ADVISORY COMMITTEE HANDBOOK

Revised August 17, 2016

CAREER AND TECHNICAL EDUCATION ADVISORY BOARD AND COMMITTEES
GOALS AND PROGRAM OF WORK

Purpose

Today's rapidly changing society requires that educational entities and the communities they serve work closely together, especially in Career and Technical Education Programs. Career and Technical Education is an organized system of programs which are directly related to preparation, upgrading or retraining for careers requiring other than a baccalaureate or advanced degree.

Excellence in career and technical education is the goal of teachers, administrators and volunteer advisory committee members. Bringing employers and educators together on Advisory Committees provides a format for sharing information and ideas. Program advisory committees are organized to provide advice and assistance to the teachers and administrators of specific programs. To be sure that students are learning the most current skills, employers are an integral part of designing and updating curriculum.

Goals of the Advisory Committee

- Assist Tomball ISD programs of study in long-range planning.
- Provide timely and clear feedback which enables staff to set goals, design programs, and evaluate program effectiveness.
- Assist in disseminating information about Tomball ISD Career and Technical programs at the campus and district level.
- Provide a forum for reviewing upcoming employment trends and training needs of business and industry.
- Enhance political and community support and the image of Career and Technical Education at the campus and district level.

Who Should Be Included?

An advisory committee is a representative group of individuals whose experience and abilities represent a cross section of a particular occupational area. As such, individuals who work in the particular occupation, trade, or provide education and training for individuals wishing to go into the field are all appropriate choices. Typically, an effective advisory committee will have 7-10 total participants.

The Charge of the Advisory Committee

The primary purpose of the local program advisory committee is to assist educators in establishing, operating, and evaluating programs which serve the needs of students, business and industry, and to provide expertise pertaining to technological change. Simply put, the purpose of the advisory committee is three-fold:

1. **Evaluate**. The evaluation of the curriculum, tools of the trade, and the integration of innovative technologies into classroom instruction is key. While our CTE teachers are excellent resources for our students, our Advisory Committee partners are excellent resources for our teachers. Providing effective feedback will help grow our programs in the right direction—a direction that is necessary for future employability of our students. Some questions to consider during the evaluation phase include:
   a. Does the program know whether it is accomplishing its goals? How does it know?
   b. Under what circumstances would a program be modified or discontinued?
   c. How will new initiatives or programs be launched?
   d. Do constituents share the impressions of staff?
   e. Are there important goals the program is not measuring and consequently is not

considering adequately in planning?

2. **<u>Recommend</u>**. It is imperative that education, business, industry and community members communicate with each other, and we believe the Advisory Board and its respective committees help to facilitate that process. Each committee provides a link between the school district and the community through which educational and business activities can be coordinated. Through the establishment of the following committees, we are able to best reach our goals:

   Program Advisory Committees. Each career and technical pathway has a Program Advisory Committee. With TISD instructional staff assistance, the committee will review the instructional programs in their respective subject areas to determine if existing programs provide adequate services to students. The committee is also responsible for analyzing community economic and demographic trends and determining training needs within the Round Rock Independent School District employment area.

3. **<u>Invite</u>**. The connections made through the Advisory Committee benefit our teachers and our students in many ways; job-shadowing for teachers, internships and paid opportunities for our students, and visits to area business or industrial plants provide a real-world connection to what's being learned in the classroom. The power of the invitation is a key component of the advisory committee.

<u>Requirements of Advisory Committee Meetings</u>
1. Local schools and institutions that operate Career and Technical Education programs receive state and federal funds, and therefore are required to establish and operate program-specific Advisory Committees.
2. Must meet at least three times per school year.
3. The following components are required at the committee meetings:
   a. Sign-in sheet
   b. Agenda
   c. Meeting minutes

<u>Recommended Meeting Times</u>
The advisory committee should meet in October, February, and June, and is jointly chaired by a TISD instructor and a representative from business, industry, or higher education.

<u>Governing Advisory Board Policies and Procedures</u>
It is the responsibility of the teachers and administrators to follow established policy or develop policy regarding the program advisory committee. Written statements should be made about the purpose, functions and general philosophy of the school concerning a program advisory committee. A review of the policies and procedures of the governing board should be made as the first step in organizing a program advisory committee.

Items that should be covered by established policy are:
1. Approval of committee establishment.
2. Committee membership.
3. Appointment procedures.
4. Length of appointments.
5. Staff responsibilities.

6. Available financial resources.
7. Minimum number of meetings.
8. Communication with the administration.

Steps to Organize a Advisory Committee

It is recommended that teachers work with the CTE Academy Specialist and proceed through the following steps with them when forming a program advisory committee:

1. Determine the need for a program advisory committee
   a. Study the duties, functions, and advantages of a program advisory committee.
   b. Visit program advisory committees in operation.
   c. Talk to administration at a school where a successful program advisory committee is in operation.
   d. If you are considering starting a new program, bring in an ad hoc planning committee to help you determine the need for this CTE program in your community.
2. Secure the campus administrator's approval:
   a. Explain the function of a program advisory committee to the administration.
   b. Point out the need for and advantages of the program advisory committee.
   c. Provide examples of schools where program advisory committees are operating successfully.
   d. Show how a program advisory committee will be an asset to the administration, the school and the teacher.
   e. Ask for assistance in preparing final plans for presentation to the governing board.
   f. Check the final plans with administration.
   g. Notify members and special guests via US MAIL and PHONE of meeting time and location.
   h. Arrange for special presentations.

How Are Member's Chosen?

The committee members should be selected according to established guidelines. A general outline for selecting the committee membership is as follows:

1. Prepare a prospective list that includes:
   a. Representatives of:
      i. Business
      ii. Industry
      iii. Other schools' programs
   b. People who:
      i. Have recent related experience
      ii. Are available to attend
      iii. Are interested in education
   c. Diversity in:
      i. Gender
      ii. Ethnicity
2. Interview the prospective members, explaining purposes, nature and term of membership. Determine if their participation would benefit the program.
3. Send letter of appointment from the campus principal stating the date, time, and place of the first meeting.
4. Business and industry representation should comprise a majority of committee membership, and school representatives may only serve in an ex-officio capacity.

Initial Meeting Tasks

All meetings should be well organized, with an atmosphere of open participation. A suggested agenda for the first meeting includes the following:

1. Welcome and remarks by the Campus Administrator and Academy Specialist
2. Introduction of members
3. Purpose and role of the committee
4. Basic school/institution information
5. Explanation of Career and Technical Education philosophy and objectives
6. Selection of one or more topics/needs to be discussed at the next meeting
7. Organization of the committee:
    a. Select a chairperson, vice-chairperson and secretary/recorder
    b. Select time, dates and location for meetings
8. Determine procedures to develop bylaws
9. Tour of facilities
10. Adjourn

In order to prepare for subsequent meetings, the Academy Specialist, Teacher in the program of study, and/or the Committee Chairperson should assume the responsibility to:

1. Plan an agenda.
2. Prepare items for representation.
3. Arrange for meeting space.
4. Prepare special and progress reports.
5. Send copies of minutes and recommendations to the necessary campus and district personnel.

Roles of Committee Members

Academy Specialist
- Establish meeting dates and calling meetings to order.
- Assist, as needed, to plan the meeting agenda.
- Encourage a relaxed atmosphere conducive to productive discussion.
- Assist, as needed, in planning committee activities and providing sufficient background information when needed.
- Maintain personal contacts with members and school personnel.
- Approve all announcements, notices, and other information sent to committee members.
- Arrange for meeting space.
- Notify members and guests of meeting time/location.
- Prepare and mail information to committee members and others associated with the program.
- Prepare and forward necessary correspondence.
- Provide statistical information about the school and prepare progress reports.
- Accompany the committee chairperson to visit school personnel and explain committee actions.

Committee Chairperson
- The chairperson may be elected directly into that position, or the vice chair may be elected to serve as the next chairperson.
- Be a representative from business or industry, elected by the committee members.
- Preside over all meetings, leading discussions, and bring closure on key points of discussion.
- Be sensitive to the views of the members.
- Be able to listen critically.
- Be reasonable.
- Exercise good judgment and fairness.

- Be able to work closely with the teacher.
- Spend more time than other members on the affairs of the committee.
- Be well informed.
- To preside at the meetings of the Committee.
- To serve as a chairperson of the Program Advisory Committee.
- To appoint special committees as the need arises, which may include persons other than committee members.
- To meet with the teacher or program director to prepare an agenda prior to a forthcoming meeting.
- Arrange for special presentations.
- Prepare reports.

TISD Instructors
The key to a successful program advisory committee is the instructor. The instructor should be enthusiastic and willing to take on extra responsibilities. This person is the promoter who does most of the detailed work if a program advisory committee is to be successful.
- Be sensitive to points of view and suggestions from the committee.
- Act as liaison from committee to administration.

Secretary
This person should act as the liaison between the school and the community and maintain a close working relationship with members of the committee. The secretary also may assist the chairperson in setting the tone of the committee activities.
- Keep records of the attendance of members at meetings
- Keep a record of discussion and recommendations
- Maintain a permanent record file of Advisory Committee activities
- Distribute minutes of Committee meetings.
- Send copies of minutes and reminders to appropriate personnel.

Committee Members
- Be an active participant of the group.
- Be sensitive to the views of the members.
- Be able to listen critically.
- Exercise good judgment and fairness.
- Serve on special committees as the need arises.

Proposals and Recommendations of the Committee
The committee:
1. Submits advice and recommendations to the program teacher(s), the administrator of Career and Technical Education, and other appropriate administrators.
2. Works cooperatively with the teachers, administrators, and governing board to improve the quality of the CTE program.
3. Presents an annual written plan of action that includes a formal evaluation of the committee's activities and accomplishments each year.

Supporting Documents

APPENDIX A: Sample CTE Advisory Committee Agenda

APPENDIX B: Advisory Committee Membership Roster

APPENDIX C: Sample Advisory Committee Bylaws

APPENDIX D: Evaluating Advisory Committee Effectiveness Using the Standards for Professional Learning

APPENDIX E: CTE Program Evaluation

CTE PROGRAM ADVISORY COMMITTEE
AGENDA
February 25, 2012

1. Call To Order   Welcome and opening remarks by school personnel.

2. Secretary's Minutes   Minutes of last meeting; approved or corrected by vote.

3. Introductions   Introductions and biographical information about committee members and/or guests.

4. Special Reports   Recognize individual presenting report.

5. Unfinished Business   Briefly summarize unfinished business items.

6. New Business   Review, discuss, and vote on each item.

7. Plans For Next Meeting   Discuss date and time for future meetings, subcommittees, etc.

8. Other Items   Announcements, etc.

9. Adjournment

CAREER AND TECHNICAL EDUCATION ADVISORY COMMITTEE

Name of Program:
Advisory Committee Teacher Representative:

Name	Title	Company Name	Company Address	Telephone	Email Address	TISD, Industry, Parent, or Student

Tomball High School Engineering and Architecture Advisory Board
By-Laws

ARTICLE 1 - NAME
The name of this board shall be Tomball High School Engineering and Architecture Advisory Board, hereafter referred to as "Advisory Board".

ARTICLE II - PURPOSE
An Advisory Board functions in an advisory to provide advice, guidance, support and advocacy for the engineering and architecture programs at Tomball High School:
- regarding the expansion of the engineering and architecture programs
- curriculum and teacher training
- assists with fund raising
- recruiting students
- securing student internships and scholarships
- providing in-kind contributions to the engineering and architecture program that are used to advance the mission and vision, including but not limited to:
  - the volunteering of time spent working on Advisory Board objectives
  - supplies, equipment aligned with the course curriculum
  - provide conference passes, tickets to events aligned with course curriculum
  - share web-based links and resources related to engineering and architecture
  - facilitate networking with other industry professionals
- it is an integral part of the experiential learning activities for all engineering and architecture program students; bridging the gap between the classroom, and the "real world."

Note: The administration of Tomball High School retains all rights to review, revise, reject any advice, guidance, etc., of the Advisory Board. The school ultimately has sole responsibility for its engineering and architecture programs.

ARTICLE III - OBJECTIVES
The primary objective of the Advisory Board is to support the following goals of the engineering and architecture program at Tomball HS:
1. Preparing engineering and architecture program students through course work and related experiential education for success in higher education, their careers and in life.
2. Providing paid internships for engineering and architecture program students.
3. Providing training and professional development opportunities for teachers.
4. Providing and soliciting assistance from the business community in funding the engineering and architecture program.
5. Enlisting the expertise of individuals in the industry to assist with development and evaluation of curriculum, student selection, scholarships and internships.
6. Advocating on behalf of the engineering and architecture program.

ARTICLE IV – ORGANIZATION
The Advisory Board will meet 5x a year: August, October (after Partner Recognition Event), January, April (after Partner Recognition Event), and June. E-mail communication with feedback on progress 5x a year: August, September, December, March, and May.

Note: New Advisory Boards (less than 2 years old) meet monthly (except July.) More mature Boards may meet bi-monthly, but in no event less frequently than quarterly. Additional (more frequent) meetings may be held by Committees in order to give counsel and solve specific problems dealing with fundraising, internships, curriculum, professional development for teachers and other matters related to the engineering & architecture program. Advisory Boards should hold a full-Board strategic planning meeting during the month of August, which includes all stakeholders from the Academy (CTE/Academy Specialist, teachers, Principal, district representation, etc.)

ARTICLE V – MEMBERSHIP

Section 1. Membership:

1. The members of the Advisory Board shall be representatives of the industry, colleges and universities, community leaders and educators. Students and parents may also be members. Ideally, business people should make up at least 75-80% of the Board members.

2. Members of the Advisory Board shall receive no compensation for their services as Advisory Board members.

3. New members should indicate interest in advisory board membership following their second meeting, then participate a New Board-Member Orientation, to better understand the local Career Academy Initiative of Tomball ISD, and the Board members' roles and responsibilities.

Section 2. Term of Membership:

1. Advisory Board Members shall decide on terms of membership, such as a one-year, two- or three-year rotating term.

2. Any member may resign from the Advisory Board by giving written notice to the Chairperson. The resignation will be effective immediately upon receipt of such notice.

3. Any member of the Advisory Board who shall fail to attend a minimum of advance notice meetings of the Advisory Board in any academic year shall be asked to resign from the Advisory Board. A member will be deemed to have attended a meeting if a duly qualified substitute attends on behalf of the member.

4. Appointment will be for a term one-year, two- or three-years, which may be renewed by a majority vote of the members of the Advisory Board.

5. Any Advisory Board member may be asked to resign from the Board at any time, for any reason, by a majority vote of the members of the Board.

Section 3. Membership Requirements:

1. The selection of members shall be made without respect to race, color, creed, national origin, age, handicap, sexual orientation or gender. The Advisory Board shall include, but not be limited to, representatives from the following three broad categories: (1) the respective Academy industry, (80%) (2) the educational community, (15%) and (3) the community at large (5%)

2. Candidates must be nominated by a member in good standing of the Advisory Board and approved by a majority vote of its members.

3. Candidates must commit to and/or assist with raising funds for the engineering and architecture program at Tomball HS.

4. Candidates must demonstrate a willingness to commit to obtaining at least one student internship positions at their firm *or elsewhere*.

5. Candidates must commit to providing in-kind contributions that will directly benefit the students in the local engineering and architecture program.

Section 4. Membership Year:

1. Academic, beginning on or about August 1, and ending on or about June 30.

ARTICLE VI - RESPONSIBILITIES may include, but are not limited to:

1. Commit to and/or assist with raising funds.
2. Secure paid internships for high school engineering and/or architecture students.
3. Provide in-kind contributions, such as:
    - volunteering time working towards Advisory Board objectives
    - donate supplies and/or equipment aligned with engineering and architecture course curriculum
    - provide conference passes, tickets to events aligned with course curriculum
    - share web-based links and resources related to engineering and architecture
    - facilitate networking with other industry professionals
4. Establish post-secondary scholarships.
5. Strengthen public relations and publicity relative to the program.
6. Assist in evaluating the rigor, relevance and effectiveness of the curriculum to meet the needs of the industry, readiness for college and preparation for life.
7. Provide professional development activities for engineering and architecture program teachers and the CTE/Academy Specialist.

ARTICLE VII - MEETINGS

Section 1 Quorum

> A simple majority of the Advisory Board members shall constitute a quorum for conducting Advisory Board business.

Section 2 Voting

> Each active member of the Advisory Board shall be entitled to vote on any issue presented to the Advisory Board. A duly qualified alternate in attendance at a meeting may vote on behalf of a member, but no proxy votes are allowed.

Section 3 Minutes

> The Chairperson will designate a person to record and distribute the minutes to all Advisory Board members. This is typically the Secretary. During the first two years, the CTE/Academy Specialist will assist the Chairperson, as needed, in coordinating the meetings and developing the agenda. The CTE/Academy Specialist will also ensure that absent Advisory Board members will receive material and minutes distributed at the Board meetings. Minutes and pertinent resources will be distributed at least one week prior to the next Board meeting.

ARTICLE VIII – OFFICERS

Section 1 Chairperson

> The Advisory Board shall consist of one Chairperson. The Chairperson shall be elected by the members of the Advisory Board for a term of two years. The Chairperson shall be selected from the business industry member.

Section 2 Co-Chairperson

> The Advisory Board shall consist of one Co-Chairperson. The Co- Chairperson shall be elected by the members of the Advisory Board every two years. The Co-Chairperson shall be selected from the school's educational community.

Section 3 Secretaries

> The Advisory Board shall consist of two-four secretaries. The secretaries shall be elected by the

member of the Advisory Board for a term of one year. The secretaries shall be selected from engineering and architecture program students and also be designated as student ambassadors for the program. They will be trained, directed, and supervised by the Co-Chairperson and the CTE/Academy Specialist.

Section 4 Ex Officio Members

Ex-officio members shall consist of selected industry leaders, state or municipal government officials and school district staff, including students, and are non-voting members.

Section 5 Other

The officer position of Treasury shall be agreed upon by the majority of the Advisory Board members, once the need arises to manage funds related to Advisory Board events/activities of the engineering and architecture program.

ARTICLE IX - DUTIES OF THE OFFICERS

Section 1 Chairperson

The Chairperson's duties shall be those usually pertaining to the office set forth in Robert's Rules of Order and such other duties as may be prescribed. Such duties include, but are not limited to:

- Welcome Advisory Board members and guests to meetings.
- Conduct the business of the meeting and according to the order of the agenda paper unless it is altered with the consent of the meeting.
- Confine discussion to the item actually before the meeting and to see that it is dealt with and settled before passing on to the next.
- Allow free and, if necessary, formal debate.
- Give all those wishing to speak an opportunity to do so, to see that their remarks are addressed to the Chair and to allow no private discussion or personal matter to be introduced in a negative way.
- Say who is to speak, if two people should speak at the same time - The Chairperson's decision on such points is final.
- Make every effort to let any meeting in which she/he presides understand the reasons for and purpose of his/her rulings.
- Close the meeting when all matters are attended to.
- Whenever possible represent the Tomball High School Engineering and Architecture Advisory Board at community events.

Section 2 Co-Chairperson

The Co-Chair-person's duties shall be to direct all meetings in the absence of the Chairperson to ensure the development and maintenance of a strong and active Advisory Board. The Co-Chairperson assists with all Chairperson duties.

Section 3 Other Officers

The Secretary shall keep, record and disseminate the minutes of the Advisory Board meetings. The Secretary shall also keep a current list of Advisory Board members' names, company names, email and mailing addresses and other contact information. All officers shall participate on at least one Board Committee.

ARTICLE X - AMENDMENTS

These by-laws may be altered, amended, or repealed. New by-laws may be adopted by a majority vote of the Advisory Board at any regular meeting or special meeting.

Tomball ISD and the administration of Tomball High School reserves the right to review said by-laws of Tomball High School's Engineering & architecture Advisory Board and reject any proposals contrary to the regulations and policies of Tomball ISD.

Evaluating Advisory Committee Effectiveness Using the Standards for Professional Learning
Note: These guiding principles are from Learning Forward and appeared in the Spring 2012 edition of "The Learning System."

While partnerships exist for a variety of purposes (implementing community schools, establishing mentors, developing communication, etc.), the most valuable ones serve multiple purposes, including advancing professional learning for all educators. Use this tool to see if you are setting everything you want and need from current or future partnerships.

LEARNING COMMUNITIES
- How does the partnership help advance the expertise of the educators?
- Does the partner benefit from and contribute to the learning team?
- Does the partner share responsibility for the success of the students in the school or team?
- Are the partner objectives and purposes aligned to that of the district and/or schools?

LEADERSHIP
- Does the partnership offer opportunities to develop leaders at classroom, school, and system level?
- How do the leaders of the partnership efforts create a culture of trust based on the norms of high expectations, shared responsibility, mutual respect, and relational trust?
- How do the partnership leaders advocate for professional learning and demonstrate its link to student learning?
- Where do the partnership leaders actively establish organizational systems and structures that support effective professional learning?

RESOURCES
- What kinds of resources are demanded by the partnership?
- What resources are provided?
- Does the partnership offer time, funding, or expertise to support the professional learning priorities of the system, school, team, or individual?

DATA
- Does the partnership provide data that is useful for defining individual, team, school, and system goals for learning?
- Does the partnership provide data to monitor and assess progress against established benchmarks?
- Does the data from the partnership allow you to monitor implementation of professional learning and its effect on educator practice and student learning?

LEARNING DESIGNS
- Is your partnership based on underlying frameworks and assumptions that are supported by research?
- Does the selection process for the partnership start with student needs, move to the subsequent intended outcomes, and then include how to determine the best method for selecting a solution?
- Does the partnership promote active engagement and collaboration of learners to achieve change in educator practice and student learning?

IMPLEMENTATION
- Does the partnership offer ongoing and extended professional learning to support implementation?
- Is that support based on research about frameworks for supporting and sustaining implementation for long-term change?
- Is the partnership's learning and implementation process supported with formative assessment that assesses practice, establishes expectations, and adjusts practice to align to those expectations?

OUTCOMES
- Is the partnership based on established standards that guide preparation, assessment practice, and evaluation?
- Are the partner's outcomes based on student learning outcomes?
- Is the partnership part of a coherent and seamless system that builds on previous knowledge, includes more advanced knowledge at a later point, and becomes part of a learning continuum that aligns with expectations for effectiveness?

APPENDIX E

Career and Technical Education Program Evaluation