

ANNUAL REPORT

From the

Virginia Advisory Committee for Career and Technical Education

to the

Virginia Board of Education

Mrs. Caroline Martin, Chairperson

June 28, 2006

Introduction

The Virginia Advisory Committee for Career and Technical Education was organized in 2003. The principal purpose of the committee is to provide information and make recommendations about career and technical information to the Board of Education.

The advisory committee has met three times during the 2005 – 2006 school year: November 9, 2005; March 9, 2006; and June 5, 2006. At its March meeting, the Committee identified seven priority items that it respectfully submits in the form of recommendations/commendations for the Board's consideration.

Membership and Organization

The membership of the Virginia Advisory Committee for Career and Technical Education is composed of 12 persons knowledgeable about and concerned with career and technical education. Initial committee members were appointed by the Board of Education and committee vacancies are filled annually by the board. Once approved by the board, new members come onto the committee the following fall. Members reflect all geographic areas of the state whenever possible. Current membership includes seven representatives from business and industry and five representatives from education. Members serve three-year staggered terms and may be nominated for a second three-year term up to a maximum of two terms. The current officers of the committee include Mrs. Caroline Martin, chairperson; and Mr. Franklin D. Harris, vice chairperson. A list of current members is included in Attachment A.

The committee meets in regular session three times a year. Special meetings of the committee may be called by the chairperson or by a petition of the majority of the membership.

Bylaws and Standing Rules

The bylaws were aligned to support both the organization and the function of the committee. Amendments to the bylaws may be enacted only by the Board of Education in accordance with its rules and procedures.

Recommendations/Commendations

The committee has identified seven priority items and respectfully submits the following recommendations/commendations for the board's consideration:

Commendation #1: Inclusion of the Industry Certification on the "School Report Card"

The advisory committee commends the Virginia Department of Education, the Office of Career and Technical Education Services, and the Virginia Association of Career and

Technical Education for their efforts to have student industry certifications included on the School Report Card. This action further shows the importance of continued rigor and relevance within the career and technical education programs in Virginia.

Commendation #2: Support of Career and Technical Education

The advisory committee commends the former administration for its support of career and technical education through industry certification and Senior Year Plus and the continued support that the current administration under Governor Kaine, Acting Superintendent Dr. Patricia I. Wright, and the current State Board of Education is providing to career and technical education.

Recommendation #1: Advisory Committee Handbook for Career and Technical Education Local Administrators

The advisory committee recommends that the revised *Advisory Committee Handbook for Career and Technical Education Local Administrators* be distributed to all school divisions (See Attachment B). The advisory committee feels that with the continued change in local administrators of career and technical education, it is essential that they be fully aware of the importance of the local advisory council for career and technical education.

Recommendation #2: Support of Federal Perkins Legislation

The advisory committee recommends the development of a board letter or resolution to be sent to members of the Virginia Congressional delegation requesting the reauthorization of Perkins legislation at the current level or increased funding to be distributed to local school divisions (secondary and postsecondary) on an established distribution formula as part of the legislation. It is our belief that career and technical education programs in Virginia are providing high-level education and are meeting the demands of business and industry but are experiencing difficulty keeping up with the ever-changing technology and equipment demands. The federal Perkins funds are essential to Virginia's CTE programs and are needed to ensure that our technical programs have up-to-date laboratories and classrooms where students receive education and training on the most current technologies.

Recommendation #3: Support of the Virginia Career and Technical Education (CTE) Curriculum Resource Center and the Virginia Career Education Foundation (VCEF)

The advisory committee recommends the continued support of the Virginia Career and Technical Education Curriculum Resource Center and the Virginia Career Education Foundation.

The CTE Resource Center provides the career and technical education programs throughout the state with curriculum and other resources that could not be developed by

many individual local education agencies. The CTE Resource Center works with Department of Education program area specialists, teachers, and business and industry representatives to assure that all CTE curriculums are correlated with national and state standards and also with Virginia's Standards of Learning. We endorse the CTE Resource's mission and efforts on behalf of career and technical education.

The Virginia Career Education Foundation exists to raise funds and lend support for initiatives, including public-private partnerships that promote career awareness and quality career and technical programs, particularly for middle and high school students. We believe that the state calendar, grants for "CTE Best Practices" to be duplicated throughout the state, support of student organizations through scholarships, and the Commonwealth Scholars Initiative are all efforts that will enhance career and technical education in Virginia. We believe the funds raised by the foundation help to expand the CTE programs offered in Virginia and we fully endorse the foundation's mission.

Recommendation #4: Support of Industry Certifications

The advisory committee recommends the continued support of industry certification for both students and teachers. The committee recommends the development of a board letter or resolution to be sent to the Governor supporting the continued funding for industry certifications. We believe that this effort will continue to place Virginia in the lead to prepare our students for postsecondary education and the workforce.

Recommendation #5: Recognition of Retiring Committee Members

The advisory committee recommends the recognition of retiring committee members for their service during their tenure on the committee.

ATTACHMENT A

**Membership List
Virginia Advisory Committee for Career and Technical Education**

**Virginia Advisory Committee for
Career and Technical Education
2005-2006**

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ATTACHMENT B

**Advisory Committee Handbook for Career and Technical Education Local
Administrators**

ADVISORY COMMITTEE HANDBOOK

for

**Career and Technical Education
Local Administrators**

Office of Career and Technical Education



Commonwealth of Virginia

**Revised
June 2006**

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PREFACE

The Advisory Committee Handbook has been revised (June 2006) to assist you in your role as a local administrator of Career and Technical Education and to inform local advisory committee members of their responsibility.

The Virginia Advisory Committee for Career and Technical Education members believe that the support for and the strengthening of educational programs in Virginia can be maintained and increased by the effective interaction, at all levels, of lay citizens and professional educators and administrators. We believe that public educational institutions and organizations maximize their effectiveness when there is a mixture of lay citizens and professionals participating in planning and evaluation.

We thank you for your time and expertise and hope this publication will be helpful to you.

Caroline Martin, Chairman
Virginia Advisory Committee for
Career and Technical Education

HISTORY

The Smith-Hughes Act was passed in 1917 by the United States Congress. The use of lay advisory groups in vocational education was encouraged in the provisions of this legislation. Such encouragement, as delineated in the Smith-Hughes Act, was precipitated by a fear that the growth of vocational education programs would be thwarted if their administration was left entirely to school officials who possessed only academic backgrounds. During that period, recipients of federal funds for vocational education were expected to seek the advice of the best minds of the community they purported to serve. Early in the 1900s, therefore, a recognized need existed for advisory groups to assist in the planning of vocational education programs and to help establish a communication link between the school and the community.

By the late forties and early fifties, state supervisory personnel and vocational teacher educators were beginning to endorse the concept of utilizing local advisory councils. Inasmuch as advisory council establishment was usually an option left to the individual teacher, councils were organized in some communities and not organized in others. Thus, for the next 40 years, vocational education teachers at the secondary, postsecondary, and adult level used local advisory groups with varying degrees of effectiveness.

With the emergence of vocational-technical education centers and community colleges in the mid-1960s, the use of general vocational advisory councils became a common practice. Thus, there has been a long tradition of involvement in Virginia of local advisory groups in vocational education.

Citizen involvement in the planning stages of vocational education was given additional impetus through federal legislation in the 1960's and 1970's. The Vocational Education Act of 1963 established the National Advisory Council for Vocational Education and the 1968 amendments included the first legal mandate calling for the formulation of state advisory councils. The Education Amendments of 1976 emphasized greater involvement than in the past of national and state councils and called specifically for advisory councils at the local level.

On July 1, 2002, the new Regulations Governing Career and Technical Education in Virginia went into effect. Part II, Section 3 (8VAC20-120-50) of the regulations requires that each local education agency or region establish a general career and technical education advisory council to provide recommendations to the local education agency (or board) on current job needs and relevancy of career and technical education programs and to assist in the development, implementation, and evaluation of the local plan and application. It further states:

1. The council shall be composed of members of the public, including students, teachers, parents and representatives from business, industry, and labor, with

appropriate representation of both sexes and racial and ethnic minorities found in the school, community or region served by the council; and

2. That the council shall meet at regular intervals during the year to assist in planning, implementing, and assessing of career and technical education programs.

ADVISORY COMMITTEES

General Advisory Committees: A school division serves the public and, in turn, is supported by it. Communication is critical. The school division and the community need to establish a strong communication vehicle such as an advisory committee. Schools need to know what the business and industry wants; the business and industry needs to know what the schools are teaching.

General advisory committees provide the necessary communication link. Committee representatives are recognized experts in their respective fields who help educational authorities build valuable programs based on the real needs of the business and industry. In many cases it is wise to have occupational advisory committees represented on the general advisory committees to provide continuity between programs and schools.

PURPOSE OF AN ADVISORY COMMITTEE

1. The advisory committee provides a link between the school and industry and can advise on the many facets of a career and technical education program. An advisory committee has no administrative authority and is not created to usurp the authority of local boards of education and administrative staff. Whether such groups are called commissions, councils, boards, or committees, it is important to remember that they serve in an advisory capacity.
2. A committee can assist in establishing a two-way system of communication: informing the school of the needs of business and industry and informing business and industry of the services the school can provide. Research shows that current up-to-date CTE programs have a strong advisory committee that actively advises the local school division.
3. A committee is organized to assist in making career and technical education programs as efficient and effective as possible in order that both business and industry and student needs are being truly met.

FUNCTIONS OF AN ADVISORY COMMITTEE

The functions of an advisory committee shall include, but not be limited to, active involvement in the following:

1. Advise on business and industry current and projected workforce needs.
2. Review and sign off on the local school division's annual CTE plan.
3. Suggest course content and program development.
4. Make recommendations on equipment, instructional materials, and specifications for training areas.
5. Promote public relations and publicity relative to the program.
6. Assist in placement of students in co-op programs.
7. Make suggestions on real work-based projects to be used to enhance occupational objectives.
8. Review the program budget, i.e., instructional materials, equipment, etc.
9. Support student organization activities at the local, regional, state, and national levels.

RECOMMENDED COMPOSITION OF ADVISORY COMMITTEES

Composition of an advisory committee should consist of seven (7) or more persons who by position, background experience, or training can contribute to the improvement of CTE programs.

Suggested criteria for advisory committee membership are as follows:

1. Supervisory and non-supervisory persons currently employed in a business/industry directly related to programs offered at the division level;
2. Representatives of labor, trade associations, or professional organizations;
3. Representative of special populations;
4. Representative of postsecondary programs;
5. Representative of career and technical education teachers;
6. Former students with at least three (3) years on-the-job experience related to the specific program;
7. Parents of current or former students enrolled in the CTE programs; and
8. Current president of a student organization.

NOTE: The majority of the advisory committee members should be selected from areas 1 through 5 above.

RECOMMENDED CRITERIA FOR COMMITTEE MEMBERS

1. **Experience:** Committee members should have first-hand business and industry experiences in one or more of the division's programs of study. They should be persons who are recognized as leaders in their profession.
2. **Adequate Time:** An advisory committee should meet as frequently as necessary (minimum of two to three times a year). The ability to devote adequate time to committee work should be discussed with potential members to ensure commitment to the time needed to provide strong support for the local CTE programs.

RESPONSIBILITIES OF COMMITTEE MEMBERS

Each advisory committee member is expected to:

1. Attend meetings regularly, participate in the committee discussions and serve on subcommittees when requested;
2. Review and advise the local school division on current labor market needs, employment projections, and program offerings;
3. Keep the CTE administrator and instructor(s) informed of new industry developments;
4. Assist with student leadership activities in cooperation with student organizations;
5. Advise on the relevance of CTE program offerings as related to current job needs;
6. Advise on the development, operation, and evaluation of the program;
7. Assist the local agency in planning CTE promotion activities; and
8. Assist with the development of local career and technical education plan, presentation of the plan to the local school board, and signing off on the approved plan for submission to the Virginia Department of Education.

RECOMMENDED LENGTH OF MEMBERSHIP

1. The terms of committee members should be for three years with staggered termination dates to allow for continuity. Provisions to insure that there will always be experienced members serving on the committee are critical. Members may be recommended for reappointment after completing their term in office.
2. The instructor(s) of each program area, current committee members, and local administrators should make recommendations for membership to the program advisory committee.
3. The advisory committee chair shall annually submit nominees to the local school board.
4. The local school board should appoint advisory committee members annually.

ADVISORY COMMITTEE OFFICERS

An advisory committee should elect the officers as established in its bylaws or standing rules. Terms of office may vary as defined in the committee bylaws or standing rules. The duties of each officer should be identified in the bylaws.

Chairperson: The chairperson is a representative from business and industry and should be elected by majority vote of the committee members. The chairperson should be sensitive to the views of the members, be able to listen critically, be reasonable, exercise good judgment and fairness, and be able to work closely with the instructor(s). A chairperson should be elected at the first meeting of the committee to serve during the current school year.

The responsibilities of the chairperson include the following:

1. Plan and set the meeting agenda; and
2. Preside over all meetings.

Vice-Chairperson: The vice chairperson works closely with the chairperson on all tasks and will preside in the absence of the chairperson. The vice chairperson serves as chairperson-elect for one term and chairperson for the second term.

Secretary: The secretary will be responsible for taking the minutes of each formal meeting and submitting them to the committee members.

Meetings: Realizing that a council is comprised basically of experienced persons from business, industry, and labor who are serving voluntarily, it is important that each member feel his/her time is spent wisely. One way of assuring that each meeting will be conducted in an effective and orderly manner is to establish bylaws. The bylaws will state the provisions by which the council organizes itself, selects its officers, establishes subcommittees, selects place and time for meetings, formulates programs, and prepares meeting agendas. It is important to hold regularly scheduled meetings.

All advisory committees should meet in formal, minutes-recorded sessions a minimum of twice a year. One meeting should be held prior to November 1 and the second meeting held in March to allow for local plan approval and presentation to school board. Other meetings may be scheduled at the discretion of the instructor(s) and chairperson for the committee.

Appendix A

SAMPLE LETTER OF AGREEMENT

Dear _____:

The _____ City/County School Board is pleased to inform you of your appointment to _____'s career and technical education advisory committee. Thank you for your willingness to serve on this committee.

The ultimate objective of this committee is to serve in an advisory role to ensure the most up-to-date career and technical education programs possible in our school division. Your active participation and interest in the committee's work will be helpful in the accomplishment of this objective.

Shortly, you will be notified by _____ about the time, date, and place for the advisory committee meeting. At this meeting, the role and functions of the committee and members will be clarified. You will have the opportunity to meet other members of the committee, school board, and the school administrative staff. A meeting agenda will be sent to you upon our receipt of your acceptance form.

Again we thank you for your interest in the career and technical education program offerings. Please contact _____ at _____ if you have any questions. We look forward to working with you and your fellow advisory committee members.

Sincerely,

(signed by the chairman of the
School Board or an administrator)

(Acceptance form to be returned)

APPENDIX B

ADVISORY COUNCIL BYLAWS (suggested outline)

- I. Name
- II. Area Served
- III. Membership
 - A. Number of Members
 - B. Term of Office
 - C. Appointment of Members
 - D. Ex-Officio Members
- IV. Purpose and Responsibilities
 - A. Purpose of Council
 - B. Responsibilities
- V. Organization
 - A. Officers
 - B. Term of Officers
 - C. Minutes
- VI. Policies and Procedures
- VII. Meetings
 - A. Regular Meetings
 - B. Special Meetings
 - C. Quorum
 - D. Agenda
- VIII. Committees

APPENDIX C

ADVISORY COMMITTEE CHAIRPERSON'S GUIDE FOR CONDUCTING AN ADVISORY COMMITTEE MEETING

Agenda

(Date)

- | | | |
|----|------------------------|--|
| 1. | Call to Order | Welcome and opening remarks by school personnel |
| 2. | Secretary's Minutes | Minutes of last meeting; approved/corrected by vote |
| 3. | Introductions | Introduction and biographical information about committee members and/or guests

Introduction and biographical information about instructor(s) |
| 4. | Old Business | Briefly summarize old business items |
| 5. | Special Reports | Recognize individual presenting reports |
| 6. | New Business | Review, discuss, and vote on each item |
| 7. | Plans for Next Meeting | Discuss date and time for future meetings, subcommittees, etc. |
| 8. | Other Items | Announcements, etc. |
| 9. | Adjournment | |

ACKNOWLEDGMENTS

The Virginia Advisory Committee for Career and Technical Education wishes to extend its appreciation to the following who assisted in developing the *Advisory Committee Handbook for Administrators of Career and Technical Education*.

A special thanks goes to the members of the Virginia Advisory Committee for Career and Technical Education; the career and technical education staff with the Virginia Department of Education; and Paula Kirby, program secretary for the Shenandoah Valley Regional Program, who supported the effort in producing this publication.

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The Virginia Department of Education

The Career and Technical Education Resource Center in Virginia