

2016-17

**CTE PROGRAM ADVISORY COMMITTEE
HANDBOOK**



**Career Development Bureau
New Hampshire Department of Education**

New Hampshire Department of Education

STATEMENT OF NONDISCRIMINATION

The New Hampshire Department of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices. This statement is a reflection of the Department of Education and refers to, but is not limited to, the provisions of the following laws:

- Titles IV, VI, and VII of the Civil Rights Act of 1964 – race, color, national origin
- The Age Discrimination in Employment Act of 1967
- The Age Discrimination Act of 1975
- Title IX of the Education Amendments of 1972 (Title IX) – sex
- Section 504 of the Rehabilitation Act of 1973 (Section 504) – disability
- The Americans with Disabilities Act of 1990 (ADA) - disability

NH Law against discrimination (RSA 354-A)

The following individual has been designated to handle inquiries regarding the nondiscrimination policies and laws above:

ADA/Title IX Coordinator: Office of the Deputy Commissioner

Section 504 Coordinator: Lisa Hatz

NH Department of Education

21 South Fruit Street, Suite 20

Concord, NH 03301

(603) 271-3471 (V/TTY)

1-800-299-1647

Lisa.Hatz@doe.nh.gov

Inquiries regarding Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and/or Title II of the Americans with Disabilities Act of 1990 also, or instead, may be directed to:

U.S. Department of Education

Office for Civil Rights

33 Arch Street, Suite 900

Boston, MA 02110-1491

(617) 289-0111

TTY (877) 521-2172

Additionally, inquiries may also be directed to the:

NH Commission for Human Rights

2 Chenell Drive

Concord, NH 03301-8501

(603) 271-2767

TABLE OF CONTENTS

Overview	4
Acknowledgments & Legislative Notes	5
Purpose of a Program Advisory Committee	6
Establishing an Effective Program Advisory Committee	7
Implementation of an Effective Program Advisory Committee	10
Evaluation	13
Summary	15
Appendices	17

OVERVIEW

Advisory committees are required for your Career and Technical Education (CTE) programs, but where do you begin? How do you make the program advisory committee an effective component of your existing (or even new) CTE program?

The primary purpose of this handbook is to provide answers to some of these initial questions. In addition, this handbook contains guidelines and some recommendations for CTE Program Advisory Committees as they work to improve CTE programs.

As a member of a CTE center that operates at least one CTE program receiving Federal funds, you are required by the Carl D. Perkins Career and Technical Education Improvement Act of 2006 to establish and implement a CTE Program Advisory Committee for each CTE program. In addition, each CTE Program Advisory Committee is required to meet a minimum of two times per year. If you are trying to establish a new CTE program, an advisory committee is required to meet at least two times to assist in the development of this new program. The New Hampshire Department of Education - Career Development Bureau's (CDB) [CTE Program Advisory Committee Handbook](#) details several key roles of a CTE Program Advisory Committee and offers a general process to follow in establishing a committee, as well as a variety of templates to use when and where appropriate. Most importantly, the information contained within this handbook has been designed to help facilitate communication and to enhance the program advisory committee experience so that the CTE Program Advisory Committee is not just a requirement, but an integral partner in the success of your CTE program.

ACKNOWLEDGEMENTS

As is the case with most successful projects and their products, they are the result of great cumulative and collaborative effort of various groups of stakeholders. This handbook is no exception. Resources were garnered from a variety of different state and local sources, and the CDB gratefully acknowledges its appreciation for the use of such materials in the creation and development of this handbook.

LEGISLATIVE NOTES

For reference, Program Advisory Committees are required by the following pieces of legislation:

- ◆ The Carl D. Perkins Law Section 122(c)(5) states that a school must create a plan that “describes how the eligible agency will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of such career and technical education programs.”
- ◆ NH RSA-E:4-a(III) states that “each regional vocational education center shall have active craft committees representing each vocational area established at the center. ”
- ◆ NH Administrative Rules, Ed. 1407.02(a)(1), 1408.02(a)(1), and 1409.02(a)(1), state new engineering, automotive, and manufacturing programs must “establish a program advisory committee that includes the regional center director, a secondary school representative, instructors of related curriculum, two business representatives, two community representatives, and one post secondary representative who shall advise the regional center educators on programs at the center.”

PURPOSE OF PROGRAM ADVISORY COMMITTEES

If you are new to the program advisory committee process, or even if you are a veteran, it is important to review what a CTE Program Advisory Committee is and the rationale for having one in place for each CTE program. A CTE Program Advisory Committee is a group of individuals whose experience and abilities represent a cross section of a particular program area. The primary purpose of the CTE Program Advisory Committee is to assist educators in establishing, operating, and evaluating the CTE program – which serves the needs of the students, the community, and the business/industry partners – and to provide expertise and insight about current/future industry and technological changes. Given this ever-changing economy and workforce, students need your help!

CTE programs should be tailored to meet the workforce development needs of the community and the needs and interests of the individual students. Program advisory committees strengthen collaboration between those responsible for CTE programs and the communities they serve. CTE programs that operate without program advisory committees (or without strong program advisory committees) could potentially be covering out-of-date material, teaching students skills that are obsolete, or missing great opportunities that could be offered to students. CTE programs with full advisory support typically teach the most current curriculum and apply the newest technology. This gives the students unique advantages in comparison to students of programs that rely only on teachers' experience or occasional curriculum updates, etc.

The dialogue between program advisory committee members and CTE educators provides valuable real-world input into the workplace students will enter and fosters a shared responsibility for preparing students for a place in today's workforce and society. Many of the recommended activities for an effective program advisory committee will fall into one of the following major areas:

- ◆ **Program advisory committees are needed to advise.** The program advisory committee assesses specific areas of the CTE program and makes suggestions and recommendations for improvement, such as curriculum modifications, updates to facilities/budget/student competencies, purchase of new instructional materials, technology, and equipment, or adoption of a new safety policy.
- ◆ **Program advisory committees are needed to assist.** The program advisory committee helps the instructor(s) and/or administrator carry out specific activities. These activities could include judging competitive skill events, setting up a scholarship program, or working to identify and arrange meaningful structured work-based learning opportunities (WBLs) for students in the program.
- ◆ **Program advisory committees are needed to advocate.** The program advisory committee promotes the CTE program throughout the community and strives to improve the relationships between CTE educators, business/industry partners, and/or the community. Promotion or marketing could include talking to legislators, speaking for career and technical education at board meetings, writing articles for local newspapers or obtaining media coverage for special events.

ESTABLISHING AN EFFECTIVE PROGRAM ADVISORY COMMITTEE

Now that we have identified what program advisory committees are and the general purpose for implementing them, we can move into a general overview of the process for establishing an effective committee. Educators and school officials must understand how to work effectively with program advisory committees.

Selecting Members

Successful CTE programs are the result of cooperative efforts by key partners. For an effective program advisory committee, members should include representatives from relevant businesses and industries that reflect the occupation. Ideally, representation on the committee should reflect the populations within a local community, including people from both genders and racial and ethnic minorities. The majority of the program advisory committee members should not be employed by the school district or CTE center; members should be informing the instructor about the industry and workforce. The list below identifies the suggested members of the CTE Program Advisory Committee:

- ◆ Business/Industry/Labor member with expertise in the CTE program;
- ◆ Teacher of the CTE program;
- ◆ Guidance;
- ◆ Postsecondary Institution;
- ◆ District Representative for Special Populations;
- ◆ Parent; and
- ◆ Student

While not required, program advisory committees may also include teachers in relevant academic areas and school administrators such as department chairpersons and/or supervisors, CTE coordinators, CTE paraprofessionals, etc.

Please refer to **Appendix A** for a sample invitation letter to potential

CTE Program Advisory Committee members.

Size of the Program Advisory Committee

Effective program advisory committees are large enough to reflect the diversity of the community, yet small enough to be managed effectively. Committees with fewer than five members may have limited perspective, inadequate information on the career fields, and too little diversity. Committees with more than 15-20 members can become harder to facilitate in accomplishing committee goals. At minimum, CTE Program Advisory Committees should have 8 members with representation in each of the roles/positions outlined earlier. Where applicable or necessary, some positions can have multiple representatives to meet the minimum advisory committee size. If there are duplicate programs in a region, instructors may consider holding joint program advisory committee meetings to avoid putting a strain on the same pool of potential members. If the instructors and center directors decide to do this, it is essential that each program's needs be addressed at each combined meeting.

Membership Terms of Service

Most schools prefer to set a time limit for CTE program advisory committee member terms. This procedure promotes a continuous flow of new ideas that helps keep the committee's advice current and relevant. The most common organization of committees is a three-year membership term of service, staggered so that one-third of the members is replaced each year. While teachers are encouraged to update CTE program advisory committee membership and recruit new members periodically, they should also encourage effective program advisory committee members to serve consecutive terms. Organizing terms in this way offers the following advantages:

- ◆ Terms are long enough for members to become thoroughly familiar with the committee's purposes and potential;
- ◆ Members in the second or third year of their terms have the benefit of experience while newly appointed members add fresh ideas and perspective; and
- ◆ Members are more likely to give their time freely when the term of service is predetermined.

Please refer to **Appendix B** for a sample letter of appointment once you have established who you want to serve on the CTE Program Advisory Committee as well as the duration of his/her membership.

Orientation for Program Advisory Committee Members

Although not required, it is recommended that new committee members should be provided an orientation to their role on the program advisory committee. In addition, both new and current members also should have current information on the CTE program that is offered in the school. Some recommended ways to provide the CTE program information to the committee members are:

- ◆ Interviews with CTE teachers;
- ◆ Tours of CTE program facilities;
- ◆ Review of curriculum materials including textbooks; and
- ◆ Conversations with students and/or parents.

Agenda

In planning for the meetings, the agenda should include time specifically to address questions about the quality of the program as well as establish goals of the committee. CTE educators are integral members in directing the development of these questions and goals for the committee to address based on their individual subject matter expertise, their relationship to students, and their assessment of students' technical knowledge and skills. However, meetings should not simply be the instructor "reporting out." The majority of the meeting should be members other than the instructor expressing their input. For this reason, it is recommended that the chair of the committee **not** be the CTE instructor.

Agenda items for meetings should include:

- ◆ Introductions;
- ◆ Discussion of the best way(s) for the committee to work with the school;
- ◆ Description and update of the programs and courses at the school to which Program Advisory Committee members contribute their expertise;
- ◆ Discussion about possible changes to the programs and courses, including but not limited to improvement, expansion, and innovation; and
- ◆ Discussion about current and emerging needs in related industries that programs and courses should address.

By addressing the issues above that explore the quality of a program, as well as additional items as determined by school and community needs, committee members are better able to identify and to document where improvements should be made. Strategies can then be developed and implemented to support the goals and to improve programs, courses, and overall processes at the school.

Please refer to **Appendix C** for a sample meeting template for agenda and minutes.

Location and Time

When considering or planning a location for the committee meeting, please be aware that some committee members might feel more comfortable if the meeting takes place at their business location. It is important, however, that **at least one meeting per year occur at the CTE center** so advisory members can review instructional space for safety and compliance with industry standards. Engage partners as much as possible when deciding a location, as well as meeting times for the meetings. Different business stakeholders might present with different needs when it comes to possible time frames so allow for some flexibility in this logistical process; just ensure that enough members will be present at any one meeting to provide a quorum for voting.

Recommendations for different types of locations/platforms for possible committee meetings include at business partner's venue; virtual" (online gathering of members provided meeting can be documented/recorded); advisory night (if a school has more than one program advisory committee, host a night for all of them to occur at the same time); and in the instructional/lab space with students of CTE program facilitating.

IMPLEMENTATION OF EFFECTIVE PROGRAM ADVISORY COMMITTEES

It is important for the CTE Program Advisory Committee to actively and purposefully provide programs with information and advice that leads to instructional improvement. This goal is achieved through open discussions on the strengths and weaknesses of the program. Discussions may include, but are not limited to, the following:

- ◆ Review of data, including final assessments, Perkins Performance Indicators, and labor market;
- ◆ Quality and condition of instructional equipment;
- ◆ Performance and placement of graduates;
- ◆ Changes in workforce and the economy;
- ◆ Emerging industry trends (5 to 10 years);
- ◆ Postsecondary relationships (dual enrollment contracts and/or articulation agreements).

The list of activities that follows is not all-inclusive, but should give the program advisory committee members some ideas to consider as they consider their role in supporting the CTE program. Overall, the functions and activities chosen for the work of the program advisory committee should match the needs of the program and community. Some of the following activities should be considered for the work of the CTE Program Advisory Committee:

Curriculum Development:

*Review curriculum materials (textbooks and other instructional materials) to determine contents alignment to current industry standards;

*Review the Program Competency Profile and curricular activities to ensure that instruction is adequately addressing all of the competencies

*Identify and recommend integration of employability skills in curriculum; and

Program Evaluation:

*Review goals/objectives of the CTE program;

*Examine outcomes relating to quality and quantity of graduates and job placement;

*Participate on CTE program evaluation teams; and

*Assure that CTE programs are aligned to current industry standards and technologically current.

Community & Public Relations:

- *Obtain effective media coverage;
- *Display posters and other publicity;
- *Recognize outstanding CTE educators and students;
- *Be visible in support of programs during public and special events;
- *Present to civic and community groups;
- *Attend and provide information at school board meetings;
- *Recommend technical resource personnel;
- *Recommend and/or provide classroom speakers from business and industry;
- *Provide tours and work-based learning opportunities;
- *Recommend and/or provide sample kits and supplies;
- *Maintain a current library of resource materials;
- *Secure, if possible, additional funding and donations for materials and equipment; and
- *Evaluate safety policies.

Career and Technical Student Organization (CTSO) Activities:

- *Assist in developing competitive skills events;
- *Judge competitive skills events;
- *Sponsor and recognize student organization activities and leadership events; and
- *Collect skill events contributions of equipment and supplies.

Postsecondary Relationships:

- *Review secondary/postsecondary connections; and
- *Support dual credit and/or articulation agreement opportunities for students (secondary/postsecondary).

Work-Based Learning (WBL) Opportunities:

- *Recommend and/or provide students with work-based learning opportunities;
- *Recommend and/or provide full and part-time jobs to qualified students;
- *Coordinate potential job openings with other employers;
- *Conduct occupational surveys and employment forecasts; and
- *Assist students in developing interview and employability skills.

Recruiting:

- *Assist in recruiting teachers;
- *Assist in recruiting new students; and
- *Assist in recruiting new advisory committee members.

In-service Training:

- *Recommend and/or provide summer and part-time employment experiences for teachers to upgrade skills;
- *Recommend and/or provide in-service activities for the teacher on current methods and processes;
- *Recommend and/or provide skilled technicians to supplement instructor's experience;
- *Obtain counsel and assistance on special problems and new undertakings; and
- *Support CTE centers in sending teachers to professional meetings and conferences.

Legislative:

- *Provide tours of CTE programs for legislators;
- *Communicate with legislators about the benefits of Career & Technical Education for students and the community, as well as program needs; and
- *Stay current on new legislation.

EVALUATION

Once your CTE Program Advisory Committee is up and running, it is important to understand and reflect on how the program advisory committee is operating and its impact on the CTE program. A periodic review of the CTE Program Advisory Committee can help the committee in determining:

- ◆ The extent to which it is accomplishing its goals;
- ◆ The extent to which the recommendations and actions have strengthened the career and technical education program; and
- ◆ Future direction and activities for the committee.

Program Advisory Committee Self-Evaluation

The review of the program advisory committee can be either formal or informal. The goal of the review is to help the committee determine its overall effectiveness. The teacher and others can be a valuable resource in this review process. The committee should use such a review or evaluation to determine which activities have been successful and which activities deserve additional attention. Reassessing the committee organization, activities, and goals periodically will help maintain the vitality of the committee.

To aid in this self-evaluation, a suggested checklist is provided in **Appendix D**.

CTE Program Evaluation

In addition to evaluating its own effectiveness, the program advisory committee should also be evaluating the CTE program. Objective evaluations of the CTE program make it possible to develop evidence-based recommendations for the program being advised. Remember, career and technical education is intended to prepare students for work that leads to high wages and advanced skills and to meet career goals and human resources needs for today's and tomorrow's global high-tech economy. CTE serves as a link between individuals and employment. Many possibilities exist concerning appropriate areas for evaluation. In order for evaluation to NOT be an overwhelming activity (especially for newer program advisory committees), committees should select a limited number of significant items for thorough evaluation rather than trying to evaluate all aspects of the school at once.

Please refer to **Appendix E** for sample areas of program evaluation.

Recognition of Program Advisory Committee Members

Most program advisory committee members will continue to serve if their experience and talents are utilized and if their recommendations, even if not accepted and implemented, are at least seriously considered by the committee. Committee members serve without pay, but the rewards are substantial for persons who are dedicated to the welfare of their community and their educational institutions. Members can derive satisfaction from assisting young people to successfully enter the work force by sharing their own experiences, knowledge and abilities. Program advisory committee members deserve both appreciation and recognition for their participation and contributions of time, knowledge and energy. For their efforts, members should be recognized by school/college officials as often as possible. Examples of ways in which this might be accomplished are:

- ◆ Give public recognition to members at meetings and school functions, through press releases, personal letters of appreciation and special certificates;
- ◆ List the members on program advisory committee stationery and publications;
- ◆ Record minutes to include members' significant comments, along with their names;
- ◆ Invite members to school functions and special career and technical education events;
- ◆ Provide members with relevant materials and publications to review for comment and request feedback;
- ◆ Take committee recommendations seriously, and listen and respond to suggestions;
- ◆ Post the names of committee members prominently in the institution; and
- ◆ Provide certificates, plaques or other mementos upon completion of members' terms.

SUMMARY

What makes a program advisory committee work effectively? Program advisory committees can operate and flourish in a wide range of circumstances and in a variety of operating conditions; however, certain factors need to be present in order for a committee to be effective.

Effective program advisory committees need:

- Administrative support;
- Engaged committee members, including administrators, instructors, community and business partners, etc.;
- Meaningful program of committee activities;
- Efficient organizational structure to ensure that there is good communication and every member is heard; and
- Continuity in committee activities.

Practices to avoid include:

- Domination of meetings, discussions and activities by the program's administrators and/or instructors;
- Limitation of discussion to the administration's concerns;
- Agendas/meetings with no content;
- Lack of recognition of committee comments, suggestions and recommendations; and
- Establishment of a "paper" committee only to meet state requirements

As an program advisory committee member:

DO . . .

- Allow yourself enough time in your work and personal schedule for committee activities;
- Attend meetings regularly and let your colleagues on the job know about committee activities;
- Remember that the only local body with authority for the school is the elected school board, joint operating committee or board of trustees and their employees;
- Examine material presented to you prior to voting on issues, making recommendations, and taking other actions;
- Familiarize yourself with the way the school is organized, governed and financed so that advice is realistic; and
- Serve enthusiastically. and take pride in your achievements and those of the committee.

DON'T . . .

- Complain, involve personalities, use pressure tactics, or criticize without offering constructive alternatives;
- Set too broad a scope of objectives for the committee;
- Lose interest in the school when your term on the committee expires;
- Deal with issues outside the purview of the committee;
- Disseminate privileged or confidential information;
- Meet for the sake of meeting; and
- Sit back and let others assume all the responsibility for committee work.

Overall, effective CTE Program Advisory Committees will create partnerships between CTE programs and the industries and communities in which they serve. It is the dialogue between program advisory committee members and the CTE educators that provides valuable real-world input into the workplace students will enter. This partnership fosters a shared responsibility for preparing students for a place in today's workforce and society.

APPENDICES

A: Sample Letter of Invitation to Join CTE Program Advisory Committee

[Letterhead]

[Date]

Ms. Betty Sue Lowe, [Title]

[Affiliation]

[Address]

[City], NH 00000

Dear Ms. Lowe:

[CTE Center] is in the process of selecting individuals with workplace knowledge and experience to assist in improving the state-approved [CTE Program] program. We are seeking advice and assistance from key partners to keep our state-approved programs relevant.

We would like to invite you to become a member of the [CTE Program] advisory committee, which meets a minimum of two (2) times a year. The purpose of the advisory committee is to provide assistance and recommendations for the continuous improvement of career and technical education programs.

I will be contacting you in the near future to discuss this opportunity. If you have any questions or concerns, please contact me at [phone number] or [email].

Thank you for your consideration.

Sincerely,

Administrator

Instructor

[CTE Center]

[CTE Program]

B: Sample Letter of Appointment to CTE Program Advisory Committee

[Letterhead]

[Date]

Ms. Erin Sumer

Personnel Manager

Smith Insurance Company

Somewhere, NH 08000

Dear Ms. Sumer: Thank you for your willingness to serve on _____. This letter is to inform you that your appointment to the _____ Program Advisory Committee is effective beginning _____, 20__, and ending _____, 20__.

The [first/next] meeting of the committee will be held at [place] in [room number] on [date] at [time].

We wish to thank you for accepting this committee appointment. We appreciate your willingness to assist us in supporting career and technical education opportunities for students in our community.

Sincerely,

Administrator and/or Chair of Committee

cc: Appointee's Supervisor

Note any enclosures and add any specific information to your school such as parking, security, etc.

C: Sample Template and Examples for Advisory Committee Meeting

CTE Program Name:

Date:

CIP Code:

Time:

Required Advisory Committee Representatives	Name	Professional Title	Affiliation/Agency	In Attendance?
Business/Industry/Labor Member(s) with expertise in the CTE program or program of study				
CTE Teacher(s) of the CTE program				
Guidance				
Postsecondary Institution				
District Representative for Special Populations				
Parent				
Student				
*Other				
*Other				

*Members listed as "Other" are not required. Examples of "Other" advisory committee members may include teachers in relevant academic areas and school administrators such as department chairpersons and/or supervisors.

Meeting Goal(s)/Outcome(s):

Agenda/Topic of Discussion (Examples)	Who is Responsible?	Estimated Time?	Minutes/Notes
Opening: Call to order, roll call, instructions, approval of minutes, adoption of agenda			
Report: Program-level Student Learning Outcomes and their assessment; Performance of graduates			
Report: Classroom environment/quality of equipment/supplies/technology included – recommendations?			
Report: Data (Perkins Performance Indicators, assessment, nontraditional student, enrollment, economic, etc.)			
Report: Postsecondary relationships or program promotion			
New Business/Future Meetings: Plan next meeting's agenda			
Closure: Review assignments, next steps			

Sample Program Advisory Committee Agenda & Minutes



Manchester School of Technology/Design Communication

ADVISORY COMMITTEE 2015-16

Chair

Gerard Huot (Software Support Manager) Autodesk 100 Commercial Street Manchester, NH 03101
(Industry Partner)

Nathan Marchand (IES Jose Saramago, Language and Culture Assistant) Calle del Monte Perdido 50 Madrid
28053, Spain
(Education Community)

Robert Niquette (Software Engineer) ZeniMax Online Studios LLC 200 International Cir, Cockeysville, MD
21030
(Industry Partner)

Thomas A. Sylvia (Architectural Designer) Redwood City, CA
(Industry Partner)

Nikolaus Webster (CADD Designer)BK Systems, Inc. 4 Cote Avenue Goffstown, NH 03045
(Industry Partner)

These samples generously provided by Manchester School of Technology.



A G E N D A DESIGN COMMUNICATION ADVISORY COMMITTEE

April 12, 2015, 3:30 PM

Call to Order

Chairman Huot

Approval of Minutes

Meeting of 10/25/14

Program Updates

1. January Open House
2. Third-Party Student Certifications/Articulation Agreements/Dual Enrollment
3. New Computers Installation
4. Autodesk Software

New Business

1. 2015-16 Perkins Grant Request Preparation
2. Review and Discussion of Design Communication Perkins 2013-14 Performance Indicators
(See attachment: Perkins Performance Indicator Trends 2006-2013)
3. Review and Discussion of Design Communication Program Quality Rubric 2015
(See attachment: Perkins Reference Document #2: Program Quality)
4. New Technology Update and Discussion

Attachments:

Perkins Performance Indicator Trends 2006-2013

Perkins Reference Document #2: Program Quality



MINUTES

DESIGN COMMUNICATION ADVISORY COMMITTEE

April 12, 2015, 3:30 PM

Members Present

Huot, Webster, Niquette. Sylvia and Marchand were not present but were provided agendas and contributed to the discussions.

Call to Order

Chair Gerry Huot called the meeting to order at 3:35 PM

Approval of Minutes

Minutes of the meeting of 10/25/14 were approved as submitted.

Program Updates

1. January Open House

Koziatek indicated to the Committee that the MST 2015 New Student Open House, held in January, was a success with dozens of students and parents in attendance. A number of current DesCom students were on hand to field questions and to demonstrate the use of the laser cutter, laser scanner and 3D printer. The students created custom DesCom key chains on the laser cutter as handouts to the visitors. Koziatek thanked those Committee members who showed their support and attended the annual event, indicating that the event is a critical component in recruiting new, qualified students for the coming school year.

2. Third-Party Student Certifications/Articulation Agreements/Dual Enrollment

Koziatek updated the Committee regarding securing Program skill certifications and articulation agreements. Chairman Huot provided Koziatek and the Committee with links to Autodesk pertaining to AutoCAD student certifications for this software, taught in Design Communication. Sylvia, as an AutoCAD user familiar with the competencies of the Autodesk certification, indicated that it would be very applicable and achievable for program completers. When asked by committee members, Koziatek indicated that he is continuing to pursue postsecondary articulation agreements with Keene State Architecture School and Norwich University College of Architecture as well as NHTI for its Architectural Technologies program as potential Dual Enrollment course.

New Computers Installation

Koziatek informed the Committee that the 25 new, upgraded computer workstations (HP Z640) that were recommended and specified in consultation with Huot and other Members, have been received and that he has installed and configured them in the lab. Students are now able to access them for the high memory and processing demands of the 3D software applications that are taught in the Program.

4. Autodesk Software

Referring to questions raised at the last meeting regarding Autodesk software licensing, Huot, a software manager at Autodesk, had informed the Committee about the new model Autodesk has developed for providing schools with its current design software. Koziatek explained that as a foundation of the Design Communication program, Autodesk software product licenses have been, for many years, purchased annually through the Perkins school budget. However, now, as Huot had informed the Committee, Autodesk is now making the software available free to schools through the new Autodesk Academic Resource Center (ARC). Following the enrollment of MST in the Autodesk Education Community, Koziatek stated that all of the design software, available through two packages, the Autodesk Education Master Suite and Entertainment Creation Suite, has now been downloaded, licensed and installed on the 25 new Design Communication computer workstations.

New Business

1. 2015-16 Perkins Grant Request Preparation

Koziatek explained that he has begun development of the 2015-16 Perkins Grant request and asked for the Committee's input. Committee members expressed the need to obtain the additional technology that was partially funded in 2014. Koziatek explained that he will look to the Committee for its input regarding this and additional improvements following a discussion of the recently available Performance Indicator data. Review and Discussion of Design Communication Perkins 2013-14 Performance Indicators

Chairman Huot referred the Committee to agenda attachment: *Performance Indicator Trends 2006-2013* and asked Koziatek to review the materials with the Committee. Having previously reviewed the data, Committee members expressed some concern about the relevance since the figures were two years old. Koziatek explained that, although the data reflects students in 2013, the trends that are evident over several years are indicative of need for improvement in meeting State goals. Koziatek addressed each of the Indicators as follows:

(a) PI: 1S1 (Reading/Language Arts Proficiency) and 1S2 (Math Proficiency): Although the Design Communication program is exceeding State goals in the areas of reading (+31%) and math (+19%), further improvement in current reading proficiency (89%) and, especially, math proficiency (33%) should be considered as a program initiative. Following Committee discussion, Marchand suggested the development of higher-ordered projects that target these career-critical academic areas. Huot added that the introduction of projects that specifically include new high-technology methods in engineering rapid prototyping and design analysis involve direct application of math concepts and could impact an increase in math proficiency. Koziatek added that the integration of these target-specific projects could more closely align grade-level academic standards at the State level. Additionally, Sylvia, who has been actively involved in the specification of print design resource materials for the Program library for several years, supported the idea of continuing to provide students with access to professional design-related print materials that can help in further improving student literary skills.

(b) PI: 3S1 (High School Completion) and PI: 4S1 (Graduation Rates): Koziatek informed the Committee that high school completion/graduation data among Design Communication students is shown to be relatively consistent at an average of 12-15% above State goals over the past eight-year period. Marchand concluded that Program efforts to maintain career relevancy and interest through exposure to an exciting and diverse curriculum is contributing to student retention and career goals achievement and should, therefore, should continue and be reinforced, improved and upgraded.

(c) PI 5S1: (Postsecondary Placement): Koziatek, in referencing PI 5S1 trends in the handout, pointed to a continued and significant increase in college-bound students over the past three years, following a period of sharp decline between 2009 and 2011, but an average of 9% above the State goal over the past six years. Koziatek explained that it has been a Program goal of 100% post-secondary placement of students, a goal to which Committee members expressed their continued support. Specifically, Huot and Niquette, who offered comments earlier in the week, encourage the project-based approach to 3D CADD and prototyping skills to increase Program competency in college-ready design skills including problem-solving, collaboration, accessing and analyzing information and by providing new high-technology tools for stimulating curiosity and imagination.

(d) PI: 6S1 (Nontraditional Enrollment and PI: 6S2 (Nontraditional Completers): Koziatek outlined the trends regarding program nontraditional (female) enrollment and completion over the past six years. Female enrollment in the program has consistently exceeded the State goal by an average of 11% over this period, 2008-2013. Koziatek expressed some concern in the recent decrease in female enrollment and completion since 2012. Committee members Huot, Marchand and Sylvia, expressed reasons for exceeding State goals including the initial development of a diverse design curriculum that offers students many design-career pathways and the design of the Design Communication lab and resources that is gender neutral, but concluded that more could be done to improve both enrollment and completion, possibly through recruitment efforts. Sylvia added that consideration should be given to providing more library print resources that focus on noted female designers, architects and engineers.

3. Review and Discussion of Design Communication Program Quality Rubric 2015 (See attachment: Program Quality)

Koziatek referred the Committee to agenda attachment, *Reference Document #2: Program Quality Rubric*, the program self-assessment document, a tool for developing plans for program improvement. He addressed each of the quality assessments generally and asked Committee members for their comments and suggestions for improvement in each area.

(a) Program goals and objectives are clear, challenging and appropriate for the intended population: Following a summary of the Program status assessments by Koziatek and discussion among Committee members, Huot summarized the comments and recommendations as follows: Although high marks were attributed to each of the assessments, members felt that certain program goals are mostly clear and appropriate for the target population but may not be as clear and challenging for the learning population. Webster suggested that greater focus, within the curriculum, might be needed to target students on a path to entering a Certificate program, such as CADD, after high school. All members agreed that, although the program represents high standards in the area of high-ordered thinking skills, a continuing effort to address this development is critical toward students achieving success at the level of professional employment in the design industry.

(b) The program content is aligned with learning goals and is accurate, current and appropriate for the intended population: Following a summary of the Program status assessments by Koziatek and discussion among Committee members, Huot summarized the comments and recommendations as follows: All members were in high praise of the high-technology lab, its equipment, resources and professional environment, adding that it often surpasses that offered at postsecondary school labs as well as professional design offices. Members expressed the importance of maintaining high standards of current technology as the key to student success in entering and successfully completing postsecondary programs, professional certifications and for placement in competitive, high-wage, design industry jobs. Some members suggested that more might be done, possibly within the curriculum, to address students of different learning styles, including group projects that require collaboration, citing that this is noticeably lacking in the current curriculum. Webster noted that more needs to be done to facilitate work-based learning, including job shadowing and internships, especially for 2nd-year students.

(c) The program reflects the vision promoted in recognized academic and occupational standards and by state and national legislation, as appropriate: Following a summary of the Program status assessments by Koziatek and discussion among Committee members, Huot summarized the comments and recommendations as follows: The Committee acknowledges that the Design Communication program, and its successful completers, have been recognized at the School, District, local community and postsecondary level for student achievement, teacher quality and program excellence; Members pointed out that students are currently lacking credentialing options, Huot encouraging the pursuit of credentialing through Autodesk, particularly for AutoCAD certification, a CAD drafting standard of the industry.

(d) Collaboration with internal and external organizations and stakeholders are maintained to strengthen the quality and effectiveness of the program: Following a summary of the Program status assessments by Koziatek and discussion among Committee members, Koziatek recognized the valuable and varied contributions of each of its industry and educational partners in the Design Communication Advisory Committee over many years including Chairman Huot, for his Autodesk connection and invaluable technology support since the program's origin in 2002; Marchand for his technology, software and logistics support; Niquette for his contributions in keeping the curriculum current with 21st Century skills and relevance; Webster for linking the program and its curriculum with current CAD standards with direct application to employability skills and Sylvia for providing and maintaining a valuable connection to the architecture profession. Huot summarized the Committee's comments as follows: Although recognizing the strong connections to multiple design career pathways and the program design and content clearly integrated in MST, members would like to explore greater work-based learning experience opportunities for students.

4. New Technology Update and Discussion

Huot related that Design Communication is technology-intensive and requires planned upgrades to computers and related hardware at this time, citing that last year 26 new HP computers were purchased for student workstations to replace those that were determined to be at the end of their projected lifecycle. When asked the status of the Design Communication network server, Koziatek explained that, in communication with District IT staff, the server is nearing the end of its lifecycle as well and should be replaced. The Committee recommended that the 7 additional lab computers, supporting peripheral lab equipment and not replaced in 2015, and the network server should be included in the 2015-16 Perkins Grant request for upgrading. Citing decreased reliability and performance of the lab's LCD projector (an important digital delivery tool), Koziatek received support from Huot and Marchand for consideration of its upgrading as well. Koziatek, through the equipment specifications recommended by Huot, indicated that he was able to acquire, through Perkins funding, the remaining, additional technology equipment for the lab's new digital wall installation, including two Wacom HD monitors and a highly-specialized graphics card that will allow the four flat panels of the wall to mosaic as a single image. Members of the Committee were supportive of the planned technology improvements for the final installation of the digital wall in the Design Communication Library presentation area. Additionally, Members were pleased to endorse future purchases of upgraded materials for students to engage in more complex, higher-level projects that reflect changing technology in the fields of design, engineering and architecture.

Next Meeting

The Committee suggested a date of mid-September for its Fall, 2015 meeting.

Adjourn

The meeting was adjourned at 5:45 PM

Submitted: Koziatek

D: Sample Advisory Committee Self-Evaluation Tools

Yes	No	Question
		1. The local advisory committee has updated bylaws, which include terms of membership, responsibilities of members' and officers' and procedures for operation.
		3. The committee establishes an annual program of activities
		4. The committee has regularly scheduled meetings (two to four minimum).
		6. Agendas for committee meetings are mailed to members prior to meetings.
		7. Minutes of committee meetings are mailed to members promptly after meetings.
		8. Written recommendations are prepared and forwarded to the school administration by the committee.
		10. The committee has active committees to carry out its work.
		11. Information concerning requests for committee actions is provided prior to meetings.
		12. The advisory committee is actively involved in:
		<ul style="list-style-type: none"> • Assessing labor market needs;
		<ul style="list-style-type: none"> • Approving requests for federal career and technical education funds and the budget process;
		<ul style="list-style-type: none"> • Program evaluation;
		<ul style="list-style-type: none"> • Integrating basic academic skills with career and technical training;
		<ul style="list-style-type: none"> • Student recruitment and retention;
		<ul style="list-style-type: none"> • Student placement;
		<ul style="list-style-type: none"> • Public relations for the program and institution;
		<ul style="list-style-type: none"> • Coordinating or conducting visits to places of employment for students;
		<ul style="list-style-type: none"> • Providing speakers/demonstrations for career and technical education classes;
		<ul style="list-style-type: none"> • Lending personnel to provide instructional support to career and technical education teachers;
		<ul style="list-style-type: none"> • Assisting teachers in updating skills;
		<ul style="list-style-type: none"> • Being represented at meetings of the Regional Advisory Committee; and
		<ul style="list-style-type: none"> • Informing state and federal legislators of career and technical education program accomplishments and needs.

Program :

CTE PAC Expectations			
	Exemplary	Meets expectations	Does not meet
Attendance - Our expectation is that you have six (6) members at each meeting.		6 or more	Less than 6
Membership	Membership represents industry, parents, former students, post-secondary	Membership represents three of the specified groups	Membership represents two of the specified groups
Organization/Structure	Supplemental materials (e.g PowerPoints or Handouts) were available	Agenda was program specific and distributed	Agenda contained only generic items
Student Involvement	Two or more current students attended the meeting	One current student attended the meeting	No current students attended the meeting
Balance of Discussion	Lead by program advisory chair	Teacher led but mostly the voice of the advisory committee members	Mostly teacher's voice
Committee has identified a goal/task		At least one goal has been identified	No goal has been identified
Minutes		Minutes are completed in a timely fashion and detailed	Minutes are completed in a timely fashion or detailed

This sample generously provided by Pinkerton Academy.

E: Sample CTE Program Evaluation Questionnaire

Suggested areas for CTE program evaluation are:

1. Precision of program objectives

- Are program objectives well-defined?
- Are program objectives measurable?
- Are program outcomes measured?

2. Program content

- Are programs offered which meet the community's labor needs?
- Are there significant occupational areas not served by career and technical education?
- Is attention given in each program area to:
 - All aspects of the industry;
 - Technical/theoretical knowledge and skills;
 - Manipulative skills;
 - Work habits;
 - Communication skills;
 - Human relations skills;
 - Integrated academic courses;
 - Appropriate equipment (tools, instructional materials, etc.); and
 - Applied academic skills?

3. Support services

- Does the program have effective recruitment, placement and follow-up services?
- Does the institution provide a relevant and inviting description of the career and technical education program and its support services?
- Is there sufficient staff to provide support services?
- Is employment and job placement information available to all students?

- Do all counselors have access to and use current labor market projections on job availability and skill needs?
- Do all counselors possess a working knowledge of career and technical education programs?
- Are career and technical education counselors readily available to all students?
- Does the institution keep its follow-up records current?
- Does the institution systematically gather information on employers' evaluations of program completers in their employ?
- Is follow-up information systematically used to make program improvements?
- Does the institution have support groups for students in nontraditional training?

4. Staff

- Are instructional staff persons current in the skills needed and techniques used in their occupational area?
- Is there a process in place to assure that instructional staff persons are periodically updated in their skill areas through comparable employment or in-service workshops?
- Does the administrative staff have a process to remain informed of relevant state and federal actions affecting career and technical education?
- Does the administrative staff maintain regular contact with appropriate community and government agencies (for example, Chamber of Commerce, Workforce Investment Boards and Local Service Providers, etc.)?
- Is there a coordinated effort to inform the public of the institution's programs, services and special events?

5. Availability

- Is a career and technical education program available to all people in the community who desire it?

6. Curriculum

- Is the curriculum performance-based?
- Does the curriculum accommodate variations in students' abilities and interests?
- Are programs developed and maintained with the advice of individuals employed in that occupation?
- Is academic and technical instruction integrated?

- Are there articulation agreements with postsecondary institutions where appropriate?

7. Instruction

- Is instruction provided in a realistic setting?
- Is hands-on instruction provided?
- Is related academic instruction provided?
- Is individualized instruction available to all students when appropriate or needed?
- Is performance-based instruction used in the career and technical education program(s)?
- Are adequate and appropriate reference materials and other learning resources available?
- Is safety emphasized?
- Does staff maintain contact with employers and former students?
- Are Structured Learning Experiences available to ALL students?
- Are Structured Learning Experiences appropriate and aligned to program objectives?

8. Facilities/Equipment

- Do students with disabilities have access to facilities, classrooms, shops and laboratories? Is equipment modified where necessary?
- Is the size of the building and its classrooms adequate?
- Are the equipment and tools sufficient in quantity and quality and current with those used in the workplace?
- Are the classrooms, equipment, tools and other materials safe and safely used?
- Is the classroom and laboratory area safe for students and staff?

9. Students

- Do follow-up studies show whether graduates have the skills needed to enter employment in their chosen field or to pursue further postsecondary education?
- Are student organizations available and encouraged as a part of the curriculum?
- Are students in nontraditional training provided support and encouragement?
- Does the institution actively promote nontraditional training and cooperate with agencies promoting such training?

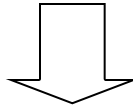
The items cited above are examples of the many items which may be appropriate to evaluate in the school and its programs. It is preferable to limit evaluations to a small number of items within the capacity of the CTE Program Advisory Committee to complete. Prior to conducting an evaluation it is suggested that the:

- Objectives of evaluation are clearly specified;
- Purpose of evaluation is clearly stated as program improvement, not the generation of criticism;
- Evaluation is carefully planned, with objective, unbiased questions, interviews, surveys and research; and
- Evaluation results and recommendations are justified, and reports are presented in a non-personal, non-threatening manner.

F: Sample Advisory Committee Meeting Model

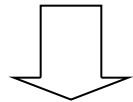
Meeting 1

1. Welcome back breakfast - Includes all Advisory Committees for each Career Cluster®
2. All Advisory Committees will break out by programs
3. Each Advisory Committee will decide on what the area of focus will be for the current school year.



Meeting 2

1. All Advisory Committees meet to discuss→
 - › Progress
 - › Updates
2. The Committee decides whether they will need to meet again before the final meeting at the end of the school year. (Optional)



Meeting 3

1. End of the year dinner - Includes all Advisory Committees for each Career Cluster®
2. All Advisory Committees will get the opportunity to present to all in attendance→
 - › Task chosen
 - › Findings
 - › Updates
 - › Recommendations
 - › Suggestions
3. This final meeting will also serve as a time for recognition and awards for the support provided by the advisory committee members from the various businesses/industry.