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AUTHOR Ramey, Walter S.
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ABSTRACT Prepared for local directors of vocational education,
 the guide may also serve as a reference for school board members,
 school administrators, teachers, and the vocational education
 advisory committee members. It presents the relationship between the
 local committee and the State and National Advisory Council on
 Vocational Education and relates this structure to the need for
 developing local committees in Virginia. Chapters provide information
 on concepts, functions, and organizational structure; procedures in
 establishing the committee; and recommendations for self-evaluation
 and continued involvement. Appendixes comprise about half the
 document (37 pages) and contain supportive information on the role of
 the State Division of Vocational Education and the purpose and
 function of advisory committees; samples of operational guidelines,
 forms, by-laws, and self-evaluation criteria; a glossary; and
 bibliography. (Author/RG)

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**A GUIDE FOR THE
ORGANIZATION AND OPERATION
OF LOCAL ADVISORY COMMITTEES
FOR VOCATIONAL EDUCATION**



Walter S. Ramey
Department of Secondary/Post Secondary Education
School of Education
Virginia Commonwealth University

In cooperation with
VIRGINIA STATE DEPARTMENT OF EDUCATION
Division of Vocational Education
Richmond, Virginia
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FOREWORD

This handbook was developed with a grant provided by the Virginia State Department of Education, Division of Vocational Education, to serve as a guide for the development of general vocational education advisory committees in Virginia.

Suggestions for organization and content were contributed by Miss Marguerite Crumley, Associate Director, Division of Vocational Education; George Swartz, State Supervisor of Vocational Education; and Dr. Rufus W. Beamer, Executive Director of the State Advisory Council on Vocational Education. Each of the State's vocational program supervisors recommended individuals from various local school divisions who were working with effective vocational education advisory committees.

Serving as consultants for this project were: Mrs. Elinor Burgess, Supervisor of Distributive Education, Fairfax County; James R. Cardwell, Agricultural Education, Halifax County High School; Ms. Cathy Cockrill, Career Education Specialist, Fairfax County; D. Henry Harrison, Director of Vocational Education, Halifax County Senior High School, representing industrial arts; Mrs. Ruth L. Henry, Coordinator of Business Education, Henrico County Public Schools; Walter M. Stata, Principal, Scott County Vocational Center, representing trade and industrial education, and Mrs. Leona Woodling, Supervisor of Home Economics, Portsmouth City Schools. These vocational educators reviewed and commented on the initial outline and first draft of this manuscript; their recommendations and suggestions have been incorporated.

By nature of the task, a writer is compelled or obligated to draw upon the work of others to present the reader with the best material available. With this in mind, proper credit is extended to Dr. Lloyd J. Bhipps, Director Rurban Educational Development Laboratory, University of Illinois, Urbana, for concepts incorporated within the text and selected formats used in the appendices developed by Rurban, but modified for use in this guide. Credit is also extended to Dr. Robert J. Weishan, Michigan Department of Education, Vocational Education and Career Development Services, for permission to utilize selected vocational education advisory committee concepts, procedures, and functions as expressed in A Guide for Effective Utilization of Advisory Committees prepared by Central Michigan University.

The organization of this guide can provide the local vocational educator with a reference for developing vocational education advisory committees, restructuring an existing organization, or incorporating certain principles into an on-going committee that will facilitate communication and contribute to the overall vocational education program within the Commonwealth of Virginia.

It is hoped this publication will also be of value to school board members, school administrators, teachers, and vocational education advisory committee members.

George S. Orr, Jr.
Director, Vocational Education
State Department of Education

Walter S. Faney
Assistant Professor
School of Education
Virginia Commonwealth University

TABLE OF CONTENTS

	Page
LIST OF FIGURES	vi
INTRODUCTION	1
NATIONAL AND STATE ADVISORY COUNCILS ON VOCATIONAL EDUCATION	4
NEED AND PROVISIONS FOR LOCAL VOCATIONAL EDUCATION ADVISORY COMMITTEES	9
VOCATIONAL EDUCATION ADVISORY COMMITTEE CONCEPTS	12
VOCATIONAL EDUCATION ADVISORY COMMITTEE FUNCTIONS	14
ORGANIZATION OF LOCAL ADVISORY COMMITTEES FOR VOCATIONAL EDUCATION	16
ESTABLISHING A GENERAL VOCATIONAL EDUCATION ADVISORY COMMITTEE	19
LOCAL VOCATIONAL EDUCATION ADVISORY COMMITTEE SELF EVALUATION	33
KEEPING THE LOCAL VOCATIONAL EDUCATION ADVISORY COMMITTEE INVOLVED AND FUNCTIONING	35
APPENDICES	38
A. The State Division of Vocational Education	39
B. Tabulation of Survey on Vocational Education Advisory Committees	43
C. Purpose and Function of Vocational Education Advisory Committees	45
D. Authorization Form for Establishing A General Vocational Education Advisory Committee	49

TABLE OF CONTENTS (continued)

	Page
APPENDICES (continued)	
E. General Vocational Education Advisory Committee Operational Guidelines	51
F. General Vocational Education Advisory Committee Charter	54
G. Selection Committee Resolution	59
H. Candidate Information Form	60
I. General Vocational Education Advisory Committee Appointment Letter	61
J. General Vocational Education Advisory Committee Bylaws	62
K. Considerations for Annual Self Evaluation of General Vocational Education Advisory Committees	64
L. Vocational Education Advisory Committee Activity Planning Guide	68
GLOSSARY	69
FOOTNOTES	73
BIBLIOGRAPHY	74

LIST OF FIGURES

Figure	Page
1. Suggested Organizational Structure for Vocational Education Advisory Committees	17
2. Expanded Organizational Structure for Local Vocational Education Advisory Committees	18
3. General Vocational Education Advisory Committee Orientation Meeting Agenda	26
4. General Vocational Education Advisory Committee Second Meeting Agenda	27
5. General Vocational Education Advisory Committee Meeting Agenda	29

INTRODUCTION

It was late afternoon in Johnston City. A slight breeze carried the sounds of football from the practice field as Bob Davis paused and tested the door of the vocational center to see that it was secure. Looking toward the sound, he saw Superintendent Eveland returning from the practice field to the school parking lot.

Dr. Eveland had many interests in Johnston City, but the local school and its students filled most of his working hours. He was proud of the community's accomplishments over the past 20 years, especially the part he played in building the new high school with its vocational education wing.

Bob and Dr. Eveland met in the parking lot, exchanged pleasantries, and commented on the season's football possibilities. In parting, Dr. Eveland turned to Bob, and in an off-the-cuff manner, asked, "Have you given any thought to offering a course in auto body repair?"

"Well, as a matter of fact, I have," said Bob. "Several students have inquired about such a course, and Bill Jones out on Old Mill Road called the other day wanting me to recommend a recent auto mechanics graduate to fill an opening in his body shop."

"I know," replied the Superintendent. "Maybe we should look into this. How about Wednesday afternoon at three o'clock? I'll set that time aside if you can make it."

"Count on me," Bob commented as he closed the car window and drove away. A twinge of excitement stirred Bob, and his mind began reviewing the steps involved in starting a new program. "Three o'clock Wednesday, this is Monday"

Bob knew the superintendent wanted more than just conversation. He wanted a procedural plan for assessing the need for an auto body repair course, and another for implementation if the need was established. As the Director of Vocational Education, Bob Davis would be responsible for the initiative and leadership in conducting the assessment and in making recommendations to the school board.

As the reader of this introduction, you have already indicated an interest in vocational education. You may be a newly appointed member of a vocational education advisory committee, teacher, administrator, school board member, or just an ordinary citizen interested in your school from the standpoint of a parent, employer, or student. Whatever your position, you can have a "twinge of excitement also and perhaps experience some degree of satisfaction in working with your school, knowing that school business is also your business.

Together let us take a quick look at what Bob is confronted with, not only in starting a new vocational program, but in keeping it operating. The school is our business, we are all involved, lay citizens and educators alike.

Bob knows that more than desire is required in initiating a new course of study. He must involve the community, the school as a public body, the students, and the Division of Vocational Education. Consideration must be given to student interest in the course, employment opportunities in the field, the facilities and equipment needed for instruction, the curriculum to be taught, and the availability of qualified teaching staff. Before the final

decision is reached, all of these interests must be considered. If the decision is positive, considerable energy and planning must then be spent in putting these elements together and coordinating the activities generated by the new course with the existing or on-going vocational education program. As the new course is assimilated into the program, constant monitoring will be required to see that the course objectives are being achieved, the students properly placed, and its graduates satisfactorily functioning on the job.

This cycle of events can be multiplied for each vocational course offered. Bob and his staff alone cannot provide all the supportive services required to make Johnston City's vocational education program an outstanding one. They will need assistance from their vocational education advisory committees.

Just as the guilds monitored their crafts during the Middle Ages, today's vocational education advisory committees assist vocational educators in establishing criteria for performance standards, evaluation, and program accountability. They contribute to student placement and the identification of valuable community resources, and provide an invaluable service to the community by keeping the school informed of local labor market trends and employment needs.

The following pages have been assembled to provide the local vocational educator with both information and guidelines for organizing, implementing, and operating local vocational education advisory committees. They are not a panacea for solving the problems of education, but when implemented, they can contribute to closing the communications gap between education and the lay public. In so doing, the educational opportunities available to the student will be improved.

NATIONAL AND STATE ADVISORY COUNCILS ON VOCATIONAL EDUCATION

Understanding the structure of the national and state advisory councils on vocational education is of significance to local vocational education administrators. Although somewhat removed, there is a structural linkage between the local organization and its state and national counterparts. The following descriptions of these councils have been extracted from the National Advisory Council on Vocational Education's Resource Book for State Advisory Councils. It is recommended as a valuable reference for local administrators.

Both the national and the state advisory councils were mandated by the Vocational Amendments of 1968 (PL 90-576): Their responsibilities were expanded with the enactment of the 1972 Education Amendments (PL 92-318). Each council holds separate and independent status; but as stated in the publication:

... the only relationship required by PL 90-576 is a procedural one, the actual relationship is an extremely effective partnership between independent equals.

The procedural relationship merely calls for the State Councils to provide the National Council a copy of their annual evaluation report.

National Council on Vocational Education

The national council must have a membership of 21. These members are appointed by the President of the United States, and they are:

... representative of labor, management, education at various levels of our nation's system, disadvantaged minorities, and the general public.²

Of the 21 members, seven must be appointed from the general public. The council's chairman, designated by the President, is authorized to assemble the council when necessary, however, it must meet four times each year.

Responsibilities of the council are to:

Advise the U. S. Commissioner of Education concerning the administration of, the preparation of general regulations for, and the operation of occupational education programs

Review the administration and operation of occupational programs,

Evaluate programs of occupational education and other programs of training

Develop recommendations for improvement and changes in occupational education as determined by the findings of the Council's reviews and evaluations. . . .

Publish and provide to the Secretary of the Department of Health, Education and Welfare for transmittal to Congress-- . . . Reports . . . of independent evaluations. Annual reports . . . and recommendations for changes in Federal legislation dealing with occupational education . . .

Publish and distribute annual reports . . . of the Council's findings with respect to . . . duplication of occupational programs at the postsecondary and adult levels . . . with recommendations for minimizing and possibly eliminating such duplication.³

The national council receives its funds from Congress through the U. S. Office of Education. It is associated with the executive branch of the government, but it carries out its responsibilities independently. The council has its own professional staff under the leadership of an executive director and has access to technical assistance when needed, along with the resources of the U. S. Office of Education and other governmental agencies.

Research completed by the National Advisory Council on Vocational Education has resulted in numerous reports and publications of interest to all areas of vocational education and at all levels of governance. Perhaps the most



important of these publications is the council's review of all state advisory councils' annual reports. Through the exchange of publications and reports, the national council is better prepared to present current and valuable information to the U. S. Office of Education and the Congress.

Virginia State Advisory Council
On Vocational Education

Federal law does not require a minimum or maximum number for membership on state advisory councils. This decision has been left to the individual states. Federal legislation requires, however, that the membership is representative of the following interests:

State industrial and economic development agencies.

Secondary and post-secondary schools, and institutions of higher education and adult education offering vocational or technical education . . .

Local educational agencies and school boards.

Manpower and vocational education agencies in the state . . .

School systems with large concentrations of academically, socially, economically, and culturally disadvantaged students.

Special educational needs of physically or mentally handicapped persons.

The general public, knowledgeable about the poor and the disadvantaged.

Familiar with the vocational needs and the problems of management and labor in the state.

Virginia has identified these interests as categories and apportioned the membership in the following manner. management and labor (5), higher education (2), administration (2), vocational, technical education (2), local agencies (2), manpower education (1), local school systems (1), special education (1), general public (2).

Individual appointments to the council are made by the governor "to serve at the pleasure of the Governor"⁵ for a designated term of office. The chairman and vice-chairman of the Virginia State Advisory Council on Vocational Education are elected annually by the membership. Standing committees of the council are: personnel and housing, legislation and funding, state plan, programs, planning and projects, and research and evaluation. The Executive Committee of the council is composed of the elected officers and the chairman of each standing committee.

Four scheduled advisory council meetings are held each year with provisions for special meetings to be called when necessary. Standing committees meet during the intervals between these sessions. An executive director is employed by the council to perform its administrative and leadership functions. Dr. Rufus W. Beamer serves in this capacity for the Virginia State Advisory Council.

State advisory councils are mandated to be independent and autonomous groups, with the responsibility of assisting the State Board of Education (State Board of Vocational Education) in an advisory capacity in formulating statewide education policy. In this same way, the council works effectively with the Division of Vocational Education, Virginia State Department of Education. (Appendix A)

The council's responsibilities, as required by the Vocational Amendments of 1968 and the 1972 Education Amendments are to:

Advise the State Board on the development of the State plan, including the preparation of long-range and annual program plans and prepare and submit a statement describing its consultation with the State Board on its State plan.

Advise the State Board on policy matters arising in the administration of the State plan submitted pursuant to the Act and the regulations.

Evaluate vocational education programs, services, and activities under the State plan, and publish and distribute the results thereof.

Prepare and submit through the State Board to the Commissioner and to the National Advisory Council an annual evaluation report, accompanied by such additional comments of the State board as the State board deems appropriate, which (1) evaluates the effectiveness of vocational education programs, services, and activities carried out in the year under review in meeting the program objectives set forth in the long-range program plan and the annual plan, and (2) recommends such changes as may be warranted by the evaluations.

Prepare and submit through the State agency assigned by the Governor to serve as fiscal agent for the Council (presently Virginia Polytechnic Institute and State University) an annual budget covering the proposed expenditure of the State Advisory Council and its staff for the following fiscal year.

From time to time the council publishes various reports and studies conducted by or through its office. Other activities involve conducting public hearings and the publication of an annual report which is submitted to the Virginia State Board of Education for review, comment, and/or action. By law this report is then submitted to the United States Commissioner of Education and the National Advisory Council on Vocational Education with Board comments.

NEED AND PROVISIONS FOR LOCAL VOCATIONAL
EDUCATION ADVISORY COMMITTEES

Advisory committees or councils at the local level can provide assistance in overcoming obstacles that hinder the development of effective vocational programs. Recognizing this, the Virginia State Advisory Council on Vocational Education recommended in its report of December, 1974, that the Board of Education encourage the establishment of local general vocational education advisory committees. It further recommended that the State Division of Vocational Education (DVE) provide assistance to local divisions in their efforts to organize and operate such committees. (Appendix A)

The status of local vocational advisory committees in Virginia as determined by a recent survey conducted by the DVE, provided some interesting results:

Response to the survey was 100 percent. Ninety-four counties, three towns, 33 cities, and eight joint vocational centers replied for a total of 138 returns.

Forty of the respondents indicated that they had general vocational advisory committees with representatives from the community labor market.

Twenty-two reported their general vocational advisory committees were not representative of their community's labor market.

Fifty-seven reported a different type of organization from the general vocational advisory committee or one in association with a general school advisory committee.

Nineteen reported that they did not have a general vocational advisory committee. (Appendix B)

The brief summary of this survey does not tell the complete story. Many of the divisions are in the process of developing general vocational advisory committees; others are in the process of revising the structure of their present organization.

In the superintendent's memo of June 20, 1975, Mr. George Orr, Director of Vocational Education, stated, "... we would like to see the local vocational advisory committees affiliated more closely with the State Advisory Council on Vocational Education. . . ."⁷

The 1976 State Plan for Vocational Education includes five specific recommendations from the state advisory council. One, appearing as an objective, states that:

By June 30, 1980, 115 school divisions will have organized local General Vocational Education Advisory Committees in accordance with a plan of the Division of Vocational Education.⁸

The benefits to be derived from reaching this objective are that:

Total programs of vocational education at the local level will be improved through a greater number of general advisory committees and will better meet the demands of the employing community.⁹

A free flow of communication concerning vocational education from qualified lay and professional personnel can provide purposeful direction to local and state vocational education programs. Ideally, this flow of



information will start at the local level, proceed through the state and national advisory councils to the Congress, and back again to the local level.

Provisions for the development of local vocational advisory committees are provided through the Division of Vocational Education in the form of encouragement and assistance provided by state supervisors. Appearing in the Virginia State Plan for Vocational Education is the following commentary concerning the division's position on local advisory councils or committees:

The State Advisory Council on Vocational Education and the Division of Vocational Education strongly recommend the use of local advisory councils. It is recommended that all local school divisions have a general advisory council for vocational education which shall:

Advise the local school division on the preparation of annual and long-range program plans;

Maintain close contact with the State Advisory Council on Vocational Education in providing a two-way communication system for improved programs of vocational education;

Evaluate local programs of vocational education in light of annual and long-range plans and make recommendation for improvement.

Sub-divide into divisionwide craft or subject committees for each vocational program with additional members appointed who are knowledgeable in that craft or subject area.¹⁰

Only indirectly have the needs of the student been mentioned for it is felt that these needs will be better fulfilled when the community and the school combine efforts. Student needs are associated with a full cycle of vocational education activities from program planning and implementation to placement in the world of work.

VOCATIONAL EDUCATION ADVISORY COMMITTEE CONCEPTS

Vocational advisory committees are an outgrowth of need dating back to the early beginnings of vocational education. It was through an identification of need, the grouping together of concerned citizens and educators for the enactment of state and federal legislation, and the results of their efforts that gave birth to vocational education. The value of concerned citizen-educator activity as exhibited in this early struggle was recognized and incorporated in the Smith-Hughes Act of 1917, which provided Federal assistance to vocational education. This concept has been perpetuated in ensuing Federal legislation for education, and several states require local school divisions to utilize the services of vocational education advisory committees.

The concept of a vocational education advisory committee is generally accepted throughout the nation and reflects a similarity or sameness of purpose. The committee organizational structure, however, varies from state to state as dictated either by law or individual community desire. Committee operation is also affected by state laws, policies of the local school divisions, and attitudes of local school personnel and citizenry.

Recognizing past successes in the practical implementation of the concept behind the organization of vocational advisory committees should give direction to the use of these committees at the local level. That there is a great need in this direction was borne out in the results of the Virginia survey

previously cited and in the report of the General Accounting Office (GAO) to the Congress, December, 1974, which made the following observation:

Local communities have been encouraged to make use of advisory committees in planning vocational education programs, but neither OE (Office of Education) nor State agencies have provided the necessary guidance to LEAs. (local education agencies) regarding the appropriate role and function for advisory committees.

The GAO report indicates that this lack of direction has caused wide variations in the effectiveness of local vocational advisory committees, resulting in similar variations in local programs of vocational education.

Two provisions for improving the state and local vocational education planning capabilities have been incorporated in the 1976 state plan. One provision is that of organizing local general vocational education advisory committees; the other is to affiliate these committees with the State Advisory Council on Vocational Education. This type of organization will facilitate local and state planning, the assessment of community and student needs, the identification of current and future manpower needs, the collection and utilization of data important to the development of vocational education programs, and the coordination of planning efforts.

VOCATIONAL EDUCATION ADVISORY COMMITTEE FUNCTIONS

Citizens, representative of the school and community, who are working toward a common goal, provide communication between those receiving a service and those providing a service. The effectiveness of this cooperative effort is determined by how well each party understands its particular task or function.

Volumes have been written in an attempt to identify these functions. One of the clearest examples has been compiled in a study authorized by the Vocational-Technical Education Service of the Michigan Department of Education (Appendix C). Eight major functions were identified and organized into a manual to facilitate the effective use of vocational education advisory committees:

1. Occupational/community surveys
2. Advising on course content
3. Student placement
4. Community public relations
5. Equipment and facility planning
6. Program staffing assistance
7. Program review and evaluation
8. Identifying and assessing community resources.¹²

The above functions are a contraction of the tasks in which vocational education advisory committees can become involved. They are not presented to indicate limits of involvement, but to provide broad topics under which other activities or tasks may be classified. Vocational educators are also concerned with local economic and employment trends, the involvement of local advisory groups in assisting with the school's annual and five year plan, the counseling

of students, and various other activities associated with the needs of the local school and community. In most cases, these activities can be classified under one or more of these eight major functions.

Local vocational advisory groups sometimes become involved in activities that are considered improper and should be avoided. Seven of these activities have been identified as:

1. Independent reporting without approval of the school administration.
2. Discussion of noneducational concerns.
3. Use of pressure tactics.
4. Involvement in partisan political issues.
5. Promotion of fund raising activities.
6. Involvement in school personnel matters.
7. Recommending the 'how' of educational processes.¹³

Improper activities conducted by advisory committees can create dissension within the school which results in an affront to the authority of the school board. It must be remembered that the school board is the policy-making authority for conducting school business; an advisory committee's role is to give expert advice and to make recommendations to the school board.

ORGANIZATION OF LOCAL ADVISORY COMMITTEES FOR VOCATIONAL EDUCATION

Three basic vocational advisory committees are involved at the local level: the general vocational education, the occupational, and the course advisory committee. A general vocational education advisory committee is concerned with the improvement of the local division's overall vocational education program. An occupational advisory committee is concerned expressly with the development and improvement of a particular occupational cluster. The course advisory committee directs its attention to a particular subject area.

Determining the most desirable organization and the number of vocational education advisory committees rests with the local school division. A small division may find it more expedient to operate with a general vocational education advisory committee only. Such an arrangement may also be advisable where the vocational preparation of the student is accomplished through a joint agreement with another school division, or an area vocational education center serving several schools and/or divisions.

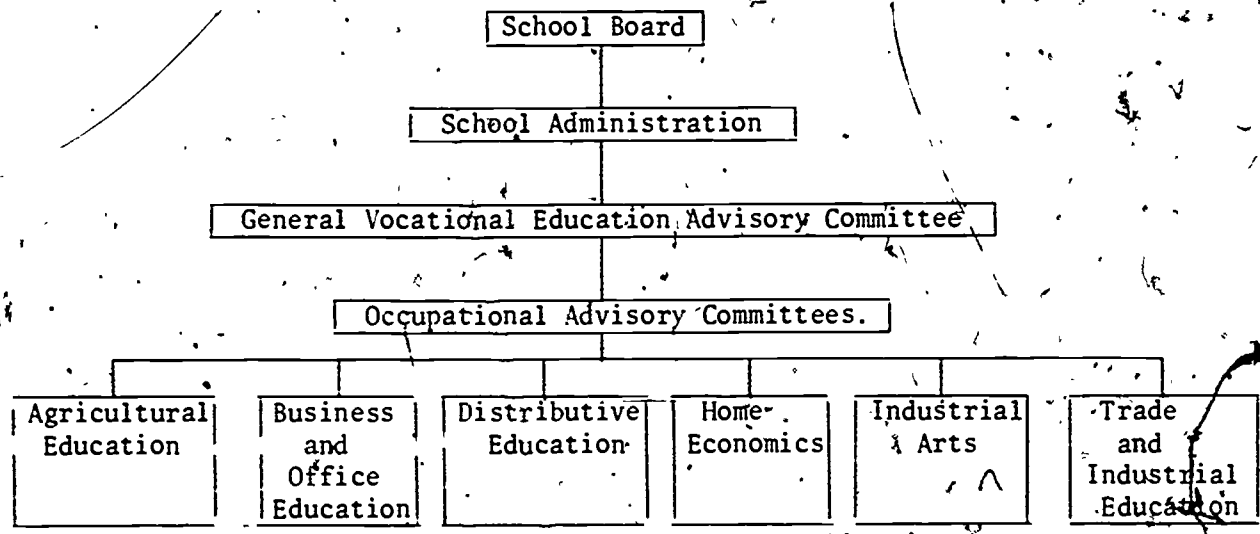
In divisions operating a vocational education program with only a few vocational courses, it may be unnecessary to have an occupational advisory committee. In such situations the structure would involve only the general vocational education advisory committee and the course advisory committees.

The ideal type of organization is one that is representative of all occupational areas offered within the school. These areas may be agricultural

education, business and office education, distributive education, home economics, industrial arts, and trade and industrial education. This form of organization is illustrated in Figure 1.

FIGURE 1.

SUGGESTED ORGANIZATIONAL STRUCTURE FOR VOCATIONAL EDUCATION ADVISORY COMMITTEES



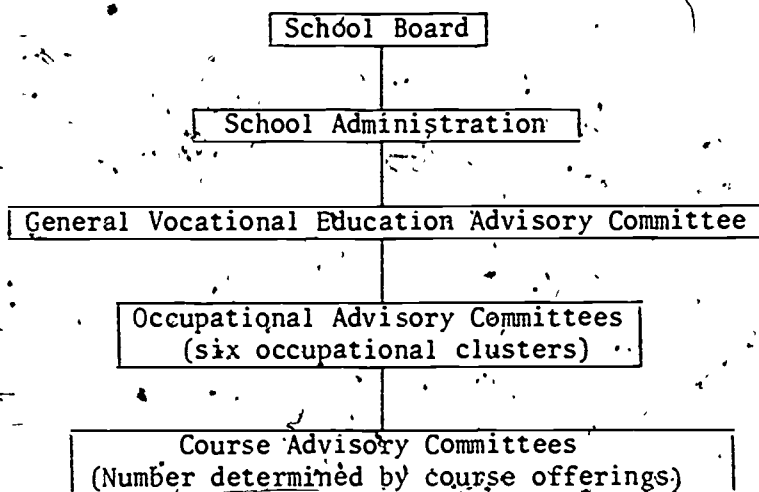
The chairperson of each of the six occupational committees often serves as a member of the general vocational education advisory committee. A member of the school division's staff, program supervisor, or instructor serves as the administrative liaison for the occupational cluster.

The advisability of having this inter-committee linkage would be determined by the local division based upon its size and the complexity of the overall vocational education program. In some situations it may be more desirable to appoint the membership of the general vocational education advisory committee from the community at large.

Course or craft advisory committees could be added to the structure shown in Figure 1. By so doing, the talents of a greater number of lay representatives can be utilized. An expanded structure is shown in Figure 2.

FIGURE 2.

EXPANDED ORGANIZATIONAL STRUCTURE FOR LOCAL VOCATIONAL EDUCATION ADVISORY COMMITTEES



There are many benefits to be derived from having a general vocational education advisory committee reporting to the school administration and the school board. With appropriate communications between the local general vocational education advisory committee and the state advisory council and with the coordinated efforts of both groups, the overall needs of the local school division and the state can be more adequately assessed, leading to improved educational opportunities for thousands of Virginians.

ESTABLISHING A GENERAL VOCATIONAL EDUCATION ADVISORY COMMITTEE

The following steps are generally recognized as the procedure for organizing and implementing vocational education advisory committees:

- Step 1. School Board Approval
- Step 2. Charter and Organization
- Step 3. Selection of Members
- Step 4. Appointment of Members
- Step 5. Organizing and Executing the First Meeting
- Step 6. Establishing Committee Bylaws

Most school boards have established policies regarding the organization of advisory committees. One of the first actions, therefore, would be to determine exactly what provisions or restraints are imposed locally, and then proceed by modifying these steps to conform with local policy, existing structures and the need for organization.

Step 1. School Board Approval

The initial step in establishing a vocational education advisory committee is that of securing school board approval. The request should explain the need for forming the committee and describe the educational benefits to be derived by the local division. A suggested format for granting permission to organize is presented in Appendix D.

Justification for establishing a vocational education advisory committee can be found in the opening sections of this handbook.

Step 2. Charter and Organization

The sample authorization (permission) form in Appendix D can serve as the general vocational education advisory committee's charter with the addition of guidelines for the operation of the committee, see Appendix E. The policies of the school board regarding the formation of advisory committees will determine the thoroughness required in preparing a charter. A sample charter that encompasses a more detailed approach is shown in Appendix F.

It would be difficult to provide examples that would meet the individual needs of all school divisions. The sample documents contained in the appendices provide the local administrator with suitable formats that may be modified for local use.

Step 3. Selection of Members

Planning an advisory committee of a manageable size is very important if the committee is to function as designed. In determining the size, consideration should be given to creating a balance of representatives from within the community. One member could represent several interests. Consideration should be given to the individual's willingness to serve, demonstrated ability, and knowledge in the area of a particular advisory committee's function.

General vocational education advisory committees vary in size from community to community, but most references suggest a membership of 9 to 12 members. A membership of five to nine individuals is recommended for occupational and/or course advisory committees. These figures include the non-voting members of the committee, such as school administrators, teachers, and/or school board members.

Several different methods may be used in the selection process, but the use of a selection committee is the method recommended as most satisfactory. This method has been incorporated in the sample operational guidelines and charter shown in the appendix.

A selection committee should be authorized by the school board (Appendix G). Normally, it is composed of three to four members, one a representative of the school's staff. The lay members should be well respected citizens, knowledgeable of the community, and available to serve on a continuing basis. The selection committee is usually appointed to serve a three year term. This committee serves in the capacity of an ad hoc committee, as its duties are sporadic and of a short duration.

Selection committees function to: (1) determine the characteristics and components of the community, (2) secure the names of representative individuals with desired capabilities; and (3) interview, screen, and recommend those individuals best qualified to serve. They inspire confidence in the school board, create greater citizen participation, and provide the school board with a nonpartisan means of selecting lay citizens to serve the school in an advisory capacity.

Whatever means is used, certain procedures should be followed in the selection of advisory committee members. Begin by surveying the community and compile a list of qualified candidates. From the list of candidates a sufficient number of interviews should be conducted to prepare a list of nominees to be presented to the school board. For a sample candidate information form, see Appendix H.

Since the school board retains the right to reject any nomination, it may be advisable to have a preliminary listing approved prior to conducting inter-

views with any of the candidates. Such a screening process could eliminate possible embarrassment at a later date. The list of nominees presented to the school board should be complete at the time of presentation. By so doing, the board is not forced to consider alternatives or to make unnecessary decisions concerning the candidacy of any individual. This approach also makes it possible for the board to approve the appointment of all members at the same time.

After school board appointment(s) has been made, a personal letter should be sent to each of the appointees notifying them of the appointment. Information concerning the vocational education advisory committee's first or next meeting could be included. This letter should be signed by the chairperson or secretary of the board. A sample appointment letter is shown in Appendix I.

Step 4. Appointment of Members

A perennial question and one that creates problems at all levels of administration is: Who shall be appointed to serve on vocational education advisory committees? There is no pat answer. Since each community is unique, the committee should be predominately staffed with lay citizens capable of providing the vocational education program with the best direction possible. This can be accomplished by utilizing the talents of the business, industrial, professional, and educational segments of the community.

Nonvoting members on the general vocational education advisory committee usually include a member of the school board, the local director of vocational education, and a representative of the local community college. Nonvoting members serving on an occupational advisory committee would include the local supervisor and/or department chairperson. If course or craft advisory

committees are a part of the structure, the program instructor would serve in this capacity. It is recommended that a former or currently enrolled vocational student be included as a member of vocational education advisory committees.

Step 5. Organizing and Executing The First Meeting

The first meeting of a newly established or reactivated vocational education advisory committee is important if the committee is to be a constructive addition to the school's vocational education program. This meeting should not be left to chance. It should reflect planning on the part of the local director of vocational education.

A letter of appointment and information concerning the first meeting should have been received by each new member, and within that member's family and the individual there surely exists an element of pride in the appointment. This letter should be followed with another from the local director of vocational education offering congratulations and an expression of personal appreciation. It would be desirable to enclose with the letter copies of the meeting agenda, the advisory committee's charter, a sample set of bylaws and information about the school's vocational education program.

The sample operational guidelines and charter exhibited in the appendices provide information related to membership, selection procedures, terms of membership, and the use of consultants by the committee. These documents also provide suggestions regarding the responsibilities of the school board and the advisory committee. As developed by the local school division, these documents in the hands of each member can provide a realistic base for understanding the assignment that has been accepted.

If the initial meeting is planned as a combined social and business meeting, consideration should be given to extending an invitation to the member's spouse or guest. Committee activities are demanding of the member's time; this time is a personal contribution and subsequently, is taken away from their personal lives. Every opportunity should be utilized to show the school's appreciation. The imagination and ingenuity of the vocational education faculty and student body is unlimited when asked to cooperate in the planning for such an occasion. Too often we neglect to recognize this valuable resource that is so close at hand. Listed below are a few examples of a social nature that would involve the staff, students, and the community:

1. Meeting new committee members and guests. Representatives from the vocational student organizations greet and register participants, direct them to the meeting room and introduce them to the local director of vocational education.
2. Refreshments (before, during, or after the meeting). Refreshments prepared and served by students from the food service program.
3. Conducted tours of the vocational education facilities. Individualized tours arranged and conducted by the student representatives of the occupational subject areas.
4. Guest speakers. A guest speaker can often relate the importance of vocational education advisory committee activities in a manner that will generate enthusiasm. Possible speakers could be selected from the student body, local chamber of commerce, community college, business, industry, labor, or public service organizations.

The activities expressed here could be provided separately or combined for greater effect in orienting new members.

If a social/business agenda is used for the first vocational advisory committee meeting (Figure 3), the local director of vocational education must assume more responsibility for the conduct of the meeting than would normally be expected. The director not only plans, organizes, and conducts the first meeting, but also appoints a temporary secretary to record the activities. This should be explained at some point during the program so that new committee members do not feel that they will be overlooked in future committee planning and operation. One advantage of this type of orientation is that it will give new committee members an opportunity to become acquainted with each other and to make an assessment or evaluation concerning the election of their officers.

Normally, the amount of time allotted for an advisory committee meeting is two hours. It is advisable to begin and adjourn these meetings at the designated time. By following this procedure, most committees will adhere to the agenda, and the members will feel more comfortable about their contribution and attendance.

FIGURE 3.

GENERAL VOCATIONAL EDUCATION ADVISORY COMMITTEE
ORIENTATION MEETING AGENDA

September, 19__

6:30	Social hour Refreshments by occupational food service students	Vocational Student Organizations
7:00	Meeting called to order Introduction of members, school officials, teachers, and dignitaries	Director of Vocational Education
7:15	Guest speaker	
7:40	Charge to committee	Chairman of the School Board
7:45	Remarks	Superintendent of Schools
7:50	Overview of vocational education Vocational education programs (visual) Advisory committee concepts Vocational education advisory committee charter	Director of Vocational Education
8:20	Problems needing study	
8:35	Establish date, time, and place of next meeting Agenda for next meeting Election of officers Adoption of bylaws Planning year's agenda	
8:45	Call for adjournment	
8:45- 9:30	Conducted tours by vocational students	

The second meeting would follow a format similar to the agenda presented in Figure 4.

FIGURE 4.

~~GENERAL VOCATIONAL EDUCATION ADVISORY COMMITTEE~~
SECOND MEETING AGENDA

October, 19__

6:45 Refreshments

7:00 Meeting called to order

Director of Vocational Education.
Temporary Secretary

Roll call

Minutes of previous meeting

Election of officers

Director of Vocational Education

Officers assume office

Chairperson

Establish executive committee

Adoption of bylaws

Suggestions for year's planning

Director of Vocational Education

Discussion of current problems

Planning the next meeting

Chairperson

9:00 Adjournment

The adoption of the vocational education advisory committee's rules of operation, or bylaws, must conform with the directions provided in the committee's charter or operational guidelines authorized by the school board. The election of officers is usually completed prior to the adoption of bylaws. If this procedure is followed, a motion to establish the positions and elect the officers should be called for by the temporary chairperson. The newly elected chairperson should then ask for a motion to create an executive committee. This committee is usually comprised of the elected officers. Arrangements should be made by the newly formed executive committee to meet and plan the next meeting. The local director of vocational education should pledge the school's

cooperation in assisting the executive committee in arranging meetings and in the preparation and distribution of the committee minutes. Quite often the local director or school representative is elected as the secretary. Such an arrangement facilitates the processing of minutes, planning of meetings, and the keeping of records. These procedures may appear somewhat academic, but they do establish a seriousness of purpose from the beginning.

If the initial meeting is conducted as a strictly organizational business meeting, the agenda could resemble the format on the following page (Figure 5).

As previously suggested, the agendas will need to be modified to meet local situations. The agenda and back-up material needed for consideration should be in the hands of each member at least two days prior to the meeting.

FIGURE 5.

GENERAL VOCATIONAL EDUCATION ADVISORY
COMMITTEE MEETING-AGENDA

September, 19__

6:30	Social, refreshments	
7:00	Meeting called to order Appoint temporary secretary Opening remarks. Introduction of members, school officials, and teachers	Director of Vocational Education
7:20	Charge to committee	Chairman of the School Board
7:30	Remarks	Superintendent of Schools
7:35	Overview of vocational education Vocational program (visual) Advisory committee concepts Vocational education advisory committee charter	Director of Vocational Education
8:05	Organization of committee procedure Election of officers Establishing executive committee Adoption of bylaws	
8:15	Election of officers Officers assume office Establish executive committee	Chairperson
8:30	Problems needing study	Director of Vocational Education
8:55	Establish date and agenda for next meeting	Chairperson
9:00	Adjournment	
9:00-		
9:30	Tour of vocational facilities	Vocational staff

Step 6. Establishing Committee Bylaws

The operational guidelines of the charter make provisions for the committee to organize itself; select its officers; establish subcommittees and rules; select the date, place, and time for meetings; formulate programs; and prepare meeting agendas.

To a newly organized committee this sometimes appears an awesome task, and the members' willingness to accept prepared bylaws seems the best way out. It is usually at the second meeting that consideration is given to the development or adoption of bylaws. Some members will have had previous experiences in organizations of a similar nature. There is a tendency to relate this past experience to their present situation.

Adopting a prepared set of bylaws without taking the time to approve each item is a mistake and can pave the way for dissension within the committee at a later date. The local director of vocational education, with permission from the chairperson, should explain the limits imposed by the charter, the school division's advisory committee or council structure, and the relationship of the vocational education advisory committee to this overall structure. Each item of the proposed bylaws should then be discussed and modified, deleted, or approved by majority vote of the committee.

Sample bylaws shown in Appendix J provide a basis for the committee's consideration. This format is composed of seven sections: (1) officers, (2) subcommittees, (3) programs, (4) meetings, (5) responsibilities of members, (6) loss of membership, and (7) the use of consultants. An eighth section for consideration could be amendments.

In reviewing the suggested bylaws, the committee may want to spell out the duties of its elected officers and the executive committee. Briefly

these duties and responsibilities could be expressed as:

Chairperson: Presides at all committee meetings, appoints individual members to represent the committee at a particular function, serves as chairperson of the executive committee, and coordinates the vocational education advisory committee activities with the school division through the local director of vocational education.

Vice-Chairperson: Serves in the absence of the chairperson, acts as program chairperson for the committee, and serves as a member of the executive committee.

Secretary: Records the minutes of regular and special meetings of the committee; duplicates and distributes the minutes to members of the school board, administrative staff, vocational teachers, and other designated individuals; maintains a file of current committee meetings; sees that a complete set of minutes is on file in the vocational director's office; and serves as a member and secretary of the executive committee. All correspondence for the committee is conducted by the secretary at the direction of the chairperson. A file of correspondence is to be maintained.

Executive Committee: Coordinates the activities of the vocational education advisory committee with those of the school, plans programs, and prepares meeting agendas. The executive committee should be authorized by the committee of the whole to conduct the business of the vocational education advisory committee as designated. The executive committee is usually composed of the elected officers of the vocational education advisory committee.



Serious consideration should be given to scheduling one meeting for each month school is in session. A date and time should be established for all regularly scheduled meetings.

Further consideration could be given to a discussion of an acceptable fiscal year, the appointment of members to fill committee vacancies, the length of service recognized as a full term of membership, financial needs of the committee, the appointment of nonmembers to serve as consultants or on ad hoc committees, provisions for unseen needs, and the amending of the bylaws.

LOCAL VOCATIONAL EDUCATION ADVISORY COMMITTEE SELF EVALUATION

A general vocational education advisory committee is, within itself, an evaluator of the school division's vocational education program. Before any advice can be offered, the committee must engage in collecting, analyzing, and evaluating data that will provide a basis for the giving of advice. In this same way, the committee must apply these principles to itself to determine its effectiveness and overall contribution to the school division.

In establishing a yearly agenda, or program of work, the advisory committee is in reality setting goals for itself. The local director of vocational education can assist the committee in this task by offering suggestions that will help members see the appropriate steps to be taken toward the accomplishment of the goals. These steps can be stated as performance objectives. Not only will this provide direction for the committee, it will improve the communicative processes. As each objective is attained, the committee will grow in stature and enthusiasm, and their efforts will be recognized by the school and the public.

By instituting this concept early in the formative stages of organization, the committee will see itself as a body with a purpose and tasks to be performed. This procedure will also assist the committee in the preparation of its annual report to the school board and in coordinating efforts with the state advisory council if this is deemed desirable by the locality.

An example of an advisory committee self-evaluation form is shown in Appendix K. This form is not intended to be used by the local committee as it is presently constructed. It can serve, however, as a model to be examined by the committee as a whole or assigned to a subcommittee. The form will need to be adapted to the vocational education advisory committee's projected program of work, goals, and performance objectives.

Many evaluative instruments are available to leaders of business, industry, and education. These instruments contain examples of criteria and/or procedures for determining the effectiveness of a particular function, occupation, or organization. The members of the vocational education advisory committee have been carefully selected for their assignment, and in all probability their desire to be successful, as a group or individually, is greater than most educators recognize. They should be given the prerogative and opportunity to devise and administer their own evaluation instrument. They have been asked to serve in an advisory capacity. Therefore, they should be afforded the privilege of evaluating their contribution.

KEEPING THE LOCAL VOCATIONAL EDUCATION ADVISORY COMMITTEE INVOLVED AND FUNCTIONING

Good intentions, however noble, will not generate involvement unless those intentions are accompanied by motivation and direction. The committee must know what it is to do, why a particular task must be accomplished, when the task is to be completed, and, for its own satisfaction, how well it performed its function.

Arriving at a proper balance in the workload of a committee can be frustrating to the committee and to the school. Proper planning by and direction from the school division can eliminate many of the frustrations that cause vocational education advisory committees to fold. Although advisory committees are needed and can provide a valuable service to the vocational education program, far too many fail because of boredom or overwork. School personnel must remember that committee members are contributing their time to assist the schools to improve their vocational education programs. Members should not be asked to perform duties that should be performed by school personnel, either administratively or clerically.

Planning begins with the local director of vocational education or a responsible central administrative office staff member. The director, in conjunction with the vocational staff, should examine the vocational education program and identify problem areas, review stated program goals and objectives, and examine general needs often overlooked because they present no particular

problem at the moment. In essence a review of this nature is an assessment of the vocational education program that results in a listing of program needs. With priorities assigned to the needs, a determination should be made concerning the means for improving, eradicating, or, if necessary, tolerating a condition.

By analyzing the listing of program needs, certain areas of items can be identified and recommended for the attention of the vocational education advisory committee. Each item should be assigned a priority in relation to the overall program assessment and identified with one or more of the eight major functions previously discussed.

In recommending activities for the advisory committee, specific goals and objectives must be stated. Strategies for their attainment should be developed and some means of evaluation recommended. In its final form, this listing represents the school division's request for assistance from the advisory committee. The request is then presented to the executive committee for review and recommendation for action to the committee of the whole.

Often the advisory committee cannot perform all of the strategies developed to reach a specific objective or goal. In planning such strategies, the local director should recognize those tasks which the committee cannot or should not undertake and inform the committee that such tasks will be performed by school personnel. Details of this nature are discussed in both the executive and vocational education advisory committee meetings so that the delegation of responsibility is clearly understood by all individuals involved. This approach not only improves communications, but facilitates the accomplishment of the assignment.

To assist the director and/or vocational education advisory committee in planning, an activity planning guide is included in Appendix L. This guide was

developed along the design of the Annual and Long Range Planning and Budgeting form found in the Virginia State Plan for Vocational Education. The placement of the eight major functions preceding the goals and objectives will facilitate the identification of tasks that can be performed by the advisory committee and in this way assist the committee in preparing its annual program. By using the format and style presented in the Virginia State Plan, the local director of vocational education can coordinate the development of the local, annual, and long-range plans for vocational education with the activities of the advisory committee. In this way, the expertise of members of the advisory committee may be harnessed for the improvement of the total vocational education program.

APPENDICES.

38

45

APPENDIX A

THE STATE DIVISION OF VOCATIONAL EDUCATION

Role and Function

The State Division of Vocational Education has both leadership and regulatory functions in working with local school divisions and other institutions and agencies. The broad functions include planning, supervising and directing, coordinating, motivating, evaluating, and controlling. The division is the operational arm of the Board of Education which also acts as the State Board for Vocational Education.

Responsibility

It is the responsibility of the Division of Vocational Education to assist localities to maintain, extend, and improve existing programs of vocational education; develop new programs; provide part-time employment for youths who need earnings to stay in school; and encourage the development of vocational programs so that youth and adults in all communities of Virginia will have ready access to vocational training and retraining. These educational programs must be of high quality, realistic in light of opportunities for employment, and suited to student needs, interests, and ability to benefit from such training.

The Division of Vocational Education provides services to local school divisions in planning and implementing quality vocational programs. The state staff assists with the allocation and distribution of vocational education funds based upon local plans and approved vocational programs. Continued emphasis is placed on providing pre-service and in-service teacher education programs, curriculum development, research, program evaluation, and student job placement.

Appendix A (continued)

The state staff assists school divisions in planning and constructing new vocational facilities and in identifying and providing needed instructional materials and equipment.

The State Plan

To utilize effectively the monies appropriated by the Congress and the General Assembly, the Division of Vocational Education of the State Department of Education has developed the State Plan for Vocational Education. This plan sets forth the organization of the vocational education function of the state and describes the policies and procedures for operating programs regardless of the sources of funding. The state plan may be regarded as a contractual agreement between the Board of Education and the appropriating legislative bodies and their agencies. The state plan is projected for five years and is updated annually. Local programs must be operated in accordance with the state plan if they are to be eligible for funding. Copies of the state plan are available to local school divisions from the Division of Vocational Education, State Department of Education.

Services and Staff

The State Division of Vocational Education is organized into the following services which represent major vocational program fields and activities:

- Agricultural Education Service
- Business and Office Education Service
- Distributive Education Service
- Fire Service Training Service
- Home Economics Education Service
- Trade and Industrial Education (including Health) Service
- Industrial Arts Education Service
- Manpower Training Service (adult only)
- Veterans Training Service.

Appendix A (continued)

Each service is staffed with a state supervisor and a number of assistant state supervisors, all specialists in a specific vocational education program field. Assistant supervisors are assigned to work in geographic regions of the state, or in certain instructional areas, or both. A vocational education service is responsible for organizing and developing the instructional programs in a program field. State vocational services coordinate the programs and activities of their co-curricular student organizations.

In addition to the program field supervisors, there is a central office staff whose members coordinate those activities that relate to the overall program of vocational education. These staff members are assigned to:

1. Administration, staff planning, and budgeting
2. Construction of vocational facilities
3. Local and regional planning and evaluation
4. Professional development of teachers
5. Special vocational projects for youth and adults
6. Vocational education research and statistical information.

The primary function of each vocational education service and staff member is to assist local school administrators, supervisors, and teachers in planning, developing, improving, and evaluating instructional programs. This assistance is based upon studies relating to the needs of youth and adults and the manpower demands of the state and nation. Assistance is given to the localities by the state staff through school visitations; discussions with local instructional, supervisory, and administrative personnel; conferences and workshops, evaluations; in-service training programs; development of curriculum guides and instructional units; correspondence; and bulletins.

Each service works cooperatively with state colleges and universities in developing approved teacher education programs in their respective fields, in conducting research, and in the development of curriculum materials.

Appendix A (continued)

The state staff maintains lines of communication with representatives of employee and employer groups in their respective occupational fields and with state and national leaders in their vocational education areas. These resource people participate in conferences and workshops and on advisory committees.

State supervisors have been assigned to work with school divisions located within certain planning districts to assist them in planning a total program of vocational education through the annual update of the five-year program improvement plan for vocational education.

Appendix B

TABULATION OF SURVEY ON VOCATIONAL EDUCATION ADVISORY COMMITTEES

COMMONWEALTH OF VIRGINIA
STATE DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA 23216

SUPT'S. MEMO 7545
June 20, 1975

TO: Division Superintendents

FROM: George S. Orr, Jr., Director of Vocational Education
George W. Swartz, Supervisor, Vocational Education
Local and Regional Planning

SUBJECT: Results of Survey on Vocational Advisory Committees

Your response to our survey on vocational advisory committees was very much appreciated - replies were received from all school divisions.

The attached page gives (1) a breakdown of the types of Vocational Advisory Committees within the State and (2) a tabulation of the rank in order of importance as designated by local officials for the eight guiding statements regarding the values to be received from having vocational advisory committees. We hope this summary will be helpful to you.

We are in the process now of developing and assembling some materials to assist you in the organization and operation of vocational advisory committees. Hopefully, this should be available by this fall. Also, we would like to see the local vocational advisory committee affiliated more closely with the State Advisory Council for Vocational Education, and we will be making some contacts with you in the future to give some emphasis to this idea.

In the meantime if we can be of assistance in helping you in the organization or operation of your vocational advisory committee, please request our services.

dkf

Appendix B (continued)

Survey Replies Received From:

'94 counties, 3 towns, 33 cities, 8 joint vocational centers - total 138

Summary of Types of Committees:

Number of School Divisions

- with general vocational education advisory committee (with representatives from community labor market areas)	40
- with general vocational education advisory committee (with representatives mostly from education)	22
- with school advisory committee for vocational education	22
- with advisory committee for vocational education only in connection with joint vocational education center	10
- with program area committees only	19
- with other types of committees having some responsibility for vocational education	6
- with no committees	19
Total	<u>138</u>

Summary of Ratings of Importance Statements:

<u>Guiding Statements</u>	<u>Rank</u>	<u>Total Points Received</u>
An occupational or vocational advisory committee is valuable to a vocational program by:		
a. providing assistance in the development of good community public relations	1	450
b. offering advice in the development of new or revised occupational course content	2	409
c. utilizing community resources to support the instructional program	3	406
d. reviewing occupational programs and providing suggestions for program improvement	4	393
e. assisting the staff in conducting occupational and/or community surveys	5	366
f. making recommendations regarding equipment and facility planning	5	366
g. assisting counselors and teachers in the placement of students	6	329
h. assisting and supporting the administration in locating, identifying, and recommending qualified instructional staff	7	246

Appendix C

PURPOSE AND FUNCTION OF VOCATIONAL EDUCATION ADVISORY COMMITTEES

General Purpose

The purpose of a general vocational education advisory committee is to provide a communications link between the school and the community. Through this linkage the school can become better informed concerning local employment needs and adjust the vocational education program to more adequately meet these needs.

The major purpose of vocational education is to prepare students for useful employment. To do this, the vocational education program must be up-to-date. Local vocational education advisory committees perform a significant function in this respect by providing expert advice and counsel. Maintaining a working relationship, although important to the school and the community, is of utmost importance in the education of the student. The presence of properly functioning vocational education advisory committees enables educational authorities to develop programs based upon the real needs of the community and the student. Public confidence and an improved educational program can be secured when the experience and counsel of responsible citizens are acted upon by the schools.

Eight Specific Functions of Vocational Education Advisory Committees

1. Occupational/Community Surveys - This function is basic to program planning. The initiation and planning of any vocational education program must be solidly based on an identified set of needs for that program. A solid rationale for "why" a school should offer a particular program, and "what" should be included in the program is essential for the successful institution of the program. Vocational education advisory committees can play a major role in the planning and analysis of surveys which attempts to identify community and program needs. They may become involved in assessing:
 - a. Community needs including special population groups (i.e., disadvantaged, handicapped, minority)
 - b. Occupational needs, or
 - c. A combination of both of these activities
 - d. Identifying employment trends and new and emerging occupations.

Appendix C (continued)

2. Advisement on Course Content - Schools must establish practices which will keep course content and instruction updated, practical, and functional. Representatives from the occupational areas for which instruction is to be provided need to be consulted regarding skills, instructional materials, equipment, performance standards for production work or service, and course content. All phases of the educational program need to be reviewed periodically in order to keep them occupationally oriented and in tune with employment opportunities.

The vocational education advisory committee can play a vital role in:

- a. Identifying occupational competencies
 - b. Developing goal statements for the program
 - c. Reviewing course outlines
 - d. Reviewing performance objectives
 - e. Reviewing the relationship of the course content to other courses in the curriculum, and the emphasis given to human relations and safety concepts.
3. Student Placement - The success of the school can be measured in terms of the performance capability of its students particularly with respect to the manner in which they perform in work roles outside the school. There are a variety of ways in which the advisory committee can assist in placing students in full- or part-time employment, including:
- a. Organizing employer/student conferences
 - b. Assisting with career counseling
 - c. Advising teachers or school placement personnel of job openings
 - d. Assisting in writing letters of recommendation for students
 - e. Reviewing follow up studies
 - f. Coordinating placement services with special education and vocational rehabilitation
 - g. Employing cooperative education students and graduates of vocational programs.
4. Community Public Relations - Each of the following activities may have a significant impact on the degree to which individuals in the community accept and evaluate the quality of the vocational education program. Advisory committees can aid by means of:
- a. Speeches by members to civic groups
 - b. Input at public funding activities
 - c. Input at school board meetings
 - d. Promotion by means of communications media
 - e. Development of promotional materials
 - f. Feedback to special population groups such as disadvantaged, handicapped, or minorities.

Appendix C (continued)

5. Equipment and Facility Planning Recommendations - Recommendations can apply to planning a new facility or to renovating an existing facility. Members of the advisory committee can offer professional advice concerning the selection of instructional equipment. The experience in their areas of specialization is extremely valuable when equipment specifications are being prepared. The advisory committee may be involved with this function through:
- Reviewing present equipment and facilities
 - Surveying equipment in industry
 - Assuring that facilities and equipment allow for participation of handicapped students
 - Suggesting replacement of equipment
 - Aiding in the calculation of equipment depreciation allowances
 - Suggesting equipment and facility bidding procedures
 - Seeking equipment donations.
6. Program Staffing Assistance - The administrative function of locating and hiring qualified instructional staff can be directly supported in several areas by an effective advisory committee. The committee can engage in:
- Reviewing teacher selection criteria
 - Suggesting recruitment practices
 - Recommending potential candidates
 - Identifying the availability of paraprofessional support staff for special needs programs
 - Exchange programs between vocational teachers and workers in business and industry
 - Suggesting persons from business and industry to serve as adult vocational education instructors.
7. Program Review and Evaluation - An advisory committee may be involved in a wide array of program review activities which contribute in part to a comprehensive evaluation of a program. Under the program review function, the advisory committee can and should perform those functions which lend themselves to a critical review of all dimensions of program operation, including a review of the program to assure that the needs of the disadvantaged and handicapped students are being met. These activities might include:
- Evaluating student performance
 - Comparing accomplishments with stated program objectives
 - Formulating suggestions for program improvement and other similar activities.

Appendix C (continued)

8. Community Resources to Support Vocational Education Programs - Advisory committees have been traditionally involved in identifying community resources to support the instructional program. These activities have included:
- a. Field trips arranged by the advisory committee or through advisory committee contacts
 - b. Recommending potential cooperative education work stations
 - c. Identifying personnel from business or industry who can provide classroom presentations on a variety of subjects and current practices
 - d. Identifying personnel and industry based in-service programs which would serve to update an instructor's knowledge and skill
 - e. Providing contacts for obtaining appropriate instructional materials.

Appendix D

Sample

AUTHORIZATION FORM FOR ESTABLISHING A
GENERAL VOCATIONAL EDUCATION ADVISORY COMMITTEE

The school board of _____ on this _____ day of _____, 19____, authorizes the establishment of a continuing committee to be known as the General Vocational Education Advisory Committee.

The General Vocational Education Advisory Committee is intended to supplement and stimulate other types of citizen participation.

The purpose of the General Vocational Education Advisory Committee is to serve as an arm of the school board by providing advice and council to the board.

The General Vocational Education Advisory Committee serves at the pleasure of the school board which reserves the right to dissolve the committee at any time for any purpose.

The General Vocational Education Advisory Committee is expected to contribute to the improvement of the school division's vocational education program by:

1. Assisting with annual and long range planning.
2. Advising on current and long range labor market trends.
3. Conducting occupational/community surveys as related to the vocational education needs of the community.
4. Advising the school division's administration and school board concerning course content and program development.
5. Assisting in finding on-the-job and full-time placement of students.
6. Facilitating communications that create good public relations between the school and the community.
7. Providing a consulting service to the school board and administration in the areas of equipment and facility planning.
8. Providing assistance to the school board and administration through assigned activities associated with program staffing.
9. Assisting in program review activities and/or program evaluation.
10. Identifying and assessing community resources that will offer support to the instructional program.

Appendix D (continued)

In authorizing the organization of the General Vocational Education Advisory Committee, the school board pledges cooperation in the committee's work. The General Vocational Education Advisory Committee will be expected to operate within the guidelines set forth.

Appendix E

Sample

GENERAL VOCATIONAL EDUCATION ADVISORY
COMMITTEE OPERATIONAL GUIDELINES

The following guidelines shall be followed in the organization, operation, and review of the General Vocational Education Advisory Committee, hereinafter referred to as the committee.

I. Organization of the Committee

A. Membership

1. The committee shall consist of _____ members.
2. The members of the committee will be recommended to the school board by a selection committee. The board retains the right to disapprove individual nominations by the selection committee, but it will not appoint an individual who is not recommended by the selection committee.

B. Selection Committee

1. A selection committee will be named by the school board. The selection committee shall consist of _____ members, all lay citizens except one, who shall be a representative of the school division's administrative staff.
2. The members of the selection committee will be appointed for a three-year term. At the beginning of each year, the selection committee will analyze the school's community service area and prepare a roster of representative individuals to serve as members of the advisory committee. Members of the selection committee may not serve as members of the advisory committee.
3. Prospective members recommended by the selection committee shall possess the following characteristics:
 - a. Represent the community's interests
 - b. Have an interest in vocational education
 - c. Loyal to their membership
 - d. Have certain personal characteristics essential to the success of the committee, such as personal integrity, responsibility, maturity of thought and action, the ability to cooperate, constructive attitude, and tolerance of varying points of view.
4. Membership is open to qualified persons regardless of race, creed, sex or national origin.

Appendix E (continued)

I. C. Terms of Members

1. The original members of the committee will serve for at least one year. At the beginning of the first year, the terms of the original members will be determined by lot. One-third of the members will serve for one year, one-third will serve for two years, and one-third will serve for three years.
2. When a vacancy occurs, the newly appointed member will serve during the unexpired term of the member replaced.
3. A person who has served a term as a member is ineligible for reappointment until one year has elapsed following the expiration of the term.
4. All members chosen to succeed members who have completed regular terms will be appointed for three-year terms.

D. Consultants

1. A member of the school division staff will be appointed to meet regularly with the committee in an ex-officio status.
2. A member of the school board will be elected by the board to meet regularly with the committee as an ex-officio member.
3. Outside consultants will be utilized as needed. Outside consultants will be approved by the committee and administrative staff prior to initial consultation. When consultants require payment for services, school board approval will be needed.

II. Operation of the Committee

- A. The committee will organize itself, determine its meeting time, select its officers and subcommittees, make its rules and formulate its program and meeting agendas provided such do not conflict with the operational guidelines set forth herein.
- B. The school board will submit to the committee the current policies of the school system relating to advisory committees and any proposals for the revision of these policies.
- C. The school board will react, orally and in writing, to written recommendations submitted by the committee.
- D. Joint meetings of the school board and the committee will be held when mutually desired.

Appendix B (continued)

- II. E. The committee is urged to appoint subcommittees as needed. Some of these may be continuing committees; some may be temporary committees to deal with special problems. Subcommittees may include members of the committee, other lay citizens, members of the school staff and students. A member of the school staff may, with the approval of the superintendent of schools, request the committee to name a subcommittee to deal with special problems.
- F. The committee or any of its subcommittees may request information and counsel from the superintendent of schools or the local director of vocational education on matters clearly related to the problems on which the subcommittees are working.
- G. Minutes of the meetings of the committee will be sent to its members, the members of the school board and to the members of the administrative and teaching staffs.
- H. The school division will provide the committee and its subcommittees with the consulting and clerical services that are desirable and feasible. An appropriation of \$ _____ will be made for the use of the committee in providing consultants, making studies, preparing and publishing reports, and for other items the committee deems appropriate.
- I. Publicity regarding the work of the committee and reports of the committee or its subcommittees will be released only after approval of the school board or its authorized agent.
- J. The committee will obtain approval on all proposed studies prior to inception by the school board or its authorized agent.
- K. The committee as a group, or members representing the committee may not recommend, support, or campaign for or against candidates for the school board; take action regarding the employment, dismissal, promotion, or transfer of individual school employees; or encroach upon the prerogatives of the administrative, instructional or noninstructional staffs.

III. Review of Procedures

The preceding operational guidelines will be reviewed annually by the committee. Recommendations for change will be conveyed to the school board for action.

Appendix F.

Sample

GENERAL VOCATIONAL EDUCATION ADVISORY COMMITTEE CHARTER

I. Name

The committee will be called the General Vocational Education Advisory Committee of _____.

II. Purposes

The committee is constituted to:

- A. Assist the school board in developing broad vocational educational policy for the school system.
- B. Work with designated employees of the school system in planning and conducting the vocational program of the school.
- C. Facilitate communication and cooperation between the school, the citizens, organizations, and institutions of the community.

III. Nature of Policy and Policy Development

- A. Policy is officially enacted by the school board. The board cannot legally surrender its responsibilities for the enactment and execution of school policy. In addition, it must execute the laws of the Commonwealth of Virginia that apply to the public school system. It abdicates none of its authority in creating a general vocational education advisory committee.
- B. Policy development is understood to be the process whereby policy is prepared for enactment by the school board. Suggestions for school policy may come from any source. The General Vocational Education Advisory Committee may originate policy proposals and may review proposals submitted to it. Appropriately, the advisory committee will consult with the division superintendent of schools on policy proposals prior to presentation to the school board.

IV. Tenure and Field of the Committee

- A. The General Vocational Education Advisory Committee and any committees affiliated with it will continue as school board sponsored committees until the committee is dissolved by a majority vote of the members of the school board. The board reserves the right to reorganize the committee if it judges that its functions would be better performed if a different organization were provided.

Appendix F (continued)

- IV. B. The committee will concern itself only with matters directly related to the school system's vocational education program.
- C. The committee will promote the adoption of proposed policy and plans for the school system only with specific authorization by the school board.

V. Membership

- A. The committee will consist of _____ members.
- B. Persons to fill vacancies in committee membership will be recommended to the school board by the selection committee.
- C. The first committee members will draw lots for one, two, or three-year terms. Each year one-third of the membership will be replaced with two-thirds continuing for continuity and stability. A person who has served a term as a member will be ineligible for reappointment for one year following expiration of that term. Former members may be utilized as consultants for a limited time only.
- D. Appointments to the committee will be made by the school board following nomination by the selection committee. Resignations of members of the committee will be received by the board.
- E. Representatives from the school board, the school division administration and the teachers will meet regularly with the committee as nonvoting members. The board member and the teacher representative will be chosen annually, but neither shall serve for more than three consecutive years.

VI. Selection Committee

- A. The selection committee will consist of _____ members, who are respected citizens in the community. One of the members will be appointed from the school staff.
- B. In preparing a slate of nominees for the board, the selection committee will:
1. Consult with local citizens to secure suggestions for membership on the committee.
 2. Screen the candidates, rank in order of preference and interview prospective nominees for consideration by the board.

Appendix F (continued)

- VI. B. 3. Recommend for appointment to the General Vocational Education Advisory Committee those nominees who are:
- a. Capable of doing and interested in the work of the committee.
 - b. Able to work cooperatively and constructively with fellow members, the school board, the vocational staff, and fellow citizens not officially associated with the school.
 - c. Representative of the community in respect to geographic location, sex, age, schooling, occupation, race, national origin, organizations, and institutions within the community having a direct relationship to vocational education.
- (The advisory committee should be representative of parents and non-parents, persons favorable to and critical of current school policies, large and small taxpayers, and new and old residents of the district. In all of these respects, and in others that a selection committee may think important, the numbers included on the advisory committee should correspond to the number of their kind in the district. No one is to be included or excluded because of offices or positions held in an organization or institution. None is to be considered the representative or spokesman of any organization, institution, faction or element in the community.)
- C. In recommending persons to fill vacancies on the General Vocational Education Advisory Committee, the selection committee will consider the personnel of the entire committee and will seek to choose successors who will maintain the representative character of the committee.
 - D. The selection committee will recommend to the board one person for each position to be filled. It will prepare for its own use a list of alternates who may be recommended if nominations are not approved by the board.
 - E. Appointments to fill vacancies on the selection committee will be made by the school board.

Appendix F (continued)

VII. Advisory Committee Procedures

- A. The General Vocational Education Advisory Committee is to organize itself, determine the frequency and nature of its meetings, choose its officers, provide for subcommittees, and decide upon its program of work as established by this charter.
- B. The committee may add affiliated committees with board authorization and involve in its work more citizens than are included in the committee. Affiliated committees may be named to deal with improving the course offerings within an occupational cluster or the upgrading of individual programs.
- C. In performing its duties, the committee is expected to conduct careful fact-finding studies and to use administration approved consultants from the school division and sources outside of the division.
- D. The school will provide assistance to the committee, to the extent that resources permit, through its professional and nonprofessional staff in the form of consultant services, clerical aid, duplicating services, and resource materials and other aids that will facilitate the work of the committee.
- E. The school board and the General Vocational Education Advisory Committee may originate policy proposals jointly or individually. The board may seek advice from the committee concerning policy originating with either the board or the committee, but it is understood that only the board can make policy.
- F. Joint meetings of the board and the committee will be held when such meetings are mutually desirable and approved by the board.
- G. Minutes of the meetings of the General Vocational Education Advisory Committee, any subcommittee, or special reports shall be sent to each member of the committee, the school board and to the administrative and teaching staffs. Subcommittees will report to the committee either by oral or written report. These reports will be incorporated into the minutes of the General Vocational Education Advisory Committee.
- H. The committee may initiate projects of special interest as well as study problems suggested by the board.
- I. The committee may not consider the employment, promotion, transfer, dismissal, or salary of an individual employee or group of employees.
- J. All reports and recommendations of affiliated committees will be cleared by the committee in consultation with the division superintendent before they are submitted to the board or publicized within the community.

Appendix F (continued)

- VII. K. It is understood that all formal publicity regarding the committee and its work will be released by the school administration office.
- L. The committee will not engage in political activities related to the election of school board members or division superintendents.
- M. The members of the committee are expected to be interested in and informed about the vocational education program of the school, its staff and organization and to receive from these sources suggestions for the improvement of the vocational education program. They may seek counsel from the division regarding proposals before the committee or its affiliated committees, but they will not promote proposals for policy change without authorization by the board.
- N. The board may request the services of the committee in publicizing division policy proposals to which the committee and the board have agreed.
- O. The board may submit for community consideration policy proposals which have originated in the committee.

Appendix G

Sample

SELECTION COMMITTEE RESOLUTION

The school board of _____ hereby authorizes the establishment of a Selection Committee to develop a slate of prospective vocational education advisory committee members for approval by the board. Action of the Selection Committee will be in accord with the designated operational guidelines established for the General Vocational Education Advisory Committee.

The division superintendent of schools is instructed to contact the following _____ (number) people to explain the purposes of the General Vocational Education Advisory Committee and the Selection Committee, to solicit their service on the Selection Committee, to receive their individual responses, and to invite their presence at the next board meeting to receive more extensive instructions.

The people requested to serve on the Selection Committee are:

_____ and _____

_____ The latter will be representing the school division's administrative staff.

Appendix H

Sample

CANDIDATE INFORMATION FORM

Name _____

Address _____

Zip _____

Telephone Number _____

Occupation or Title _____

Occupational functions _____

Educational level _____

Age _____

Married _____

Children (age) _____

Degree of interest (low) 1 2 3 4 5 (high) Circle one.

Representative of the following areas of interest to the advisory committee.

Comments _____

Interviewer _____

Date _____

Sample

GENERAL VOCATIONAL EDUCATION ADVISORY COMMITTEE
APPOINTMENT LETTER

(School Letterhead)

M Louis M Handy
U. R. Good Company
#1 Community Circle
Progress, Virginia 20000

Dear M Handy:

A feeling of satisfaction prevailed at the school board meeting last night as the selection committee presented its list of candidates for appointment to our newly authorized General Vocational Education Advisory Committee. As a group, we were pleased that your name was among the nominees, and it is with pleasure that I can inform you of your appointment to this very important committee.

The qualities you will be bringing to our school division - personal, educational, and experiential - can assist us in our efforts to build an even better vocational education program.

As a member of the school board and as a citizen, I will be looking forward to meeting you at the advisory committee's organizational meeting. Our director of vocational education will be contacting you about this meeting, so please reserve Tuesday evening, October 14, 19__ from 7 to 9 p.m..

Congratulations on your appointment and many thanks for your interest in our schools.

Sincerely,

B. E. Sharp, Chairperson
School Board

September 30, 19__

Appendix J

Sample -

GENERAL VOCATIONAL EDUCATION ADVISORY COMMITTEE BYLAWS

I. Officers

The officers will consist of a chairperson, vice chairperson and a secretary. These officers will be elected annually by the committee and together will constitute the Executive Committee.

II. Subcommittees

- A. Subcommittees may be established and discharged by a majority of the committee.
- B. Subcommittees may be ad hoc or continuous in nature depending on the subject or concern.
- C. Each subcommittee shall elect its own chairperson and secretary.
- D. The subject or field of activity will be specified by the committee.
- E. The subcommittee may be of any size appropriate to its function. Membership may consist of students, lay citizens, and school employees. One member of the subcommittee shall also be a member of the committee.
- F. A consultant from the school system shall be appointed by the school administration at the request of the committee to meet regularly with the subcommittee. Special consultants may be enlisted pending approval by the committee.
- G. Subcommittees shall report regularly to the committee.

III. Program

- A. The committee will plan and operate under an annual program of work. Plans, topics, and goals will be included in the program.
- B. The program of work for each ensuing year will be discussed during the _____ (month) meeting each year.
- C. Proposals by the members will be considered by the Executive Committee, which will formulate a proposed annual program to be presented to the committee during the _____ (month) meeting for its action.

Appendix J (continued)

IV. Meetings

- A. The annual program of work will indicate the regular meetings to be held.
- B. At least nine meetings will be scheduled each year.
- C. Special meetings may be called, or regular meetings may be cancelled, by a majority vote of the committee or by action of the Executive Committee.
- D. The Executive Committee, in consultation with the school administration, will be responsible for planning the agenda of individual meetings.
- E. Each meeting will begin at the announced time and will continue for no more than two hours.
- F. Discussion leading toward a consensus of the members will be the prevailing procedure in committee meetings. Parliamentary procedure will be used when a decision of the committee is to be recorded or transmitted.

V. Responsibilities of Members

- A. Each member is expected to attend meetings regularly, participate in discussions, and serve on affiliated and subcommittees when requested.
- B. Each member is expected to study carefully any problem which comes before the committee before committing him/herself to a final conclusion.
- C. Each member is expected to respect the rights of fellow members by not reporting or discussing the opinions of other members outside the committee. The opinions and conclusions of the committee on which there is a consensus may be discussed informally. Publicity will be handled through the school administration office on authorization of the committee and the school superintendent.

VI. Loss of Membership

Members who fail to attend three consecutive meetings automatically lose their membership unless they present reasons for their absences which are acceptable to the committee.

VII. Use of Consultants

The committee recognizes the need of additional knowledge and assistance and will make extensive use of regular and special consultants from within and without the local school system as is appropriate. Paid consultants must be approved by the school board.

Appendix K

Sample

CONSIDERATIONS FOR ANNUAL SELF EVALUATION OF
GENERAL VOCATIONAL EDUCATION ADVISORY COMMITTEES

I. Accomplishments

- A. Contributed to the improvement of policies concerning vocational education. Specific contributions: _____
- B. Contributed to the improvement of the vocational education program. Specific contributions: _____
- C. Completed studies related to vocational education. Studies completed: _____
- D. Contributed to better communication between school vocational education programs and the community. Examples: _____

II. Committee Morale and Relationships

- A. Number of meetings held during year: _____
- B. Average attendance at meetings: _____ %
- C. Members have acquired increased confidence in and liking for each other? (yes or no) _____
- D. Percentage of meetings attended by board representative: _____ %
- E. Percentage of meetings attended by representative of school administration: _____ %
- F. Percentage of meetings attended by teachers' representative: _____ %
- G. Number of joint meetings with school board: _____
- H. Number of subcommittees used during year: _____
- I. Total number of persons included as members of subcommittees: _____
- J. Name or purpose of each subcommittee: _____
- _____

Appendix K (continued)

II. K. Number of persons involved in ground work other than as members of the committee and subcommittee (as consultants, resource persons, etc.): _____

1. Number of these from the school staff: _____
2. Number from the community but not from the school staff: _____
3. Number from outside the community: _____

Examples: _____

L. Number of contributions to community meetings: _____

1. Meetings of PTA units: _____
2. Other meetings: _____

Examples: _____

M. Assistance in disseminating information about school policies: _____

Examples: _____

N. Interest in the committee has increased or decreased during the year: _____

1. Interest of the members of the General Vocational Education Advisory Committee: _____
2. Interest of the members of subcommittees: _____
3. Interest of the members of the board: _____
4. Interest of the administrators: _____
5. Interest of the teachers: _____
6. Interest of community organizations: _____
7. Interest of the public: _____

O. Members of the committee have shared during the year with members of citizens committees in other communities in the discussion of common problems: _____

Appendix K (continued)

III. Committee Operation

A. Committee has kept in its proper sphere of operation? (yes or no) _____

B. Officers have functioned well? (yes or no) _____

Examples: _____

C. There was a satisfactory annual program of work? (yes or no) _____

D. Meetings were well planned? (yes or no) _____

E. The discussions at meetings were well conducted and fruitful? There was general participation in the discussions? (yes or no) _____

Examples of especially good or poor discussions: _____

F. Subcommittees were well inducted into their responsibilities and given help with their assignments? (yes or no) _____

G. The progress reports and final reports of subcommittees were given adequate consideration? (yes or no) _____

H. There was occasional appraisals of the work of the committee leading to its improvement? (yes or no) _____

I. Magazines, journals, books and other published aids were used by the committee or individual members? (yes or no) _____

List: _____

J. Consultants from outside the community were used? (yes or no) _____

Names and contributions: _____

K. A library of resource materials on schools and vocational education was available to the committee and improved during the year? (yes or no) _____

Indicate how it was improved and how its use was improved:



Appendix K (continued)

III. L. Policies and procedures for the committee were reviewed by the committee and the board during the year? (yes or no) _____

Revisions made: _____

M. Committee rules were reviewed during the year? (yes or no) _____

Revisions made: _____

N. Committee objectives for the year were accomplished as follows:

<u>Objectives</u>	<u>Statement of Accomplishment</u>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

Appendix L

VOCATIONAL EDUCATION ADVISORY COMMITTEE ACTIVITY PLANNING GUIDE

Functions*						Goals	Objectives	Strategies	Evaluation
OS	CA	SP	PR	EF	PS				

*OS - Occupational Surveys
 CA - Course Content Advisement
 SP - Student Placement
 PR - Public Relations

EF - Equipment and Facilities
 PS - Program Staffing
 PR - Program Review
 CR - Community Resources

Glossary

The definitions contained in this glossary are in two parts: Part I makes reference to the terms used in the body of this publication, and Part II refers to those expressed in the publication by the Virginia State Advisory Council on Vocational Education, Involving Advisory Groups:

Terminology used in this publication similar to that used by the state council:

<u>Handbook</u>	<u>State Council</u>
Course or Craft Advisory Committee	Program Area Advisory Groups
Occupational Advisory Committee	School or Institution Advisory Committees
General Vocational (Education) Advisory Committee	Administrative Unit Advisory Committee

A cursory review of literature associated with the development of this guide revealed a similarity of terms. Most were expressed as having evolved over a period of time and/or reflected newer phraseology that has developed with the broadening concept of vocational education. The terms used here are a compromise between the past and the present. . .

Part I

Definitions of Advisory Committee Terms

General Vocational Education Advisory Committee

A committee composed of lay citizens, duly authorized and appointed by the local school board and assisted by designated members of the school's staff and board. This committee is created to advise the school administration and board on matters associated with the overall vocational education program of a particular school or schools within a division or an area vocational education center.

Glossary (continued)

Occupational Advisory Committee

A committee composed of lay citizens knowledgeable about an occupational area, duly authorized and appointed by the local school board and assisted by designated representatives from the school. This committee is created to advise the administration and board on matters associated with a specific cluster of courses or occupations as associated with agricultural education, business and office education, distributive education, home economics, industrial arts, trade and industrial education, or as designated by the administrative body. The committee may be assigned to serve a particular school, schools within a division, or an area vocational education center.

Course Advisory Committee/Craft Advisory Committee

A committee composed of lay citizens, specialists in a business, trade, or craft, duly authorized and appointed by the local school board and assisted by designated members of the school's staff. This committee is created to provide advice to the administration and board for the implementation, operation, or improvement of specific vocational course offerings within a school, school division, or area vocational education center.

Selection Committee

A committee composed of three or four individuals, knowledgeable of the local community, duly authorized and appointed by the local school board. The committee's task is to identify, screen, select, and recommend individuals from the community with designated capabilities to the board for appointment to the various advisory committees or councils authorized by the board.

Executive Committee

The executive committee is composed of the elected officers of a general vocational education, occupational, or course advisory committee. The executive committee receives its authority from the parent committee through its bylaws and charter. Its function is to conduct the committee's business as delegated.

Glossary (continued)

Subcommittee

A committee authorized by a general vocational education, occupational, or course advisory committee, composed of selected committee members appointed by the parent committee's chairperson. A subcommittee functions as a study group of the whole and reports its findings to that committee. A subcommittee may be either continuing or ad hoc.

Part II

Definitions of Types of Citizen Groups
Discussed in Involving Advisory Groups*Program Area Advisory Groups

Advisory groups for program areas within a public school, community college or technical center, which are mainly concerned with advising on initiating, implementing, and/or evaluating a program or activities within one occupational program area. These may be known by other titles such as craft committee, etc.

School or Institution Advisory Committees

Schoolwide or institutionwide advisory groups concerned with the total vocational and technical education opportunities for students within the school or institution.

Administrative Unit Advisory Committee

Formally appointed committees charged with advising on the total vocational education program as carried on or planned throughout the various schools operated by a local board of education.

Educational Planning District Committees

Formally appointed groups advising on vocational education programs, services and activities carried out in one of the twenty-two Planning Districts in the State.

*Virginia State Advisory Council on Vocational Education, Involving Advisory Groups in Planning and Evaluating Vocational and Technical Education Programs, p. 7, Blacksburg, pp. 8, 9.

Glossary (continued)

Occupational Specialty or Program Area Committees

Statewide groups advising on programs, services and activities being carried out in a specific occupational program area (e.g. Home Economics, Automotive Technology, Distributive Education, Nursing, etc.).

The State Advisory Council on Vocational Education

A Council, mandated by the Vocational Education Amendments of 1968, to advise on the State Plan for Vocational Education and to evaluate programs, services and activities carried out under the plan.

Other Groups:

Ad Hoc Groups

Small groups assembled for one or more specific purpose and which are dissolved when these purposes have been accomplished.

"Think Tank" Groups

A small group of citizens brought together to share ideas on ways of attacking an identified problem or issue.

Informal Advisors

Identified persons from whom advice is sought individually as the need arises.

Forum Groups

Groups of citizens representative of the general public invited to a public meeting for an open discussion of vocational education and/or to express views concerning vocational education.

Footnotes

¹National Advisory Councils on Vocational Education, Resource Book for State Advisory Councils (Washington, D. C., 1973), p. 22.

²Ibid., p. 23.

³Ibid., p. 23.

⁴Ibid., pp. 8, 9.

⁵Virginia State Advisory Council on Vocational Education, Involving Advisory Groups in Planning and Evaluating Vocational and Technical Education Programs (Blacksburg: P. O. Box U), p. 21.

⁶Ibid., pp. 21, 22.

⁷George S. Orr, Jr., Results of Survey on Vocational Advisory Councils, Supt's Memo #7545 (Richmond, Virginia: State Department of Education, June 20, 1975).

⁸Division of Vocational Education, Virginia State Plan for Vocational Education 1975-76 (Richmond, Virginia: State Department of Education, Draft copy, April, 1975, Part II), p. 51.

⁹Ibid., Part II, p. 51.

¹⁰Ibid., Part I, p. 35.

¹¹Comptroller General of the U. S., Report to Congress, What Is the Role of Federal Assistance for Vocational Education? (Washington, D. C.: U.S. General Accounting Office, No. MWD-75-31, December, 1974), p. 31.

¹²Leslie H. Cochran, L. Allen Phelps, and Joseph F. Skupin, Vocational Education Advisory Committees (Mt. Pleasant: Michigan Department of Education, Central Michigan University, December, 1974).

¹³Richard K. Hofstrand and Lloyd J. Phipps, Advisory Councils for Education A Handbook (Urbana: Rurban Educational Development Laboratory, College of Education, University of Illinois, 1971), p. 30.

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