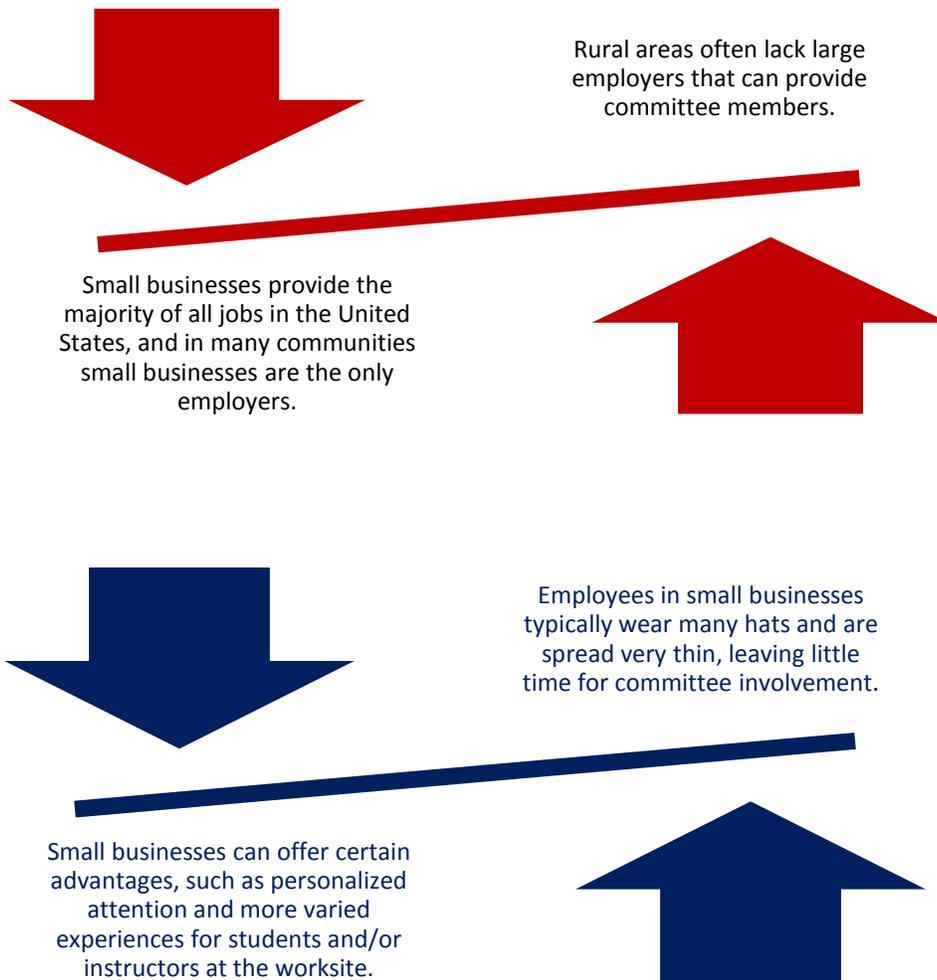
- Postsecondary Representative on the Secondary Committee:
- _____

**Postsecondary
Advisory
Committee:**

- Secondary Representative on the Postsecondary Committee:
- _____

Rural Areas

Rural areas must deal with special considerations and challenges when setting up the advisory committee.



Committees can look for ways to expand and enhance the involvement of small businesses by having them leverage their connections with

- Subcontractors
- Suppliers
- Other business contacts.

Committees may also want to work through the local chamber if they are members. Be sure to give small businesses plenty of recognition as many of them have lived in the community for years.

Other Connections—Adopting a “Systems” Viewpoint

Typically, occupational education programs within a pathway must be coordinated with other federal or state initiatives to avoid unnecessary duplication of programs and services. Advisory committees must be made aware of initiatives or legislation that will affect the program, and there may be a need to coordinate or make connections with other activities.

Statewide Committees

- The program may already be advised by a statewide committee.
- Sometimes the pathway may be unique so that it calls for a statewide committee.

CCCS Discipline Teams

- Designated to review curriculum and program content in each of the industry sectors
- Will interact with other state-level Career Sector advisory councils to ensure that curriculum is valid and applies to the specific field

Connection to Economic Development

- Local economic development identify current and future solutions to workforce development issues and to find ways to target local, state, and federal resources.
- Entities frequently conduct labor-force surveys, which can be invaluable to advisory committees.

Local Workforce Board (WIB) Connections

- Coordinates, integrates, measures and evaluates regional workforce preparation services
- Make sure there is connection to this board

University Connections

- Pathway may need two levels of workers—AAS and BS.
- Pathway may need to be articulated or have a capstone program.

Systems Point of View Checklist
Resource 3.2A

Possible Connections	√ Is there a connection?	Key Contact or Connection
College-wide Advisory Committee		
Economic Development		
Secondary And Postsecondary Systems		
University		
Local Workforce Board (WIB)		
State-level Discipline Teams		
Other:		

Officers

Officers, working closely with the educational department chair, can save time for teachers/administrators, and it is strongly recommended that you attempt to get officers early in your formation of the committee.

Chairperson: The Chairperson (working with the educational department chair) can:

- preside at meetings;
- call meetings;
- appoint necessary sub-committees; and
- represent the advisory committee in other groups.

The chair will create and maintain a cohesive, effective group and create an environment that is conducive to positive committee action.

Secretary: The Secretary oversees the administrative functions of the committee. The secretary could be a representative from business/industry and staff support from the college should be assigned to assist the secretary.

Staff Support: To achieve its purpose in a timely fashion, an advisory committee must have adequate administrative and clerical staffing. Many times this is provided by the department in which the CTE program resides. Staff Support typically records meeting minutes and perform clerical duties as needed.

Advantages of Having Officers

Resource 3.3

List the advantages of having officers in your advisory committee structure.

Chairperson

Secretary

**Support
Staff**

Structure of the Advisory Committee

Resource 3.4

Complete the table with identification of structure items and names (if applicable).

Size of Committee:		NOTE: ADVISORY COMMITTEES should consist primarily of employers. Many reflect that with 51% majority of employers.		
Committee Officers:	Purpose	✓ Yes— this will be part of our structure	Name:	✓ No— this will not be part of our structure
<i>Chairperson</i>	Presides at meetings; calls meetings; appoints subcommittees;			
<i>Co-Chairperson</i>	Assists the Chair			
<i>Secretary</i>	Oversees administration functions of the committee			
<i>Staff Support</i>	Clerical staffing			
<i>Other:</i> _____				

Roles and Responsibilities for Officers

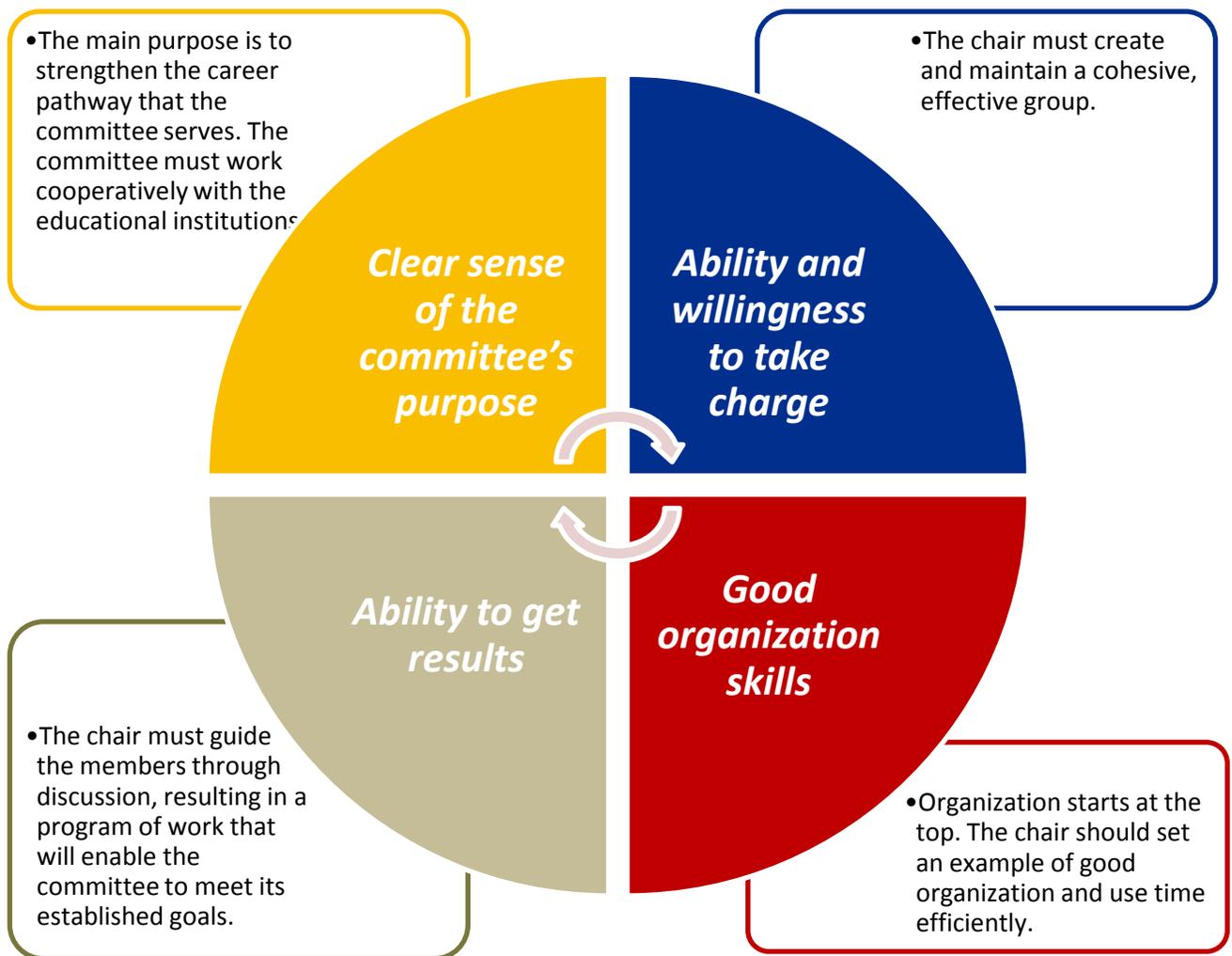
Resource 3.5

Chairperson	Secretary	Support Staff
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

Selection of the Chairperson

The chairperson should be from business/industry. The two main roles of the chair are to set meeting agendas and conduct meetings.

The Four Main Elements of a Successful Chair



Using the form below, rate candidates for chairperson position:

Potential Chairperson Rating											
Resource 3.6											
Candidate's Name	Attribute	Weak ←-----→ Strong									
		1	2	3	4	5	6	7	8	9	10
1.	<i>A clear sense of the committee's purpose</i>										
	<i>Ability and willingness to take charge</i>										
	<i>Ability to get results</i>										
	<i>Good organization skills</i>										
2.	<i>A clear sense of the committee's purpose</i>										
	<i>Ability and willingness to take charge</i>										
	<i>Ability to get results</i>										
	<i>Good organization skills</i>										
3.	<i>A clear sense of the committee's purpose</i>										
	<i>Ability and willingness to take charge</i>										
	<i>Ability to get results</i>										
	<i>Good organization skills</i>										

Other Members

Even though the majority of committee members should be from business and industry, a broader representation could benefit from understanding the works of an advisory committee and serve as non-voting, consulting members. The following educational representatives should be present to receive advice and answer questions:

- secondary and postsecondary CTE instructors;
- administrators;
- counselors; and
- general education (academic) faculty

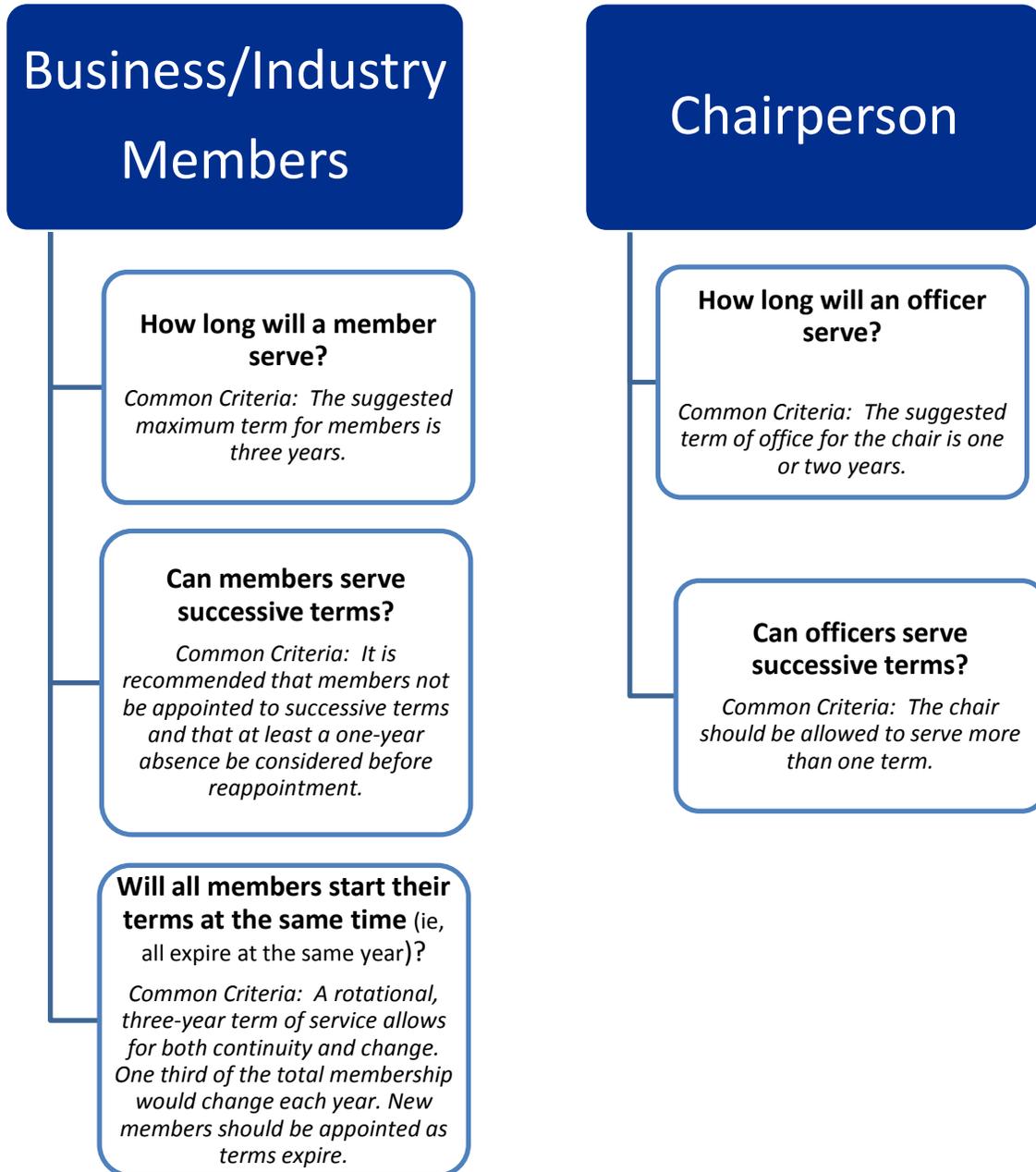
Former students should *only* be on your advisory committee if they are actively working in the industry.

Using the form below, inventory nonvoting or consulting members by job classification:

Nonvoting/Consulting Members						
Resource 3.8						
Name:	Secondary or Postsecondary S or P	√ Counseling or Career Advisor	√ Academic or General Ed	√ CTE	√ Administration	√ Other

Terms of Office

Each advisory committee should establish its own criteria and guidelines for member recruitment, selection, appointment, and replacement. Committee membership should be reviewed and updated yearly to ensure broad-based representation of the industry and to ensure that the work of the committee continues.



Terms of Office

Resource 3.9

Complete the following form for the terms of office criteria for the advisory committee:

Business Members	Officers
Term Limit:	Term Limit:
Successive Terms Allowed:	Successive Terms Allowed
Start of Term	Start of Term

Request, Confirmation, and Orientation of New Members

A formal letter requesting membership should be sent only after an informal face-to-face meeting or phone conversation discussing the potential member's contribution and role on the advisory committee. **See the Resources 3.10, 3.11, and 3.12 for samples regarding correspondence about membership.**

The committee's success will depend to a large extent on how well members understand their roles at the first meeting they attend. New and continuing advisory committee members should be regularly provided with information relative to the committee's purpose, function, structure, and goals as expressed in the committee's work plan.

All advisory committee members should receive a copy of the section entitled Career Pathways Advisory Committee Members Guide.

What do new business members need to understand?



List items to be included in orientation of new members:

Resource 3.13

- 1.
- 2.
- 3.
- 4.
- 5.

IV. Maintenance of Advisory Committees

Communications

Communication with members will occur in both:

- formal settings and
- informal settings.

List How You Might Communicate With Members:

Resource 4.1

Informally

- 1.
- 2.
- 3.
- 4.

Formally

- 1.
- 2.
- 3.
- 4.

Advisory committees should strive to streamline formal face-to-face meetings as much as possible. Business will balk and drop out of the advisory committee if they perceive that you are wasting their time with unproductive meetings. Providing materials for review in advance, either by email, regular mail, or other digital technologies, can ensure that meeting time is reserved for interactive discussions and decision-making. Tours and lectures should not be scheduled during a regular meeting.

List Ideas for Streamlining Meetings:

Resource 4.2

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Meetings

Meeting discussions should focus on the agenda, and every attempt should be made to involve each member. Time should be allowed for open, free discussion on the strengths and weaknesses of the program. The committee chair should be able to draw on the expertise of individual committee members and not let any one member or school official dominate the discussion.

The committee should establish meeting ground rules. These rules could include the following:

- Encourage everyone to participate equally.
- Share ideas freely.
- Provide constructive suggestions rather than negative criticisms.
- Stay on track and on time.
- Be concise.

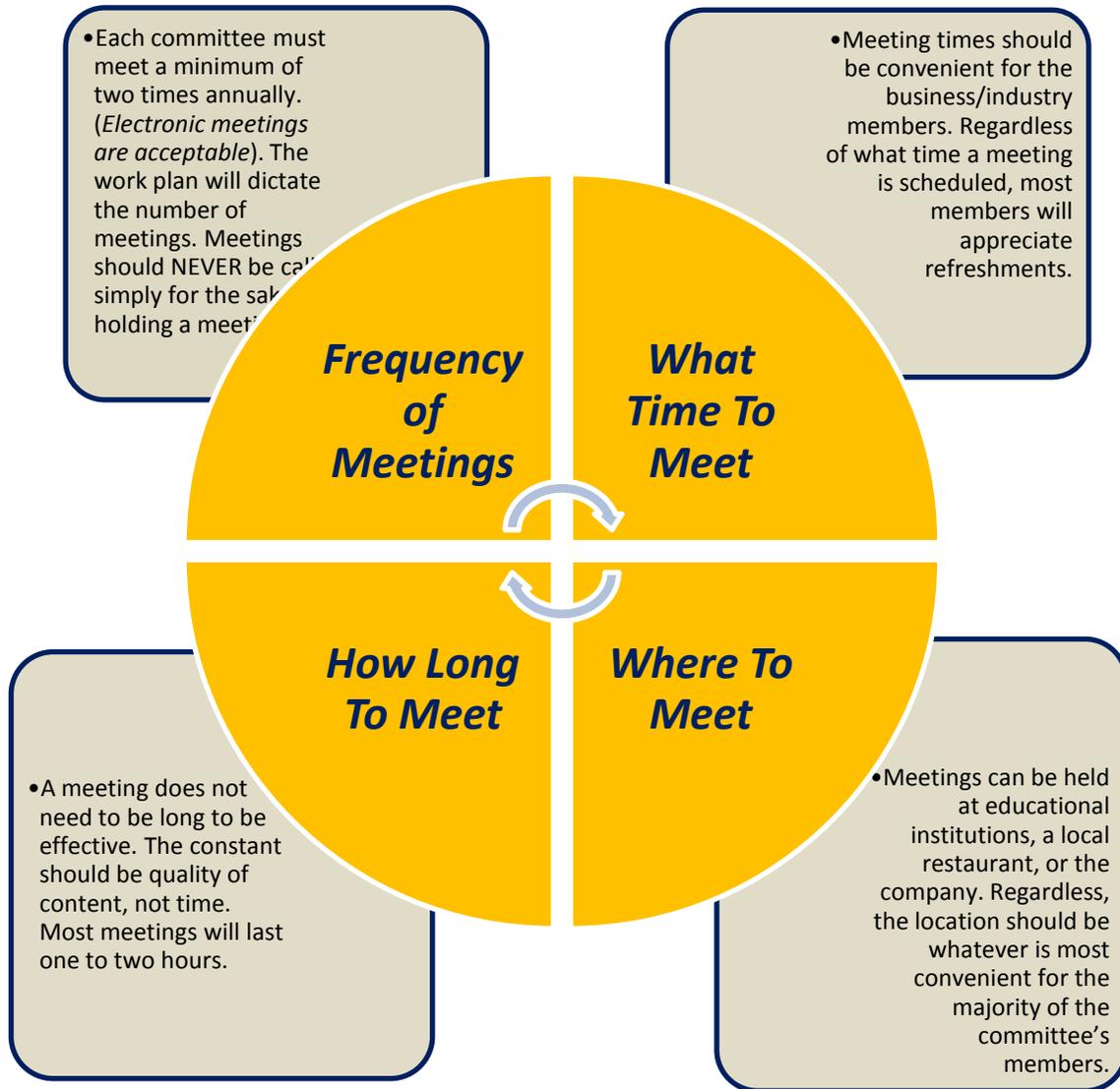
Ground Rules	<ul style="list-style-type: none">• Ground Rules for Meetings• Resource 4.3
Ground Rule #1	<ul style="list-style-type: none">•
Ground Rule #2	
Ground Rule #3	
Ground Rule #4	
Ground Rule #5	

Effective Meetings

Well-organized meetings add to the advisory committee’s effectiveness. Busy committee members are more likely to remain involved when their time is used well.

Effective Meeting Checklist Resource 4.3A		
Meeting Held on:		
Criteria	√ Met Criteria	Notes
Meeting was scheduled well in advance		
Time & location was good for business/industry partners.		
Meeting started and end on time		
Meeting had a stated purpose		
Agenda was distributed prior to the meeting		
All agenda items were completed in an organized way		
Date for the next meeting was set prior to adjourning		
Meetings allowed for full and open discussion of issues, including controversial ones.		

Structure of Meetings



Organized meetings are one of the keys to a successful advisory committee. Establishing a meeting schedule at the beginning of the academic year will allow committee members to plan their calendars accordingly.

Schedule of Meetings			
Resource 4.4			
Meeting Number #	Date	Time Parameters	Location of Meeting
1			
2			
3			
4			

Meeting Correspondence Steps:



See the following Meeting Correspondence sample letters in the resource section:

- Resource 4.5—Sample *Save the Date*
- Resource 4.6—Sample invitation letter
- Resource 4.7—Sample thank you letter for participant
- Resource 4.8—Sample thank you letter to non-participant

Checklist for Advisory Committee Meeting

Resource 4.9

	Deadline	Person Responsible	√	Method or Technology	Notes
Meeting date, time and location scheduled					
“Mark the Date” notice sent out					
Agenda developed					
Send letter to expected participant list to confirm attendance, distribute agenda, and provide directions to meeting.					
Reminder notice sent					
Room set up & technology ordered					
Refreshments ordered					
Review set-up checklist to ensure all items are taken care of					
Conduct phone follow up to invitation in order to maximize attendance					
Electronic recording of meeting for distribution to non-attending members					
Send thank-you/follow-up letters to participants and non-participants					
Meeting notes sent out					
Press release – Optional					

Meeting Agenda

Agenda topics will be dictated by the program of work, but sample agenda topics could include:

- Academic preparation of students
- Labor market trends
- Impacts of federal and state legislation
- Emerging fields and potential new courses and programs
- Curriculum development (academic, technical, and essential skills)
- Instructional development
- Facilities requirements
- Recruitment of students
- Marketing of programs and graduates
- Work performance of graduates
- Program review processes and outcomes
- Equipment
- Staff development for instructors

Agenda Items and Sample Resource 4.10	
Typical Agenda items	Sample Agenda
<ul style="list-style-type: none"> • Roll call • Introduction of guests • Approval of previous minutes • Summarization of unfinished business • Subcommittee reports • New business and reports of special interest • Miscellaneous discussion • Review of next meeting date and location Adjournment 	<p>Call to Order</p> <p>Roll Call</p> <p>Introductions of Guests</p> <p>Review & Approval of Previous Minutes</p> <p>Unfinished business</p> <p>Continued discussion of curriculum changes</p> <p>Continued discussion of transition rates from secondary program</p> <p>Equipment Subcommittee Report: <i>Need Changes In The Lab</i></p> <p>WBL Subcommittee Report: Update on <i>Manual for Internships</i></p> <p>Adult Career Pathways Subcommittee Report: <i>Building a Bridge Program for Adult Education Learners.</i></p> <p>New business: Review of Textbooks</p> <p>Miscellaneous discussion and/or Other Items</p> <p>Plans for next meeting</p> <p>Adjournment</p>

Meeting Minutes: It's a Process

All advisory committees and subcommittee meetings must have written minutes. Minutes are the official record of the committee's activities. They help members understand the group's progress, concerns, decisions, and actions. Copies of all agendas and past meeting minutes should be on record with the secretary, with the department head, and/or on the advisory committee's or educational institution's website.



Minutes Sample

MINUTES – Date of Meeting:

Members present—(List)

Members absent—(List)

Other present—(List)

Call to order—Committee Chair Keith Johnson called the meeting to order at 7 am and expressed appreciation for attendance and participation. Johnson stressed the importance of the committee’s continuing support and assistance on developing career ladders with industry recognized credentials. Dr. Jane Doe, College President, greeted the committee. She stressed the college’s work in the addition of more certifications.

Minutes—Minutes of the last meeting were approved as submitted.

Unfinished business—No unfinished business was brought before the committee.

New business—Chair Johnson asked the committee to make suggestions concerning “What are entry-level certifications needed by industry?” Ben Martinez indicated that a computer background would be helpful for employees. Eva Johnson further emphasized the need for computer training. She indicated that a job applicant with computer knowledge has an advantage. It was the consensus of the committee that expanded computer training should be added to the program as soon as possible. The chair was asked to appoint a subcommittee to investigate several kinds of computers and software for possible purchase. It was agreed that the subcommittee would report to the committee at the next meeting.

Adjournment—The meeting was adjourned at 8:15 am.

_____, Secretary

Template for Minutes

Resource 4.11

Date of Meeting:

Members present:

Members absent:

Others present:

Call to order:

Previous Minutes Approved:

Motion by:

Second by:

Unfinished business:

New business:

Adjournment:

Secretary

Other Communication Strategies

Advisory committees should create communication channels that help to maintain close employer-educator relationships that go beyond those established through formal meetings. The ability of the committee to make decisions *during* meetings will depend to a large extent on how well the members communicate *between* meetings.

Communication Strategies			
Strategy	Description	Characteristics	Uses
<i>Impact documents</i>	One-page snapshots that keep the committee updated on current events.	Informal; compact, typically one page, shared through email or posted on website.	Internal press releases; updates on new activities, processes, and/or results.
<i>Periodic highlights</i>	These are one-page summaries of major activities and accomplishments during a specific time period. The person who writes the highlights should be careful in distinguishing between confirmed results and anticipated or projected results.	Typically one-page; covers a time period (month or semester)	Summary of major activities or accomplishment
<i>Annual report</i> <i>See Resource 4.12A</i>	The report does not need to be lengthy. Information from the periodic highlights can be used as the basis for the annual report. Be sure to include general student outcome data (<i>how many students are in the pathway, how many graduated, etc.</i>).	Concise information on significant program and committee accomplishments.	Disseminate to members and the community
<i>Newsletters</i>	Impact documents such as periodic highlights and annual reports can be distributed in the form of newsletters. Assembly and layout of the newsletters could be assigned as student projects.		

Communication Strategies

Resource 4.12

Item	How we will use	Targeted Audience
Impact documents		
Periodic highlights		
Annual report		
Newsletters		
Impact documents		
Periodic highlights		
Press Releases See Sample Press Release; Resource 4.12B.		

Sample Annual Report Resource 4.12A

Name of Advisory Committee:			
Committee Chair:	Vice-Chair:	Secretary:	Other:
Meetings			
Meeting	Meeting Date	Purpose	
1.			
2.			
3.			
4.			
5.			
Current Programs involved in Pathways			
Secondary			
Postsecondary			
Industry-Recognized Credentials Available			
Secondary		Postsecondary	
Student Stats			
	Secondary Program	Postsecondary Program	
Program headcount			
Number of nontraditional students			
Percent of nontraditional students			
Number of females/number of males			
Percent of females/percent of males			
Number of completers			
Number and percentage of secondary completers prior to graduation completed courses that awarded postsecondary credit from the community college			
Number and Percentage of secondary program completers than transferred to postsecondary program			
Number and percentage of secondary completers that enrolled in postsecondary education in the same major			
Number and percentage of secondary completers that enrolled in the college and took remedial courses			
Number receiving industry recognized credential			
# of certificates			

# of attaining AAS degrees			
Placement rates for program graduates within 9-12 months of completion			
Number and percentage of Adult Education students that received entry-level certification in field			
Labor Market Information			
Estimated need for workers in the industry:	Next 18 months	Next 3 years	
Entry-Level Workers			
Technician level Workers			
Supervisory			
Comments or Trends in Labor Market:			
Curriculum			
List Industry-recognized credentials that match the career ladder:	Secondary	Bridge Programs	Postsecondary
List curriculum changes made this year:			
List accomplishments from this past year:			
List Goals for next year:			
Signature of the committee chair:			

Using Technology for Communication

Most people conduct meetings as the prime way to communicate because a face-to-face meeting is comfortable for them, but that method may not be the best for using the committee's time wisely. Listed below are some categories and descriptions of some connective technologies that you might consider using in communicating with your advisory committee:

Using Technology for Communication		
Technology	Description	Examples
1. Blogs	A blog is an on-line journal that you share with other people. People can post entries and others can read, write, or edit this journal. You can develop a blog for your existing website or there are several sites that offer free blog hosting.	www.blogger.com www.livejournal.com www.wordpress.com www.twitter.com www.edmodo.com www.grouptweet.com
2. Collaborating & file sharing	Allows you to create and share your work online. Applications include documents, spreadsheets and presentations. You can upload from and save to your desktop, edit anytime and from anywhere, and choose who can access your documents.	www.google.com www.dropio.com
3. Groups and listservs/email	The Internet provides a fast and efficient medium for communication between committee members and for committee management. Groups allow groups of people have discussions about common interests. Groups can discuss, upload, and share files.	www.groups.google.com www.groups.yahoo.com www.gmail.com www.hotmail.com
4. Meeting schedulers and invitations	A meeting schedule is an online productivity tool that allows you to arrange and schedule meetings (and other events). Usually the tool sends out invitations to participants proposing times; summarizes their responses; updates you on the results; sends confirmations and reminders prior to meetings.	www.doodle.com www.evite.com www.meetingwizard.com
5. Online surveys, polls, and registrations	You can create and publish customized surveys in a short amount of time. You send out invitations to the survey via email and the participants can go online to take the survey. Services allow you to collect, sort, and analyze the responds. This would be an excellent tool to survey your business partners on hiring trends, skills need, or just about anything related to information that you need from them.	www.surveygizmo.com www.surveymonkey.com www.google.com (Google Docs and Forms)
6. Podcasting	Podcast is a buzzword to describe downloading audio or video files from the Internet to a portable device (iPod or MP3 player). You might wish to video a meeting or a workshop so that others who could not attend can see it in a podcast form.	www.mypodcast.com
7. RSS news feeds	RSS stands for Really Simple Syndication. It's an easy way for you to keep up with news and information that's important to you, and helps you avoid the conventional methods of browsing or searching for information on websites.	www.feedforall.com www.google.com/reader www.digg.com

Using Technology for Communication

Technology	Description	Examples
8. Social networks	A social network site is an online community of people who have a common interest. Your advisory committee could build a profile (who, what, where, why) and then share files, have a discussion, and even have subgroups (subcommittees).	www.facebook.com www.Linkedin.com www.twitter.com www.ning.com
9. Teleconference	Teleconference is a telephone between participants in two or more locations. Teleconferences are similar to telephone calls, but they can expand discussion to more than two people. This works well for small subcommittee meetings.	www.instantconference.com
10. Text messaging	Texting is the common term for sending a brief text message over cell phones. This would be a great way to remind someone of a meeting on the day of the meeting.	Individual cell phone plans
11. Video sharing/ video blogging	Allows you to post and download videos.	www.youtube.com
12. Web conferencing or video-conferencing and VOIP	Web conferencing tools allow you to meet online rather than in a conference room. A webinar is a neologism to describe a specific type of web conference. It is typically one-way, from the speaker to the audience with limited audience interaction, such as in a webcast. A webinar can be collaborative and include polling and question-and-answer sessions to allow full participation between the audience and the presenter. VOIP technology allows you to make telephone calls over the Internet (converts voice signals into data streams that are sent over the Internet and converted back to audio by the recipient's computer).	www.icom.com www.webex.com www.skype.com www.gotomeeting.com
13. Web site	<p>If the program has a link on the institution's website, the committee should be able to make good use of it. Ideally, it would provide at least two links:</p> <p>Public access link—This link would lead the viewer to information that is of interest to the public, such as general information on the program and the activities of the committee.</p> <p>"Committee members only" link—This link would provide a connection point for committee and subcommittee members. This is the equivalent of the "back office" area reserved (by password protection) exclusively for authorized personnel.</p>	www.google.com (Google Sites) www.yola.com *Check with your institution
14. Wikis	A wiki is basically a website that allows everyone who registers to add and change content. The most common wiki application is Wikipedia, an online encyclopedia. Wikis are easy to use as all you need is a computer, a web browser, and an Internet connection—no software, no website skills—to begin having very interactive communications with many people simultaneously.	www.wikispaces.com www.wikipedia.com www.wikspot.org

How Could Our Advisory Committee Use Technology

Resource 4.13

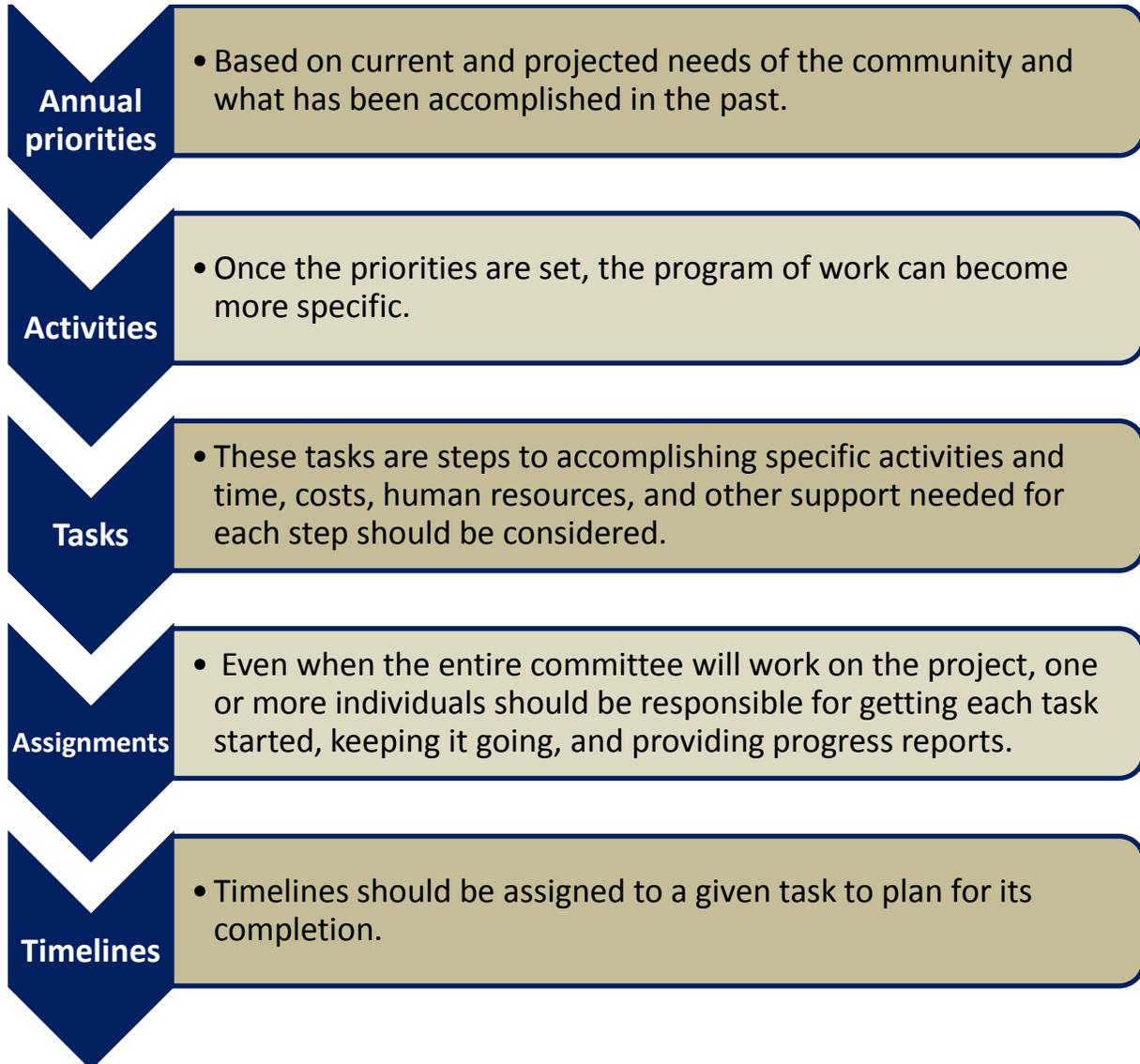
Technology	vWill we use this?	Examples of how we would use this	Which service will we use?
Blogs			
Collaborating and file sharing			
Groups and listservs/email			
Meeting schedulers			
Online surveys & registrations			
Podcasting			
RSS news feeds			
Social networks			
Teleconference			
Text messaging			
Video sharing/blogging			
Web/Videoconferencing			
Web site			
Wikis			

V. Growth of Advisory Committees

Planning a Program of Work

The committee will need to develop a plan of work to accomplish its goals.

Steps in Planning a Program of Work



Program of Work Categories and Examples

Curriculum Review & Revision	<ul style="list-style-type: none">• Modification of existing programs• Identify new or emerging fields
Staff Development	<ul style="list-style-type: none">• Provide in-service activities for instructors• Open industry-based training to instructors• Support instructors' memberships or participation in trade associations
Career Development and Work-Based Learning	<ul style="list-style-type: none">• Occupation-related field trips• Job shadowing• Cooperative Education• Clinical Internship (paid or unpaid)• Simulation• Laboratory Method• Paid/Unpaid Work Experience
Marketing and Advocacy	<ul style="list-style-type: none">• Interpret the career pathway to the community• Serve as an advocate of the career pathway• Seeking legislative support for the career pathway
Recruitment, Mentoring, & Placement	<ul style="list-style-type: none">• Recruitment• Student outcomes• Placement• Mentoring
Resources	<ul style="list-style-type: none">• Provide advice on new technology• Provide advice on facilities or physical layout• Share libraries of visual aids, books, and magazines

Program of Work
Year: _____ Objectives
Resource 5.1

Category	Objectives	√ Subcommittee Needed?	Subcommittee Chair:
Curriculum Review & Revision	1. 2. 3. 4.		
Staff Development	1. 2. 3. 4.		
Career Development and Work- Based Learning	1. 2. 3. 4.		
Marketing & Advocacy	1. 2. 3. 4.		
Recruitment, Mentoring, & Placement	1. 2. 3. 4.		
Resources	1. 2. 3. 4.		

Subcommittee Objectives & Strategies

Resource 5.2

Subcommittee: ___ Curriculum Review & Revision ___ Staff Development ___ Career Development & WBL ___ Marketing & Advocacy ___ Recruitment, Mentoring, & Placement ___ Resources ___ Other

Objective 1:

Strategies:	1.	Timeline: Team Leader:
	2.	Timeline: Team Leader:
	3.	Timeline: Team Leader:
	4.	Timeline: Team Leader:

Objective 2:

Strategies:	1.	Timeline: Team Leader:
	2.	Timeline: Team Leader:
	3.	Timeline: Team Leader:
	4.	Timeline: Team Leader:

Objective 3:

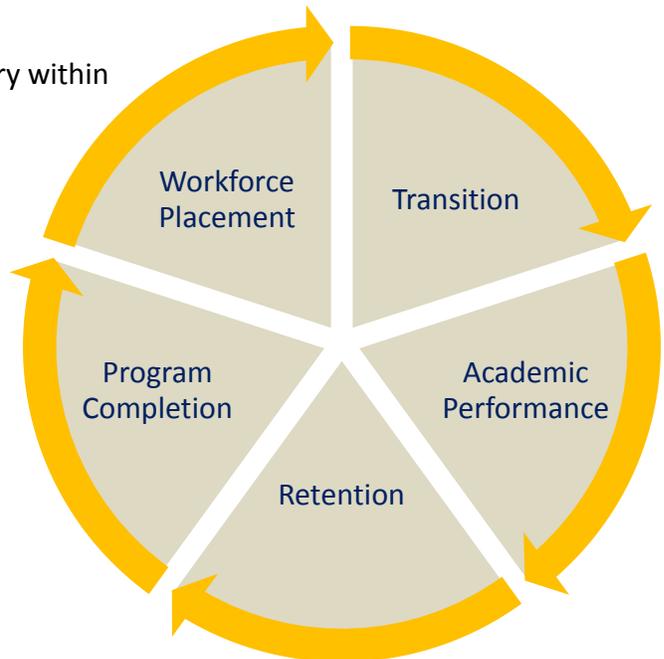
Strategies:	1.	Timeline: Team Leader:
	2.	Timeline: Team Leader:
	3.	Timeline: Team Leader:
	4.	Timeline: Team Leader:

Evaluation



Career Pathways review—The ultimate measure of the effectiveness of the pathway is its ability to place highly qualified graduates into the workforce. Data that may be of interest to the advisory committee includes:

- Transitions from secondary to postsecondary within the particular career pathway
- Student academic performance (GPA, remediation rates, etc.)
- Retention rates
- Program completion rates
- Workforce placement rates



Advisory committee performance—The effectiveness of the committee is determined mainly by determining whether the objectives set out in the program of work have been met.

An evaluation can help the committee determine:

- Whether the program is accomplishing its goals.
- The extent to which the program of work has strengthened the career pathway.
- What recommendations should be, or have been, acted upon, and what the implications of those recommendations are.
- The future direction and program of work for the committee.

<p align="center">Program of Work Assessment Resource 5.3</p>						
<p align="center">NA = Not applicable -2 = Strongly Disagree -1 = Disagree 0 = Neutral 1 = Agree 2 = Strongly Agree</p>	Disagree		Agree			
	N	-2	-1	0	1	2
	A					
Priorities and objectives clearly established.						
Activities of the committee help to meet the established priorities or objectives.						
The scope for the program of work was realistic.						
Planning tasks for each activity clearly defined.						
Individual responsibilities were clearly described.						
Timelines for each planning task were clearly established.						
Outcomes have resulted from the program of work.						

In addition to assessing the program of work, advisory committees should make sure the management of their committees is not a barrier to success. The two key components of any successful advisory committee are effective people and processes.



Factors to assess could include:

- meeting frequency
- meeting attendance
- meeting times
- meeting location
- each member's length of service
- the diversity of the committee
- committee guidelines or bylaws
- meeting agendas
- communication with member
- public recognition of members
- recommendations made

Self-Evaluation Tool*

Resource 5.4

*Adapted from Thompson School District

Element	Rating	Meets	Exceeds <i>Exceeds</i> includes elements from the <i>Meets</i> .	Excellent <i>Excellent</i> includes elements from <i>Meets</i> and <i>Exceeds</i> .
Membership	<input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> Excellent	Membership consists of at least 51% industry professionals. Membership list is maintained, current, reported to CTE office annually.	Membership represents active leaders in the community and contributes to the economic development of the community. Membership represents both genders and the ethnic diversity of the community.	Membership consists of key influencers while provides for strong leadership, networking and continuous recruitment of quality new members that hire completers.
Meetings & Agenda	<input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> Excellent	Agenda is created with input from members and is sent to members prior to meetings. Meetings are held two times per year.	Meetings are held more than two times per year. Agenda is a collaborative effort between industry members and the educational community and reflects the goals and purpose of the program.	Meetings are held four or more times per year and include a discussion of the industry standards and trends.
Minutes	<input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> Excellent	Minutes reflect general meeting discussion as recorded and are submitted at least twice per year.	Minutes summarize the meeting accurately and are done by an assigned member or elected committee secretary.	Minutes are sent to members within two weeks following the meeting and are approved at the next meeting as a part of the agenda.
Committee Chair	<input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> Excellent	Chair presides over meeting.	Chair presides over meeting and assists educators with regular communication between advisory committee members.	Chair represents the committee at local/state or national meetings. Chair is an advocate for the program.
Participation Level	<input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> Excellent	Members serve as guest speakers, providing field trip sites, or job shadows for programs.	Members and educators regularly correspond.	Members provide information and experiences to prepare students for challenging careers and partner with faculty to improve student skills and academic performance.
Curriculum Decision Making and Industry Trends	<input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> Excellent	Committee reviews curriculum and gives general feedback.	Committee reviews materials, equipment and textbooks before purchase and advocates recommends changes as needed to keep up with the industry.	Committee members work collaboratively with faculty to improve or develop curriculum when needed as industry trends change.

Formalizing Structure

Each advisory committee should develop and approve guidelines for operating procedures, or bylaws. Collectively, bylaws constitute a formal, written description of how the committee operates. See **Resource 5.5** for sample by-laws.

Formalizing Structure Notes Resource 5.6	
Item	Notes for Developing By-Laws
Name of the committee	
Purpose	
Membership guidelines	
Officers	Corresponding duties
Meeting guidelines	
Subcommittee	Details or assignments
Parliamentary authority or operating procedures	
Amendment procedures	

Help—No one comes to meetings!

Time Commitment	Value	Response
<ul style="list-style-type: none"> • Many times it is just a time commitment, but if one digs deeper into the “time issue” you can usually find an underlying theme.... <i>“it’s not worth my time.”</i> 	<ul style="list-style-type: none"> • There must be value for a business person to take time (<i>time is money</i>) out of their busy day to spend it with education. 	<ul style="list-style-type: none"> • Education must be willing to <i>“listen to the customer”</i> and <i>“respond to the customer.”</i>

<p style="text-align: center;">Lack of Participation Questions Resource 5.7</p>
1. Does the industry have all the qualified workers (with no deficiencies) that it needs?
2. Is the chair from business and are they respected among their peers?
3. Is education listening and responding to business needs or being dominant at meetings?
4. Is the physical layout of the meetings such that business has the floor and education is listening and responding when needed?
5. Are meetings held at time convenient to business?
6. Are meeting locations convenient to business?
7. When business makes a request or recommendations is there a timely response from education?

Reviving Stagnant Advisory Committees

You have the right players but no one seems to know what to do. **Resource 5.8** lists questions to bring to the table for earnest conversation.

Stagnant Advisory Committee Questions			
Resource 5.8			
Qualified Workers Questions	Entry Level	Technical	Supervisory
18 Months: Do you have enough qualified workers (<i>entry-level; technical level; supervisory level</i>) in the next 18-months?			
3-Years: Do you have enough qualified workers (<i>entry-level; technical level; supervisory level</i>) in the next three-years?			
Top 3 Skills: List the top 3 skills for workers (<i>entry level; technical level; supervisory level</i>).			% of responses
Entry Level			
1.			
2.			
3.			
Technical Level			
1.			
2.			
3.			
Supervisory Level			
1.			
2.			
3.			

Stagnant Advisory Committee Data and Issues

Resource 5.9

Bring the following Data to the Table for Discussion:

1. Graduates/Completers from the specific programs (secondary and postsecondary)

2. Transition rates in the program from secondary to postsecondary

3. Transition rates from adult basic education to the program

4. Academic data for program participants

Academic and Industry Ladder Comparison: Compare the academic to the industry career ladder. Do they match?

Academic Ladder: Are there gaps on the academic ladder that make it hard for some students to progress from one level to the next? If so, there may be a need for bridge programs.

Member Appreciation

Rewards and recognition are especially important to advisory committees because members are not paid for their efforts. *One of the best rewards is to ask for advice and respond to it.*



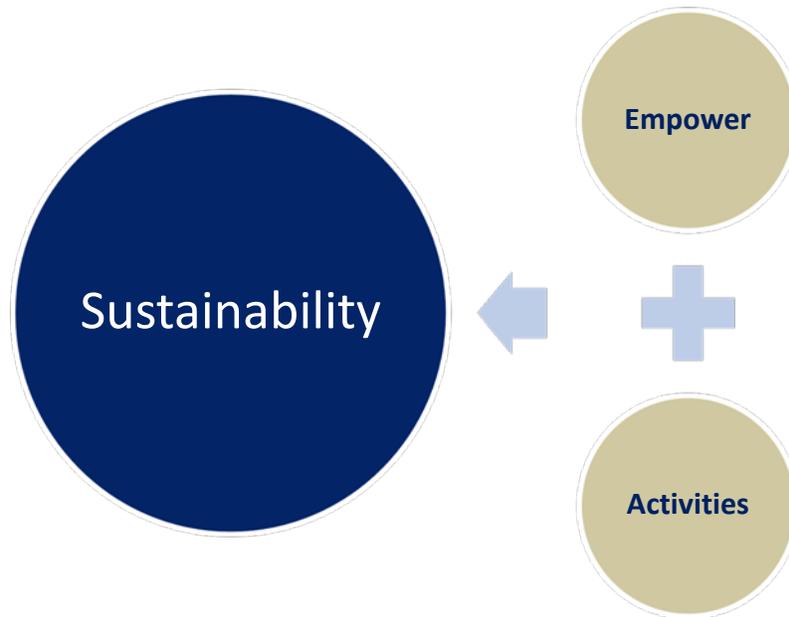
Member Appreciation Checklist

Resource 5.10

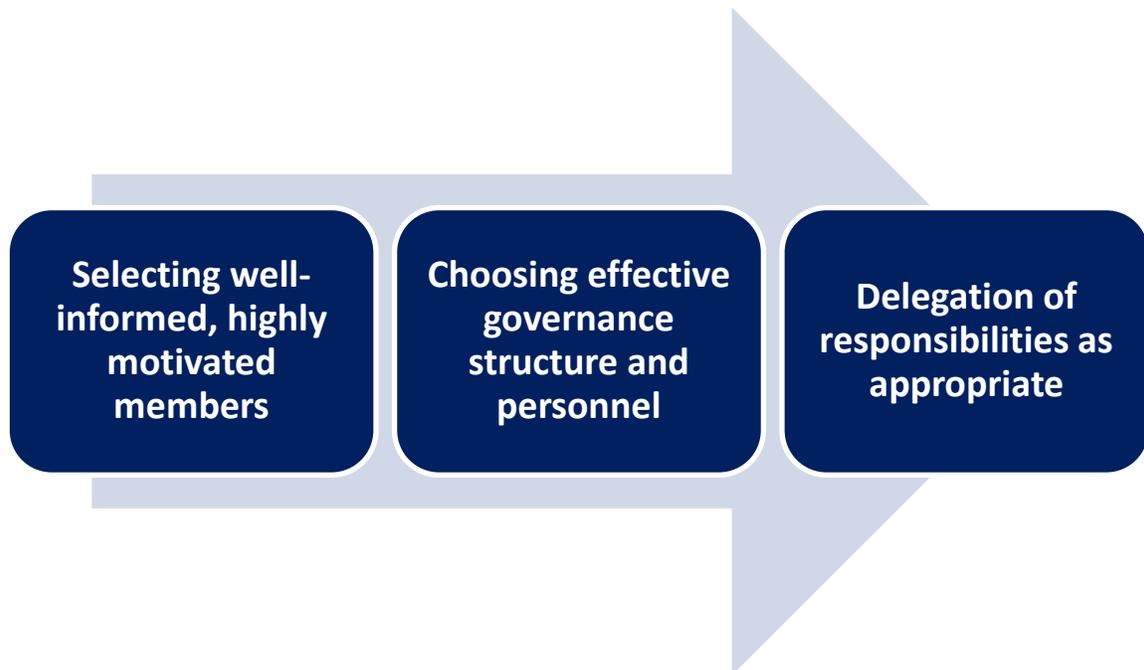
Strategy	Notes:
Certificate of appreciation	
Display names on bulletin board or plaque	
Letter of appreciation to a employer	
Invitation to education events.	
Highlight accomplishments in press releases	
Invite members to visit programs	
Include names in program literature	

Sustainability

Establishing an advisory committee is only the first step. To be effective, the committee must become and remain active. Setting and reaching goals and objectives enhance the effectiveness of an advisory committee.



The biggest sustainability factor for any committee is empowerment. You empower your committee by carrying out the following tasks:



Recommendations and Feedback

The end product of all advisory committee activities is a set of recommendations for continuous improvement of the program. Many advisory committees write a formal recommendation letter that is signed by the committee chair on behalf of the entire committee. Feedback on the recommendations is the most important motivational tool for advisory committees. Members want to do the “right thing” and are encouraged when they see tangible results from their recommendations.



VI. Advisory Committee Member Guide

General Purpose of Advisory Committees

An advisory committee is a group of employers and employees who advise educators on the design, development, implementation, evaluation, maintenance, and revision of programs within a career pathway. Each advisory committee is made up of individuals with experience and expertise in the occupational field that the program serves.

For more information on career clusters and pathways, go to <http://www.careertech.org/career-clusters/>.

Why Was I Selected?

You have been selected to serve on the advisory committee because of your knowledge and understanding of your area of specialization or industry. Your expertise is essential in helping the educational institution(s) address trends in the industry, identify skills needed in employees, and assist educators in maintaining a program that will enable students to enter and advance in the workforce.

What Will I Do?

Your role as an advisory committee is to ensure the quality of program graduates, not by “rubber stamping” what already exists but by offering suggestions for improvements that will help the program grow and expand.

Members might:

suggest ways to modify the curriculum,	
review teaching materials for technical accuracy,	
provide information on equipment and vendors, and	
establish safety guidelines.	

As only “one customer” of the product (student/employee) that the educational institution(s) is developing, they may not be able to respond to all your suggestions, but should respond regardless in a timely manner.

Your role will fall in these broad categories:		
Assessment and counsel	Assistance	Promotion and advocacy
Members should assess each area of the career pathway and offers suggestions on ways to improve that area.	Members can assist the program by helping instructors and administrators secure mentors and internships for students. Employers also assist with placement of graduates.	Members should promote the career pathway in the community. Promotion and advocacy can take forms such as communicating with legislators, arranging publicity, presenting programs to civic groups, and authoring newspaper articles.

It is especially critical that employers give counsel on the skills needed in the workplace including the essential skills (workplace skills, foundations skills, soft skills, employability).

What to Do First

As a new member, you may feel overwhelmed and may not be that familiar with your local educational institution(s). The following is a checklist that will help you become grounded in this new territory and help you understand your new role:

What to Do First		
Objective	Tools/Strategy	Issues to Understand/Questions to Ask
Understand Educational Arena	<ul style="list-style-type: none"> • Read Glossary. • Websites www.careerclusters.org 	Understand the educational systems and the terminology used.
Understand Educational Institutions	<ul style="list-style-type: none"> • College website • Secondary School websites • College catalog • Tour facilities 	Understand the different educational institutions and know who to contact for help and to assist with certain items.
Understand the plan of study/ program	<ul style="list-style-type: none"> • Meet with Department Chair for a tour of the program and to meet the faculty. • Review “plan of study” and ask for copy of curricula. 	Understand the educational ladders that correspond with the industry’s career ladder. Understand the multiple entrance and exit points on the career pathway. Make sure that the curriculum represents the skills sets needed in your workers.
Understand your role on the advisory committee	<ul style="list-style-type: none"> • Review the advisory committee guidelines (operating procedures or bylaws). 	Know when meetings are held and understand the contribution that you can make.

First Things First List

Resource 6.1

Objective	My "To-Do" List	Questions that I have:
Understand Educational Arena	1. 2. 3. 4.	
Understand Educational Institutions	1. 2. 3. 4.	
Understand the plan of study/ program	1. 2. 3. 4.	
Understand your role on the advisory committee	1. 2. 3. 4.	

Ways to Help

Your goal as an advisory committee member is to make sure that the program completers have the necessary skills to succeed in the workplace. There are many strategies to help reach that end goal. During your tenure as an advisory committee member, you may be involved in the following activities.

YOUR GOAL as an advisory committee member is to make sure that the program completers have the necessary skills to succeed in the workplace.

Assessment and counsel

- Review Curriculum (*objectives; Structure & length; Curriculum frameworks & course descriptions; Assessments; Industry credentials; Safety; and Course materials*)
- Advise on academic, technical, & employability standards.
- Modify existing programs and/or identify new or emerging fields
- Review student outcomes (*completion rates, placement rates, & state licensing examination outcomes*) for the pathway
- Assist in surveys of local labor market needs
- Assist in identifying state-of-the-art equipment needs
- Assess the equipment & facilities available and make recommendations as needed

Assistance

- Recruit students into the pathway
- Serve as a student mentor
- Provide workbased learning experiences or in-service activities for instructors
- Open industry-based training to instructors
- Support instructors' memberships/participation in trade associations
- Provide workbased learning experiences for students (*simulations; laboratory experiences; field trips; internships; clinicals; paid and unpaid work experiences*).
- Teach a module or topic
- Advise on resource needs (equipment, labs, staff qualifications, & facilities)
- Assist in the acquisition of needed equipment & supplies.
- Assist with placement of completers
- Provide resources (*equipment, material, facilities*)
- Share libraries of visual aids, books, and magazines

Promotion & advocacy

- Interpret the career pathway to the community
- Serve as an advocate of the career pathway
- Seek legislative support for the career pathway
- Present to civic groups
- Author newspaper articles
- Assist in raising funds for scholarships, equipment & other program needs
- Leverage community resources & broker community partnerships

- **Ways That I Might Help**
 - **Resource 6.2**

***Assessment
and counsel***

Assistance

***Promotion &
advocacy***

VII. Forms and Resources

The forms and resources are interspersed throughout this document. To download a resource as a Microsoft Word file, visit the toolkit website.

VIII. Glossary

Academic Credit—The unit of measurement an institution awards when the determined course or subject requirement(s) are fulfilled (*Oklahoma Department of Career and Technology Education Glossary*).

Academic Rigor—Offering a curriculum that aligns the new career pathway standards with the Common Core standards.

AA (Associate of Arts) Degree—The Associate of Arts degree provides the first two years of study toward a bachelor of arts degree.

AAS (Associate of Applied Science) Degree—The AAS degree (with the occupational field specified) is intended to prepare students to enter skilled and/or paraprofessional occupations or to upgrade or stabilize their employment. Certain courses/certificates within the degree or the entire AAS degree may be accepted toward a baccalaureate degree at some four-year institutions.

Accredited—The goal of accreditation of educational programs is to ensure that the education provided by institutions of higher education meets acceptable levels of quality. The US Department of Education maintains a website on “Accreditation in the United States” at <http://www2.ed.gov/admins/finaid/accred/index.html> that provides lists of regional and national accrediting agencies recognized by the US Secretary of Education as reliable authorities concerning the quality of education or training offered by the institutions of higher education. (U.S. Department of Labor, *Credential Resource Guide*, handout, April 26, 2010 [<http://wdr.doleta.gov/directives/attach/TEGL15-10a2.pdf>])

Adult Basic Education (ABE)—ABE is instruction in the basic skills below the 9th grade level (0-8.9).

Adult Education—Services or instruction that enable adults to acquire the basic skills necessary to function in today's society so that they can benefit from the completion of secondary school,

enhanced family life, attaining citizenship and participating in job training and retraining programs.

All Aspects of an Industry—Includes, with respect to a particular industry that a student is preparing to enter, planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety, and environmental issues related to that industry. (*Oklahoma Department of Career and Technology Education Glossary*)

American College Testing Program (ACT)—Provides measures of educational development and readiness to pursue college-level coursework.

Americans with Disabilities Act (ADA)—The ADA prohibits discrimination on the basis of disability in employment, state and local government, public accommodations, commercial facilities, transportation, and telecommunications. To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered. (<http://www.ada.gov/>)

Apprenticeships—A combination of school and work-based learning in a specific occupational area designed to lead to a related postsecondary program, entry-level job, or registered Department of Labor (DOL) apprenticeship program. (Adapted from Oklahoma Glossary)

Articulation—A process of providing a seamless system of education that ensures ease in student transition from secondary to postsecondary education levels and from one educational system to another.

AS (Associate of Science) Degree—An award that normally requires at least 2 but less than 4 years of full-time equivalent college work.

Assessment—The use of standardized instruments, interviews, or other means to determine factors that may contribute to the success of students in career and technology programs. These factors may include interest, aptitude, academic achievement, work experience, learning style, work values, and other traits. Assessment may also be administered to determine progress attained by students during training or areas of need to address through remediation.

Bachelor's/Baccalaureate Degree—An award that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. (U.S. Department of Labor, *Credential Resource Guide*, handout, April 26, 2010 [<http://wdr.doleta.gov/directives/attach/TEGL15-10a2.pdf>])

Basic Skills—Basic academic and tutorial services designed to increase literacy levels, upgrade literacy, and improve listening and speaking skills.

Bridge Programs—Postsecondary programs designed to prepare academically under-prepared and under-served populations to enter credit-based academic courses, often by teaching remedial or basic skills in the context of occupational skills.

Career Academies—Operating as schools within schools, career academies are small learning communities which are organized around such themes as health, business and finance, computer technology, and the like. Academy students take classes together, remain with the same group of teachers over time, follow a curriculum that includes both academic and career-oriented courses, and participate in work internships and other career-related experiences outside the classroom. Over time, improving the rigor of academic and career-related curricula has become an increasingly prominent part of the career academies agenda.

Career and Technical Student Organizations (CTSO)—The purpose of career and technical student organizations is to provide additional opportunities for secondary and/or postsecondary students to develop competencies for occupations. The CTSO can be an integral part of the instructional program and in addition can promote a sense of civic and personal responsibility. Examples of CTSO include:

- **DECA**—Distributive Education Clubs of America (DECA) is a national organization for secondary students enrolled in Marketing Education. DECA is a co-curricular student-centered organization designed as an integral part of the classroom instructional program of marketing education to provide activities that will motivate students to learn marketing competencies that will prepare students to become skilled, employable workers in the field of marketing.
- **FBLA-PBL**—Future Business Leaders of America (FBLA) is a national career and technical education student organization for secondary students preparing for careers in business or careers in business education. Phi Beta Lambda (PBL) is an organization on the move for postsecondary and collegiate students enrolled or interested in a variety of business programs.
- **FCCLA**—Family, Career and Community Leaders of America (FCCLA) is the only national career and technical student organization with the family as its central focus. Since 1945,

FCCLA members have been making a difference in their families, careers and communities by addressing important personal, work and societal issues through family and consumer sciences education.

- **FFA** Future Farmers of America (FFA) is for youth from 14 to 22 years of age enrolled in agriculture education. The largest student youth organization in America, the FFA is both an intracurricular and integral part of the complete CTE agriculture education program.
- **HOSA**—Health Occupations Students of America (HOSA) is an organization for students enrolled in health occupations education programs. Through HOSA, students develop leadership and technical skills through a program of motivation, awareness and recognition.
- **SkillsUSA**—SkillsUSA is a partnership of students, teachers and industry. While working together to ensure America has a skilled work force, SkillsUSA helps every student excel. SkillsUSA serves high school and college students who are enrolled in programs preparing them for technical, skilled and service careers. SkillsUSA adds to students' technical training by teaching them leadership skills, teamwork, citizenship and character development—all things that go into shaping responsible, reliable employees who will one day become leaders in our workplaces.

Career and Technology Education—Organized educational programs offering sequences of courses directly related to preparing individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. (Carl D. Perkins Vocational and Technical Education Act, Public Law 105-332).

Career Awareness—Activities designed to help students understand the role of work, one's own uniqueness, and basic knowledge about career clusters and of different occupations.

Career Cluster—“An organizing tool defining CTE using broad clusters of occupations and pathways with validated standards that ensure opportunities for all students regardless of their career goals and interests” (careerclusters.org). States may develop and implement career and technical programs of study in one or more of 16 career clusters that are recognized by the U.S. Department of Education. The 16 career clusters are occupational categories with industry-validated knowledge and skills statements that define what students need to know and be able to do in order to realize success in a chosen field. Within each of the clusters, programs of study (also known as career pathways) have been developed, which outline sequences of academic, career, and technical courses and training that begin as early as ninth grade and lead to progressively higher levels of education and higher-skilled positions in specific industries or occupational sectors.

Career Ladder—A set of occupations that are linked together by common or complementary skills. These linkages provide workers with opportunities to advance and expand recruitment opportunities for employers.

Career Pathway—A career pathway represents a grouping of occupations within a cluster that share a base level of common knowledge and skill. Nationally, sample Career Pathways Plans of Study were developed for each of the 79 pathways corresponding to the national 16 Career Clusters. A career pathway is a coherent sequence of rigorous academic and career courses that begins in high school and leads to an associate degree, a bachelor’s degree and beyond, and/or an industry-recognized certificate or license. Career pathways are developed, implemented, and maintained by partnerships involving educators, community leaders, and employers. (Often a synonym for *program of study*.) In Adult Career Pathways also consists of the guidance, remediation, curricula, and other support elements required to enable career-limited adults to enter the workforce and progress in rewarding careers.

Career Interest Inventory—Carefully constructed questionnaires that enable an individual to identify preferred activities that are then correlated to career clusters.

Carl D. Perkins Career and Technical Education Improvement Act of 2006 (“Perkins Act”)—The Carl D. Perkins Vocational and Technical Education Improvement Act of 2006 provides federal career and technical education funds to the state. The Perkins Act provides federal assistance to secondary and postsecondary CTE programs during the state fiscal year, which is July 1 through June 30 of the each year. In particular, the Perkins Act requires states to:

- Increase opportunities for individuals to keep America competitive;
- Develop challenging academic and technical standards and related, challenging integrated (academic and CTE) instruction;
- Prepare students for high skill, high wage, or high demand occupations in current or emerging professions;
- Promote partnerships (education, workforce boards, business and industry, etc.);
- Provide technical assistance and professional development to teachers/instructors and administrators; and
- Increase state and local accountability.

Certificate (postsecondary level)—A postsecondary certificate program (with occupational field of study specified) is an organized program of study intended to prepare students to enter skilled and/or paraprofessional occupations or to upgrade or stabilize their employment. This program is not intended for transfer to baccalaureate degree programs, but may transfer to associate degree programs. **“Chunked” Curriculum**—Chunked curriculum refers to the practice

of breaking degrees or certificates into smaller portions or chunks. Each chunk leads to employment and connects to the next chunk, eventually leading to completion of a state-approved professional-technical degree. The major purpose of chunking is to improve the rate of degree completion among community college students by allowing students to complete a degree non-sequentially and non-continually, leading to better wages and career advancement. Chunking is one element in a comprehensive career pathways system.

(<http://www.worksourceoregon.org/index.php/career-pathways/165-career-pathways-glossary>)

Communities of Practice—Made up of interested teachers/faculty, administrators and counselors, to focus activity and learning around a particular challenge or promising practice.

(<http://www.coloradostateplan.com/>)

Community-Based Organization (CBO)—Community-based organizations are usually non-profits that operate in a local community for the betterment of the community. Many are run on a voluntary basis and are self-funded. Community organizations usually fit into the following categories: community-service and action, health, educational, personal growth and improvement, social welfare, and self-help for the disadvantaged.

Concurrent Enrollment—Concurrent enrollment is a type of dual enrollment program that allows students to receive college credit before high school graduation. **Competency**—A

specific work task performed on the job or in the classroom. It is a large enough task to be valued in and of itself and is measurable and observable. (*Oklahoma Department of Career and Technology Education Glossary*. [<http://www.okcareertech.org/whoweare/dictionary.pdf>])

Contextual Learning—Academic content and skills taught by utilizing real-world problems and projects to help students understand the application of knowledge.

Cooperative Learning—A program that allows students who are enrolled in CTE programs to combine classroom studies with structured work-related experiences. Most programs include credit requirements so students can expand their knowledge of, and experience in, an industry while earning credit. (*Career Pathways Glossary: Towards a Common Language for Career Pathways in Oregon*, 2007. Workforce Oregon)

Common Course Numbering—Some states are implementing a community college common curriculum. The community college curriculum has common numbers, titles, descriptions, outlines and learner competencies. This common curriculum allows colleges and secondary schools to develop new programs by accessing descriptions of curriculum already in place. It also ensures ease of transfer between community colleges.

Core Academic Subjects—The term *core academic subjects* means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. (No Child Left Behind [NCLB])

Core Indicators—Perkins-identified areas where student performance must be measured and reported.

Credential—Within the context of education, workforce development, and employment and training for the labor market, the term *credential* refers to a verification of qualification of competence issued to an individual by a third party with the relevant authority or jurisdiction to issue such credentials (such as an accredited educational institution, an industry recognized association, or an occupational association or professional society). (U.S. Department of Labor, *Credential Resource Guide*, handout, April 26, 2010 [<http://wdr.doleta.gov/directives/attach/TEGL15-10a2.pdf>])

CTE—The term *career and technical education* means organized education activities that offer a sequence of courses that provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; may include prerequisite courses (other than a remedial course); and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

Curriculum Mapping—Aligning or “mapping” curriculum to standards to ensure all students arrive at the final destination: mastery of core knowledge.

Employment First—A federally mandated program designed to ensure that all able-bodied food stamp participants are engaged in activities that will improve their employability. **ESL**—English as a Second Language

ESOL—English for Speakers of Other Languages

Faculty—Faculty includes the professors, teachers and lecturers of a university or college. Generally, the faculty is responsible for designing and disseminating the plans of study offered by the institution. A body of teachers and administrators in a university can also be called faculty. Faculty can be a division of the university or college. For example, the faculty of law. (<http://definitions.uslegal.com/f/faculty-education/>). The term is also used at the secondary system.

FBO—Faith based organization

GED (General Educational Development)—A high school equivalency certificate gained by successfully completing assessments in language arts, reading, social studies, science, and mathematics.

High School Diploma (or recognized equivalent)—A document certifying the successful completion of a prescribed secondary school program of studies, or the attainment of satisfactory scores on the General Education Development (GED) test or another state specified examination. (U.S. Department of Labor, *Credential Resource Guide*, handout, April 26, 2010 [<http://wdr.doleta.gov/directives/attach/TEGL15-10a2.pdf>])

Individuals with Disabilities Education Act (IDEA)—The Individuals with Disabilities Education Act (IDEA) is a federal law enacted in 1990 and reauthorized in 1997. It is designed to protect the rights of students with disabilities by ensuring that everyone receives a *free appropriate public education* (FAPE), regardless of ability. Furthermore, IDEA strives not only to grant equal access to students with disabilities, but also to provide additional special education services and procedural safeguards.

Industry-Recognized—An industry-recognized credential is one that is either developed or offered by, or endorsed by, a nationally recognized industry association or organization representing a sizeable portion of the industry sector or a credential that is sought or accepted by companies within the industry sector for purposes of hiring or recruitment which may include credentials from vendors of certain products.

Internships—Secondary or postsecondary workbased learning for students or educators to provide practical education. Experiences take place in a workplace setting and offer teachers and students the opportunity to see a relationship between curriculum and career choices.

Job Shadowing—A career awareness/exploration opportunity in which a student observes or “shadows” a worker for a designated period of time to learn about that worker’s career.

Knowledge and Skill Statements—Industry validated statements that describe what a learner needs to know and be able to do to demonstrate competence in a given area and, ultimately, be successful in the workplace.

Literacy—An individual’s ability to read, write, and speak in English, compute, and solve problems at levels of proficiency necessary to function on the job, in the family, and in society.

Local Perkins Plan—Since Perkins funds are grant funds, rather than entitlement funds, a Local Plan must be submitted by each local Perkins recipient, each year, that indicates how the funds will be used.

National Career Pathways Network—A membership organization for educators and employers involved in the advancement of career pathways and related education reform initiatives.
(<http://www.ncpn.info>)

Non-Traditional Careers—The term *non-traditional fields* means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. (Perkins IV)

One-Stop Centers—Also called One-Stop Career Centers, One-Stops, or Workforce Centers. Under WIA Title I, the One-Stop Career Center provides information about and access to a wide range of employment, job training, and education services to customers at a single location. One-Stops provide a triage of services to job seekers: core services, intensive services, and individual training accounts (ITA) or vouchers. One-Stops provide core services to all adults, with no eligibility requirements, and provide intensive services for unemployed individuals who can't find jobs through core services alone. Intensive services include more comprehensive assessments, development of individual employment plans, case management, etc. In cases where individuals receive intensive services and still can't find jobs, training services directly linked to job opportunities in the local area may be available. These services include on-the-job training, skills upgrading, job readiness training, and adult education and literacy services.

Perkins Performance Metrics—The Perkins Act requires activities funded by Perkins to support improvement of the Perkins performance metrics. The eight secondary performance metrics are: academic attainment—reading/language arts; academic attainment—mathematics; technical skill attainment; secondary school completion; student graduation rates; secondary placement; nontraditional participation; and nontraditional completion. The six secondary performance metrics are: technical skill attainment; credential, certificate, or degree; student retention or transfer; student placement; nontraditional participation; and nontraditional completion

Postsecondary—Generic term designating course or institutions after high school. **Programs of Study**—Programs of study incorporate secondary and postsecondary education elements; include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses; may include the opportunity for dual or concurrent enrollment programs; and lead to an

industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Seamless Education—An alignment of educational opportunities to enable students to transition from one level of education to another without loss of time, credit, or repetition.

Skills Standards—An industry-driven document that lists the skills, knowledge, and abilities needed to perform an occupation successfully. Skills standards lists are used to identify or develop instructional materials and guide competency test development.

Soft Money—A term that refers to funds that are not a part of the general operating budget of an institution. The funds may be from government agencies or private foundations usually in the form of a grant.

Special Populations—Perkins 2006 identifies the following students as “special populations”:

- individuals with disabilities;
- individuals from economically disadvantaged families, including foster children;
- individuals preparing for non-traditional fields (*for their gender*);
- single parents, including single pregnant women;
- displaced homemakers; and
- individuals with limited English proficiency.

Stackable—A credential is considered stackable when it is part of a sequence of credentials that can be accumulated over time to build up an individual’s qualifications and help them to move along a career pathways or up a career ladder to different and potentially higher-paying jobs.

(U.S. Department of Labor, *Credential Resource Guide*, handout, April 26, 2010

[<http://wdr.doleta.gov/directives/attach/TEGL15-10a2.pdf>])

Stakeholders—Individuals, groups, or organizations that have a “stake in” the outcomes of preK-16 education. This includes, for example, students, parents, employers, and society in general.

STEM—Science, Technology, Engineering and Mathematics

Supplant—Supplant means “to take the place of, to replace.” Section 311 of the Perkins Act states that Perkins funds “shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities.”

Supplement—Supplement means “to add to, to enhance, to expand, to increase, to extend.” Section 311 of the Perkins Act states that Perkins funds “shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities.”

TABE—Tests of Adult Basic Education

Teachers—One who teaches or one whose occupation is to instruct; usually a secondary term. (<http://www.merriam-webster.com/dictionary/teacher>)

Transcript—The official school record of a student’s performance showing all course work completed, including course titles, course hours, grades or other evaluations earned, and grading scale.

Title IX—Title IX of the Educational Amendments of 1972 is the landmark legislation that bans sex discrimination in schools, whether it be in academics or athletics. Title IX states:

“No person in the U.S. shall, on the basis of sex be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal aid.”

Title VI of the 1964 Civil Rights Act—Title VI of the Civil Rights Act of 1964 protects people from discrimination based on race, color or national origin in programs or activities that receive Federal financial assistance.

Section 504 of the Rehabilitation Act of 1973—Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability. Programs and activities that receive Federal financial assistance from the United States Department of Education (ED) are covered by Title VI.

Work-based Learning—Work-based experiences provide hands-on or realistic experiences for secondary and postsecondary students that relate to the students’ CTE Plan of Study. Work-based experience options are required for postsecondary programs. Examples: supervised agricultural experience (SAE); workplace simulations; school-based enterprises; cooperative work and study programs; internships (paid or unpaid); job shadowing, paid work experience (OJE or OTJ) and unpaid work experience.

Workforce Investment Act (WIA)—The federal statute that establishes federal policy direction and appropriates federal funds for employment and training programs. These programs include training for disadvantaged youth, adults, and dislocated workers; adult education and literacy; employment services and labor market information; and rehabilitation services for individuals with disabilities.

Workforce Investment Board (WIB)—Board that oversees activities under the Workforce Investment Act (see WIA). The Board usually functions as the State advisory board pertaining to workforce preparation policy. The WIB ensures that the state’s workforce preparation services and programs are coordinated and integrated; and measures and evaluates the overall performance and results of these programs. The Board is also charged with furthering cooperation between government and the private sector to meet the workforce preparation needs of the State’s employers and workers. **Wrap-around (Student) Services**—Support services that are designed to ensure student success in community college programs. These may include, but are not limited to: outreach and recruitment; referrals between programs; career development, including career assessment, advising and counseling; case management; mentoring; coaching and tutoring; conveniently scheduled, accelerated and appropriately sequenced classes; childcare; federal and state need-based financial aid; job search skills training; and job placement assistance.

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