



MINUTEMAN
A REVOLUTION IN LEARNING

Minuteman High School Advisory Committee Guide

Adapted From:

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MISSION STATEMENT AND PHILOSOPHY

Mission Statement

Minuteman collaborates with parents, communities, and business leaders to serve a diverse student body with multiple learning styles. Through a challenging, integrated curriculum our students develop the academic, vocational, and technical skills necessary to be productive members of a global community. We value life-long learning that fosters personal and professional development in a safe and respectful environment.

Minuteman is committed to preparing all students for success.

Philosophy

Career and Vocational/Technical Education is responsive to the economic needs of the workplace and the individual. By being engaged with employers, business, and post-secondary institutions, the graduates of Minuteman will be better prepared to contribute to the strength of our nation and the quality of life for its citizens. Minuteman recognizes the attainment of skills needed in the global economy is best accomplished through understanding the unique learning styles that lead to performance and individual student success.

Goals

Promote successful communication between teachers and parents.

- Ensure that Advisory Committees promote collaboration among parents, students, teachers, and industries.
- Employ highly trained instructors.
- Instructors will stay abreast of current developments in their respective fields.
- To promote learning, Minuteman will utilize a whole brain approach to class instruction through a variety of student-based teaching methods.
- Support student achievement through assessments and accommodations that reflect individual learning styles.
- Provide all learners with strong academic and vocational technical preparation.
- Use state-of-the-art equipment and cutting edge technologies.
- Focus programs on self-awareness, awareness of others, and interpersonal skills.
- Prepare to expect and welcome change in all career fields.
- Ensure students learn essential life lessons in the classroom, in extra-curricular activities, and in the community.
- Foster good citizenship by promoting respect, honesty, and pride in one's work.

Program Advisory Committees

Career & Technical Education Career Clusters

Trades & Transportation Cluster

- Automotive Technology
- Carpentry
- Electrical Wiring
- Heating/Ventilation/Air Conditioning/Refrigeration
- Plumbing
- Metal Fabrication & Welding

Engineering Cluster

- Drafting/CAD
- Robotics & Automation Technology
- Engineering Technology
- Telecommunications/Fiber Optics

Human & Commercial Services Cluster

- Cosmetology
- Barbering*
- Culinary Arts/Baking
- Hospitality Management
- Early Education & Care

Business & Information Technology Cluster

- Design and Visual Communications
- Graphics Communications
- Marketing
- Programming & Web Development

Bio-Science Cluster

- Biotechnology
- Horticulture & Landscaping Technology
- Environmental Science & Technology
- Health Assisting

Post Graduate Programs

- Dental Assisting
- Automotive
- Cosmetology

SCHEDULE AND PROCEDURES

	Column A PROGRAM ADVISORY	Column B GENERAL ADVISORY
Mid October	<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. e. Assist in the identification of budget needs for the program. f. Set date for next meeting. 	
Mid November		Hold first meeting of the General Advisory for the school year to share programmatic and budget information based on October program advisory meetings.
February School Committee Meeting		General Advisory Committee Chair to represent Advisory Committee and to present at School Committee Meeting. Any advisory committee member is welcome, however, not required.
March	Perkins IV Local Plan will be available on the web for review by all committee members.	Perkins IV Local Plan will be available on the web for review by all committee members.
April/May	<ul style="list-style-type: none"> a. Hold Final meeting for current school year. b. Address major issues. c. Review action plan progress. d. Elect chairperson and vice-chairperson for next school year. 	Hold an additional meeting if a major topic is defined by committee members or the superintendent (legislation, public relations, etc.).

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 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.

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/>.

Massachusetts General Laws Pertaining to Advisory Committees; M.G.L. - 603 CMR 4.00

4.03: Program Approval Criteria

Each school district requesting approval of a vocational technical education program shall demonstrate that the program meets the following approval criteria:

(1) **Organization**

- a) Each vocational technical school district and agricultural school shall employ a vocational technical superintendent and vocational technical principal licensed pursuant to 603 CMR 4.00.
- b) Each school district that conducts five or more approved vocational technical education programs in public comprehensive high schools must employ a licensed vocational technical supervisor/director of vocational technical education to plan and supervise the programs. A supervisor/director of vocational technical education who is assigned to a single school within a district shall report to the principal of that school. The supervisor/director reports to the superintendent in cases where the supervisor/director supervises programs in more than one school in the district or supervises programs that are not under the principal.
- c) Each school district seeking approval for a vocational technical education program shall demonstrate that the program has been planned in consultation with the following advisory committees:
- d)

1. Program Advisory Committee

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, § 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.

2. General Advisory Committee

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, § 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 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](http://www.doe.mass.edu/cte/programs/) 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 Education Act of 2006 (Perkins IV) Local Plan submitted by school districts. 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.

SETTING POLICY

Minuteman High School seeks to work with the School Committee to develop official policies to govern the establishment and management of Program and general Advisory Committee within the school district.

The primary reason Minuteman High School seeks to have formal policies or bylaws are to ensure continuity in how Advisory committees are created and maintained. This way, if responsibility for managing Advisory Committees should change hands within the school, there will be reference to guide newcomers. Also, formal policies provide an important foundation if there are challenges to the process.

Suggested policies or bylaws governing Advisory Committees which Minuteman High School seeks to maintain:

- 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.

BYLAWS

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

Minuteman High School Advisory Committee Bylaws

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.

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;
- 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

ARTICLE II: PROGRAM ADVISORY COMMITTEE MEMBERSHIP

Section 1. Appointments to the program advisory committee shall be made by the school

- committee.
- Section 2. The program advisory committee shall consist of a minimum of five 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;
 - 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. postsecondary education including registered apprenticeship programs; and
- Section 4. The term of appointment for members shall begin on the first of September of each school year.
- Section 5. Members shall be appointed for three-year renewable terms.

ARTICLE III. LEADERSHIP

- Section 1. The officers of the committee shall be the chairperson and a vice chairperson.
- Section 2. The election of officers shall be at the October 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 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;
 - c. maintain a permanent record of all committee activities.
 - d. gather needed documents and information for meetings.

ARTICLE IV. MEETINGS

- Section 1. Two 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 and emailed to all members at least 14 days before each meeting.
- Section 3. Meetings shall be no more than two hours in length unless such meetings are continued by the vote of committee membership.
- Section 4. Agendas shall be prepared and disseminated by Advisory Committee Lead and/or Facilitators.
- Section 5. The chairperson shall appoint standing or special subcommittees as the need arises.

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. 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 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. He/she is responsible for working with the school 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 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 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 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, 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.

Perkins IV requires that school districts 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.

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. 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.

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, 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 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 as an agenda item at a scheduled school committee meeting. Feedback from the administrator or the school committee on specific recommendations should go via the general advisory committee to the program advisory committee.

Specific Activities for a Program Advisory Committee

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 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.

Program advisory committees may recommend new or updated equipment. Program advisory committees help schools 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 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 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 get a better-stocked shop, and the donor businesses may get a welcome tax benefit.

Program advisory committees and general advisory committees help schools maintain their libraries of software, visual aids, magazines, and books. For example, advisory committee members may provide schools 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. 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 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 to 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 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, 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.

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 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 2 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.

Step 2: The Advisory Committee Lead sends candidates an invitation (see Appendix 3 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 4 for a sample letter of intent to become an advisory committee member).

Step 3: The Advisory Committee Lead sends a notification of possible candidates to the program facilitator.

Step 4: Nominations in a list form will be provided by the Advisory Committee Lead in May for the Superintendent to forward to the school committee, which formally appoints the individuals to a three year term.

Step 5: The Advisory Committee Lead sends letters to the new advisory committee members confirming their membership on the committee. See Appendix 5 for a sample letter confirming advisory committee membership.

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 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 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=Departments+and+Divisions&L3=Massachusetts+Rehabilitation+Commission&sid=Eeohhs2>

Orientating Members

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

- a copy of this Guide
- a copy of the program of study;

APPENDIX 1

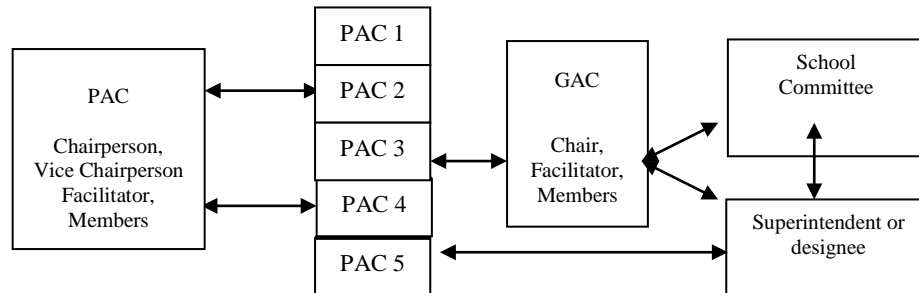
PROGRAM ADVISORY COMMITTEES LINK TO GENERAL ADVISORY COMMITTEE

PROGRAM ADVISORY COMMITTEE (PAC)

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

GENERAL ADVISORY COMMITTEE (GAC)

- Chairperson
- School Facilitator (*superintendent or designee*)
- Members (*including chairpersons of PACs*)



APPENDIX 2

SAMPLE LETTER SOLICITING NOMINATIONS FOR PROGRAM ADVISORY COMMITTEE

Date

Dear [Director]:

The _____ *[field]* _____ program at Minuteman High School 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 twice 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 3

LETTER OF INVITATION TO A POTENTIAL ADVISORY COMMITTEE MEMBER

[Name of President/Director]
[Business Name]
[Street Address]
[City, State Zip]

Dear [President/Director]:

Minuteman High School is committed to excellence in its Education programs. To help us achieve this aim, we reach out to leaders in business, industry, and labor, and to parents and students, and ask them to work with us as advisors in improving our curriculum and facilities for students in the Minuteman district.

Your name has been suggested for possible membership on our [Occupational Area] Program Advisory Committee. By participating in this committee, you will have an opportunity to guide the Minuteman School Committee in preparing students for employment in [Occupational Area].

Each Program Advisory Committee meets twice each school year. Meetings are usually held at [time] p.m. in [Location]. In addition, our instructional staff occasionally calls upon advisors informally, as the need arises.

If you are interested in serving on this committee, please complete the attached Letter of Intent and return it to our Advisory Committee Lead, Maryanne Ham, at your earliest convenience. Letters can be forwarded electronically to mham@minuteman.org. Please don't hesitate to call me if you have any questions.

Sincerely,

[Your Name]
[Your Title]

Appendix 4

LETTER OF INTENT TO BECOME A MEMBER

Maryanne Ham
Advisory Committee Operations Lead
Minuteman Career and Technology High School
758 Marrett Road
Lexington, MA 02421
<mailto:mnham@minuteman.org>

Dear Maryanne,

I, _____,
wish to become a member of the _____
Program Advisory Committee at Minuteman High School.

Home Address <input type="checkbox"/> <i>Mail all materials to this address.</i>	Business Address <input type="checkbox"/> <i>Mail all materials to this address.</i>
Street	Job Title
City, State, Zip	Company
Mobile/Home Phone	Street
Email	City, State, Zip
	Work Phone
	Email

Below is a brief summary of my professional background:

Various positions held:

Total years experience in this occupational area:

Brief summary of relevant experience:

Signature _____ Date _____

APPENDIX 5

LETTER CONFIRMING PROGRAM ADVISORY COMMITTEE MEMBERSHIP

Date _____

Dear _____:

I am pleased to inform you that the School Committee 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, 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,

Maryanne Ham
Advisory Committee Lead
Enclosures:

APPENDIX 6

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 7

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 8

SAMPLE AGENDA FOR PROGRAM ADVISORY COMMITTEE

APPRECIATION DINNER AND ADVISORY MEETING

October 1, 2009

AGENDA

- 5:00 - 6:20p Appreciation Dinner by our Gourmet Club (*Cafeteria*)
Superintendent presentation
- 6:25 – 7:25p Individual Program Advisory Committee Meetings
(*Career Areas*)
- 7:30 – 8:00p Cluster Meeting of Program Chairs or Designee (*Library*)

Dinner; Agenda Items	
5:00-6:20	
During Dinner (Cover the following Agenda Items over Dinner)	
New Trends in the Occupational Area	
Employment Outlook	
Strategic Plan for Recruitment (Membership)	
Program Advisory Committee Meeting (Career Areas)	
6:25 – 7:25	
	Approx. Time
Welcome/Select Chairperson for the 2009-10 School Year	5
Review of Enrollment/Co-op Placements	10
Annual Programmatic Review	10
Budget and Recommendations for FY 11	10
Strategic Plan for Recruitment (Membership)	5
Certifications, Licenses, and Job Outlook	5
New Marketing Approach to In-District Students	5
Program Comments or Concerns	10

Cluster Meetings (Library)	
7:30-8:00p	
Select spokesperson to represent cluster at the General Advisory Meeting.	
Discuss and Record common concerns and specific program concerns to be addressed to school committee.	

APPENDIX 9

SAMPLE MEETING MINUTES FOR PROGRAM ADVISORY COMMITTEE

MINUTES OF THE MEETING

Occupational Area Plumbing

The first meeting of the 2009-10 school year was held on October 29, 2008 at Minuteman High School. XX was unanimously voted to continue as Chair person.

The following were in attendance:

1.	2.
3.	4.
5.	6.
7.	8.
Subject: Review of Enrollment/Co-op Placement	Action: XX reported that enrollment had increased in the sophomore class by 5 to 6 student's class brings the total to 15. The post secondary program also had an increase of 4 bring the total in that program to 6 PG 1 and 2 PG 2 with a overall total of 8. XX reported to the committee that the interest from the incoming freshman exploratory was very promising even though the size of the freshman exploring groups have been cut in half do to enrollment of incoming students was down. Co-op placement is slow due to the economy. The program has one senior out at this time. We have one PG 2 schedule to be engaged in the co-op program as of 10/13/09 and a second PG 2 is in the paper work stage and is scheduling a start date in the immediate future. The plumbing program has just negotiated the employment of two recent graduates of the classes of 07 and 08 with F. A. Williams Inc. as of 10/6/09.
Subject: Annual Programmatic Review	Action: The committee's discussion regarding the direction of the program both as an individual program and as one of the 22 electives within Minuteman Career & Technical High School was filled with excitement and enthusiasm. The committee was in agreement that the renovations that were on going in the shop need to be completed ASAP due to the rise in enrollment. They understood of Dr. Bouquillon unable to distribute funds to the plumbing shop at this time. They know that funds are tight and that his main focuses is in completing the 5 million dollar on going school rehab.
Subject: Budget and Recom. for FY 11	Action: The committee was in agreement that with the increased enrollment that a budget increase would be appropriate for the FY 11
Subject: Strategic Plan for Recruitment; Membership	Action: The committee thought it would be a good choice if I COULD WORK AT BRINGING IN CURRENT AND GRADUATED STUDENTS AND THEIR PARENTS.
Subject: Certifications, Licenses, and Job Outlook	Action: The committee acknowledged that the program was following the regulations from the state plumbing board passed down last Sept. which set the guide lines for the attainment of hours to sit for the state journeyman's, Plumbers exam. The job
Subject: New Marketing Approach to In-District Students	Action: XX reported to the committee that Minuteman was discontinuing the tours in the way they have been run in the past. There will be tours now and then but much smaller and not involving all of the school on single days. The school would be sending out different staff members and students in recruiting reach out effort to the ascending community Middle school and High schools.
Subject: Program Comments or Concerns	Action: The committee was unanimous in that the major concern was the lack of freshman students that are currently enrolled at Minuteman and exploring the offered programs. The comment with the common theme was how and when was Minuteman to be set onto an established path of renovation and restricting.

Date of next meeting is April 20, 2009 at 8 a.m.

Special Notes:

Name of Recorder: XX

APPENDIX 10

SAMPLE CLUSTER MEETING REPORT

Cluster: Business & Information Technology Cluster

Programs/Chairs:

Computer Programming _____

Commercial Graphic Arts _____

Retailing and Marketing _____

Business Legal Finance Services/ _____

Common Concerns/Comments

Committee Enrollment _____

Emerging Program Technologies _____

Corporate Sponsorship _____

Job Outlook _____

Marketing Strategies to Increase Enrollment _____

Budget _____

Staffing _____

Miscellaneous _____

Specific Concerns to Program Career Areas

Business Legal Finance Services _____

Commercial Graphic Arts _____

Computer Programming _____

Retailing and Marketing _____

APPENDIX 11

SAMPLE AGENDA for General Advisory Meeting

GENERAL ADVISORY MEETING

November 17, 2009

5:30-7:30

Light Dinner will be served at the Fife & Drum Restaurant (Main Entrance)

General Advisory Committee Meeting Fife and Drum Restaurant	Approx. Time
Greetings and Introduction Director of Education, Michelle Roche	5
Greetings from the Superintendent – Dr. Edward Bouquillon Selection/nomination of General Advisory Board Chairperson	5
Introduction of General Advisory Board members and presentations from cluster spokesperson selected at the October meeting.	45
Summary (by general advisory committee chairperson) A. Present Status of the School B. Observed Trends C. Recommendation	10
Develop agenda for next Program Advisory Committee meeting	10
General Advisory Members will meet yearly in November and then again to present their findings to the School Committee during the scheduled February School Committee Meeting.	

APPENDIX 12

SAMPLE MEETING MINUTES OF THE GENERAL ADVISORY COMMITTEE

Attendance (names and affiliations, i.e., with the school, 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 13

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 14

ANNUAL PROGRAMMATIC REVIEW

To be completed with the Program Advisory Committee during first meeting of the school year.

Program: _____ Date of Review _____

1. Curriculum: *Please review the curriculum and comment.*

- A. Are there adequate texts and instructional materials?
 YES
 NO
- B. Does each course taught (Freshmen Year, Sophomore Year, Junior Year, and Senior Year) have:
 Syllabi with topics covered and outcomes expected? *Attach Example*
 Competency Profile
 Aligned or being aligned with Massachusetts Career and Technical Frameworks?
- C. Is there evidence of written curriculum materials, lesson plans, unit plans, assessments, etc.?
(Attach Examples of each)
 Written Curriculum Materials
 Lesson Plans
 Unit Plans
 Assessments
 Other

- D. Are there lesson plans or unit plans that clearly show integration with academic content?
 YES
 NO
- E. Are employability skills a part of the regular curriculum and included in syllabi and competency profile?
 YES
 NO
- F. Does the curriculum meet industry standards?
 YES
 NO
- G. Are the curriculum and instructional materials free of stereotyping and biases?
 YES
 NO

2. Curriculum Comments: *Please review assessment of students.*

- A. Does each student have a folder/portfolio containing:

- Documentation of safety instruction
- Student contracts for tool use and shop/placement participation
- Documentation of progress of student work over time
- Samples of student work, photos, writing assignments
- Other

B. Is there evidence of balanced assessment of student work?

- Written
- Performance
- Portfolio

3. Program Assessment:

- Equipment is operational?
- Equipment meets OSHA/EPA guidelines?
- Technology is current with the industry?
(Recommend any new equipment needed for *consideration of future budgets*)

Plans for new equipment this year are in line with Advisory Committee recommendations?

Comment _____

4. Classroom/Lab Appearance:

- Safety
- Cleanliness
- Organization
- Instructional and practical aids available

5. Other comments:

Advisory Committee Program Chair Signature

Date

Appendix 15

GENERAL ADVISORY SUGGESTION FORM

Minuteman High School *Recommendations by the Program Advisory Committee to the General Advisory Committee*

Name _____

Occupation _____

CTE Program _____

Phone _____

Email _____

Date _____

Membership Chair Vice Chair Industry Parent Student

1. As a member of the above mentioned CTE program, I recommend that the following ideas be given consideration.

2. Instructor and Cluster Chair input relative to the above suggestion. Please respond in writing on this form, use the back, if necessary. Please initial your input.

Signature of Cluster Chair or Instructor

APPENDIX 16

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 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?		
a. procedures for communicating with school staff and school committee members?		
f. relationships of the advisory committee to school committee members, administrators, parents/guardians, teachers, students, and the community?		
3. Are members of the advisory committee nominated by both the school staff and present committee members?		
4. Does the school committee make the appointment of individuals to the advisory committee?		
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 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?		
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 members?		
b. administrators?		
c. school 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 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?		
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, 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 functions?			
27. Are committee members considered part of the "school family?"			
28. Does the committee study and debate the issues before making final recommendations?			
29. Can the committee request that school personnel conduct research?			
30. Does the school provide adequate research services for the advisory committee?			

APPENDIX 17

MEMBERSHIP FORM - PROGRAM ADVISORY COMMITTEE FOR CHAPTER 74-APPROVED VOCATIONAL TECHNICAL EDUCATION PROGRAM

SCHOOL:		SCHOOL YEAR:			PROGRAM NAME:							
FACILITATOR:		composition			DATE OF COMPLETION:							
<p>Note that school staff shall <u>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."</p> <p>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>	(CHECK IF APPLICABLE)			(CHECK ONE BOX FOR EACH NAME LISTED)							
		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 18

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			type of representation							
		<i>(CHECK IF APPLICABLE)</i>			<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: _____