



# Colorado CTE Advisory Committee Handbook

Developed by 

COLORADO COMMUNITY  
COLLEGE SYSTEM

*CTE: For Learning, Earning and Living.  
A Guide for Academic, Career and Personal Success*

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The purpose of this toolkit is to help educators and business/industry representatives to strengthen career and technical education programs within a career pathways system through the use of advisory committees. This toolkit has been divided into sections so that members can have the option of going to the section that has the most meaning or priority for them. Many members may wish to read and work through the toolkit in its entirety.

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# I. Advisory Committee Development

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## **What is an advisory committee and what can my program gain from having one?**

Each advisory committee is made up of individuals with experience and expertise in the occupational field(s) that the program serves who advise educators on the design, development, implementation, evaluation, maintenance, and revision of Career and Technical Education (CTE) programs within a career pathway. (For more information on Career Clusters and career pathways in Colorado, link to the Colorado Community College System (CCCS) Career and Technical Education website: <http://www.coloradostateplan.com/index.htm>). An advisory committee is required for every approved career and technical education (CTE) program in Colorado as it is considered to be an invaluable part of the program, and ultimately, the student's success in a given career path.

In addition to fulfilling a state requirement in Colorado, advisory committees help to:

- Allow the community to be linked to the educational system via business, industry, and labor representatives that add expertise and resources to the CTE program;
- Identify new and emerging fields and modify existing programs;
- Promote communication among education, business, and industry regarding employment needs of the community;
- Identify new and emerging fields (both local and global) and modify existing programs;
- Strengthen programs by providing student competency lists and reviewing curriculum;
- Ensure that each career pathway academic ladder matches the corresponding industry career ladder and promote career pathways within the community;
- Review student outcomes (completion rates, placement rates, and state licensing examination outcomes);
- Ensure that programs are relevant and up-to-date by assessing the equipment and facilities available and make recommendations as needed;
- Provide work-based learning experiences for learners;
- Provide training opportunities for educators;
- Advocate programs to communities and legislators and seek legislative support for career pathways if needed;
- Assist with placement of program completers; and
- Leverage community resources (equipment, facilities, materials, and broker community partnerships).



## How Can the Advisory Committee HELP THE PROGRAM?

### Resource 1.1

**Instructions:** Use this form to gather data about your program. Share the data with your advisory committee

List three things you wish your program had:	1.
	2.
	3.
List three activities that you would do with your students/learners if the funds were available:	1.
	2.
	3.
Name three concepts you wish the COMMUNITY and LOCAL BUSINESSES knew about your program.	1.
	2.
	3.
Name three concepts you wish the COUNSELORS and ADMINISTRATORS in your school knew about your program.	1.
	2.
	3.
Name three concepts you wish LEGISLATORS knew about your program.	1.
	2.
	3.
List the skills needed in the workplace, including essential skills:	

What opportunities do you have for professional development?	
What opportunities do you have for work-based learning?	
What opportunities do you have for career development?	
Have the advisory committee members identify emerging occupations:	
<p>Have your advisory committee review your curriculum and offer ideas for modification and revision. List those suggestions here:</p>	
<p>Share the following information with your Advisory Committee and identify any trends, opportunities or challenges:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> VE-135 - Including demographics, completers and placement data</li> <li><input type="checkbox"/> Perkins Data Matrix - Including graduation rate, program effectiveness and assessment data</li> </ul>	
<p>Trends identified, opportunities and challenges noted:</p>	

## Specific program aspects where advisory committee members may be able to provide input and resources

### Resource 1.2

Expertise Area	Ideas for your program or career pathway
<b>Design</b>	<ol style="list-style-type: none"> <li>1. Changes to exit points or entry points for students on the academic ladder?</li> <li>2. Expanding into other pathways?</li> <li>3. Other:</li> </ol>
<b>Development and Implementation</b>	<ol style="list-style-type: none"> <li>1. Changes to industry qualification in the pathway? Curriculum development opportunities?</li> <li>2. Essential skills needed for students?</li> <li>3. Other:</li> </ol>
<b>Evaluation</b>	<ol style="list-style-type: none"> <li>1. Review of graduation rate, program effectiveness, VE-135 and assessment data</li> <li>2. Student surveys of program? Industry perception of program graduates?</li> <li>3. Other</li> </ol>
<b>Maintenance</b>	<ol style="list-style-type: none"> <li>1. What resources do members bring to the program? (Supplies, professional development; work-based learning opportunities, career development, etc)</li> <li>2. How can the committee help with improvement/updating of equipment?</li> <li>3. Other:</li> </ol>
<b>Revision</b>	<ol style="list-style-type: none"> <li>1. Review of program options for students, (i.e. Stackable credentials, modification of existing curriculum, etc.)</li> <li>2. How can the committee help the program stay current with emerging occupations?</li> <li>3. Other:</li> </ol>

## Why do I need to consider the Committee's structure?

One of the first questions that needs to be asked when you set up your advisory committee, is what type of functionality and connectivity do I need to have from my committee, and across what levels (middle school to postsecondary) does my program span within my community? The following are several types of structures to consider given the depth and breadth of your program:

*In the State of Colorado, all approved programs must have a technical advisory committee that functions at the state, regional, or local level to assist education providers in planning, conducting and evaluating their program curricula and operations. (Colorado CTE Administration Handbook)*

### **Joint Structure**

Since the onset of Perkins IV, a trend of joint secondary and postsecondary advisory committees has taken place across the country. Career pathways require secondary and postsecondary educators to work together to develop plans of study with business and industry. In a career pathways system, the curriculum is to be developed together and placed over two or more institutions.

Thus, a joint advisory committee that brings together secondary educators, postsecondary educators, and industry would be advantageous. Likewise, as secondary district expand CTE opportunities, it may be advantageous to combine middle school and secondary advisory committees.

### **Cross-Representation Structure**

Recognizing that Colorado has many geographic obstacles that make collaboration between Secondary and Postsecondary Institutions challenging, an alternative structure when having separate advisory committees is to have representatives on each committee. It is strongly encouraged for secondary programs to include information and data from postsecondary programs. This could be a Postsecondary Plan of Study or feedback from postsecondary instructors on the success of students they have from the secondary program. Likewise, middle school programs should seek similar partnerships with the secondary programs available in their district.

### **Adopting a "Systems" Viewpoint**

Typically, occupational education programs within a pathway must be coordinated with other federal or state initiatives to avoid unnecessary duplication of programs and services. Advisory committees must be made aware of initiatives or legislation that will affect the program, and there may be a need to coordinate or make connections with other activities. While this may seem overwhelming to a person new to starting an advisory committee or to the committee members themselves, it helps to visualize the ways that programs are connected on the education spectrum as well as to other resources and entities within the economic system of the community and the State of Colorado. The following are committees to consider when adopting a systems viewpoint for your advisory committee:



## CCCS Discipline Teams

- Commonly refers to a group of postsecondary faculty teaching within the same prefix or group of prefixes that discuss new courses and updates to existing courses led by an elected Discipline chair.

## CCCS Content Teams

- Commonly refers to a committee of secondary and postsecondary instructors led by an elected chair and the CCCS program director for that content area focused on aligning secondary and postsecondary curriculum and considering statewide possibilities for articulation.

## Connection to Economic Development

- Local economic development identify current and future solutions to workforce development issues and to find ways to target local, state, and federal resources.
- Entities frequently conduct labor-force surveys, which can be invaluable to advisory committees.

## Local Workforce Board (WIB) Connections

- Coordinates, integrates, measures and evaluates regional workforce preparation services
- Make sure there is connection to this board

## College/University Connections

- Pathway may need two levels of workers—AAS and BS.
- Pathway may need to be articulated or have a capstone program.



## Where do I find members for my committee?

Looking at the systems viewpoint is also a great way to look for new members for your advisory committee. In addition to the resources listed on the previous page, you should also consider the following:

- Employers in your area
- Grants or foundations that may exist in your community even if they are not related to education
- Professional Groups within the Career Area (ex. Colorado Association for Mechanical Engineers)
- Equipment Vendors
- Past students or parents of students working in the career field

**It is important to note, that institutions may have a specific protocol for contacting community members to serve in an advisory capacity. Please check with your administration prior to contacting outside parties.**

Where to find Committee Members?		
Resource 1.3		
Possible Connections	✓ Is there a connection?	Key Contact or Connection
College-wide Advisory Committee and State Level Discipline Teams		
Economic Development/Local Workforce Board		
Secondary and Postsecondary Systems		
Foundations		
Employers		
Professional Organization		
Former Students/Alumni Working in the Industry		

Where to find Committee Members?		
Resource 1.3		
Possible Connections	✓ Is there a connection?	Key Contact or Connection
Other:		

### **I am ready to start contacting possible committee members; what works best?**

While there is no right or wrong way to solicit potential members for your program's advisory committee, many advisors have found that a personal invitation, such as a phone call works well to introduce yourself and the program. This can be followed up with a formal invitation. We've included several templates and dialogs to begin your conversation with future committee members. In general, when inviting members, either informally or formally, you should:

- Identify yourself and your role in the program
- Let the potential member know how you received their contact information (personal referral, or a general statement, such as "I see that your company manufactures "X" that we use in our program, and we would love for you to be part of our program because..."
- Let the person know what makes your program unique or valuable to the community
- Identify what the potential member can bring to the advisory committee (i.e. their area of expertise, experience with projects, other boards, etc.) and how they can help the program
- Give the general time commitment for committee participation (i.e. we meet 4 times a year, etc.)
- Give your contact information, or set up a time to discuss any further questions

### **How do I attract potential advisory committee members?**

A quick brochure on your program is really helpful in highlighting your program's value in the community. Many programs also have a simple advising sheet that shows the sequence of the courses in the programs. These kinds of materials are not only valuable for students and parents, but also provide the opportunity to showcase the program. Items you may include in a program brochure are: length of the program, number of students to enroll and/or complete the program, sequence of program, any limitations to programs entry (selection process?), average GPA for students in program, student scholarships available, student internships available, other work learning opportunities, past student successes or highlights, any program recognitions, and student career technical organizations or student professional organization affiliations.



**Template Section Resources:**

- [Sample Program Information Sheet](#)
- [Sample Advising Sheet](#)
- [Sample invitation letter](#)

# Committee Selection, Organization and Orientation

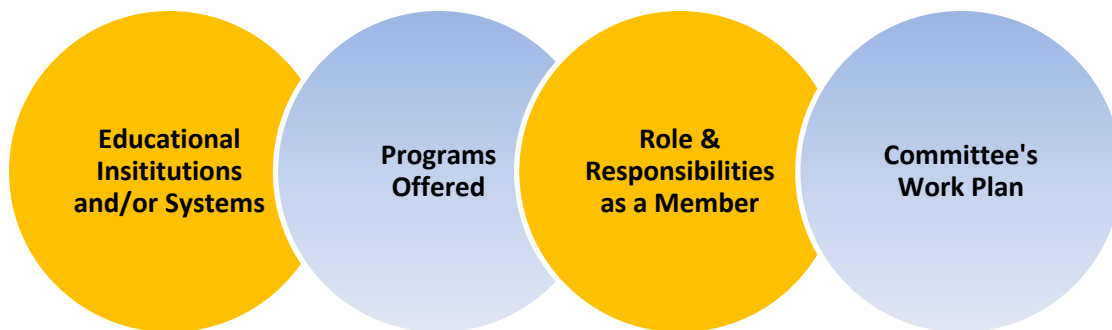
## How do I request, confirm, and orient new members?

A formal letter requesting membership should be sent only after an informal face-to-face meeting or phone conversation discussing the potential member's contribution and role on the advisory committee.

The committee's success will depend to a large extent on how well members understand their roles at the first meeting they attend. New and continuing advisory committee members should be regularly provided with information relative to the committee's purpose, function, structure, and goals as expressed in the committee's work plan.

*All advisory committee members should receive a copy of the section entitled CTE Advisory Committee Members Guide (coming soon).*

## What do new business members need to understand?



### **What do I need to consider in the (final) selection of advisory committee members?**

In general, membership should be representative of both genders and reflective of the ethnic diversity of the community, or at a minimum, represent the diversity of the industry. Membership must include the following:

- At least a 51% majority of business and industry members (A broader representation could benefit from understanding the works of an advisory committee and serve as non-voting, consulting members.)
- An educational administrator;
- counselor/advisor and/or a special populations representative

Optional members may include:

- secondary and/or postsecondary technical instructors;
- general education (academic) faculty
- current student or parent representative

Former students/alumni should *only* be on your advisory committee if they have several years of professional experience in the industry and are able to focus on the program's future success, rather than past achievements.

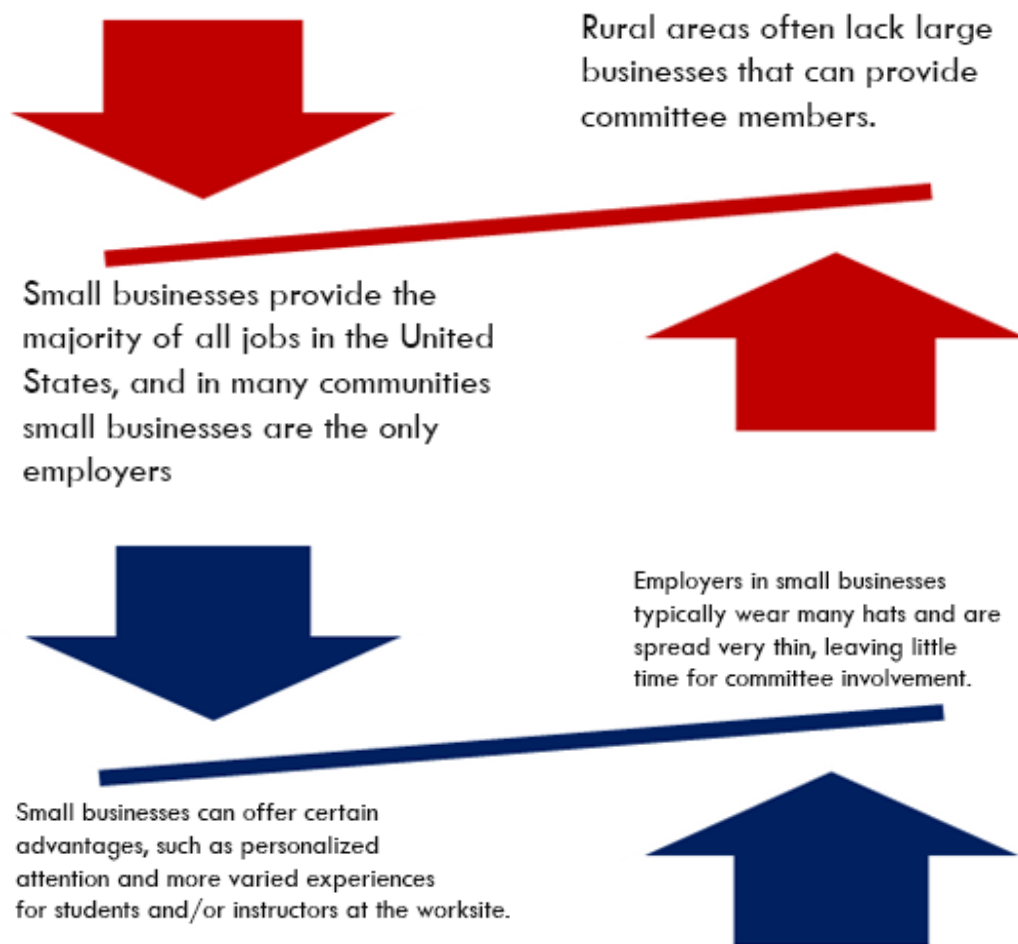
If possible try to consider the broad spectrum of ways potential members may have the ability to contribute to the program (i.e. technical expertise, connections to community or fundraising, in-kind donation, etc.). High performance advisory committees are usually comprised of higher level industry professionals who often provide access to practitioners as well as other resources.

### **Template Section Resources:**

- [Sample Confirmation Letter](#)
- [Sample Thank You Letter, Non-selection](#)

## I live in a rural area, what advice can you give me?

Rural areas must deal with special considerations and challenges when setting up the advisory committee. Most notably are the disparity of resources found in rural communities and the distance between resources. Here are some ways to approach conversations with potential committee members regarding the upside of having them as a resource in your rural community:



Committees can also look for ways to expand and enhance the involvement of small businesses by having them leverage their connections with:

- Subcontractors
- Suppliers
- Other business contacts

Committees may also want to work through the local chamber of commerce if they are members.

### **How can our rural community utilize a Consortium to enhance our programs?**

As a rural school, you may be or want to consider being part of a consortium. Consortia exist when districts find it advantageous and cost-effective to cooperate with other districts in the management of their CTE programs. Individual districts may lack the personnel or the fiscal resources required to provide a broad range of administrative and student services. By pooling resources, districts reduce costs, avoid duplication, and provide for a more comprehensive range of services and programs. (In some instances, a BOCES or a community college may serve as the fiscal and administrative agent for the consortium's Perkins funding. Refer to the CTE Administrators' Handbook, <http://www.coloradostateplan.com>, Section V, Part C3 to learn more about the advantages of this arrangement).

A program can also operate its advisory board as part of a consortium. In this case, each district would contribute to finding members but would not face the challenge of finding an entire advisory board. The shared advisory board would then contribute advice, resources, and expertise to all of the programs. A shared advisory board would work best between districts that have equitable programs as well as similar philosophies, policies, and procedures.

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## II. Committee Structure & Organization

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### Formalizing Structure

#### What are Bylaws and why do I need them?

Bylaws are the general rules and operating procedures for your committee. Bylaws are important to establish because they will help guide your committee when operational questions arise. At minimum, topics such as the general purpose/functions of the advisory committee, committee member requirements, how meetings are conducted, voting procedures, election of officers, and what officers the committee will have and their duties should be included.

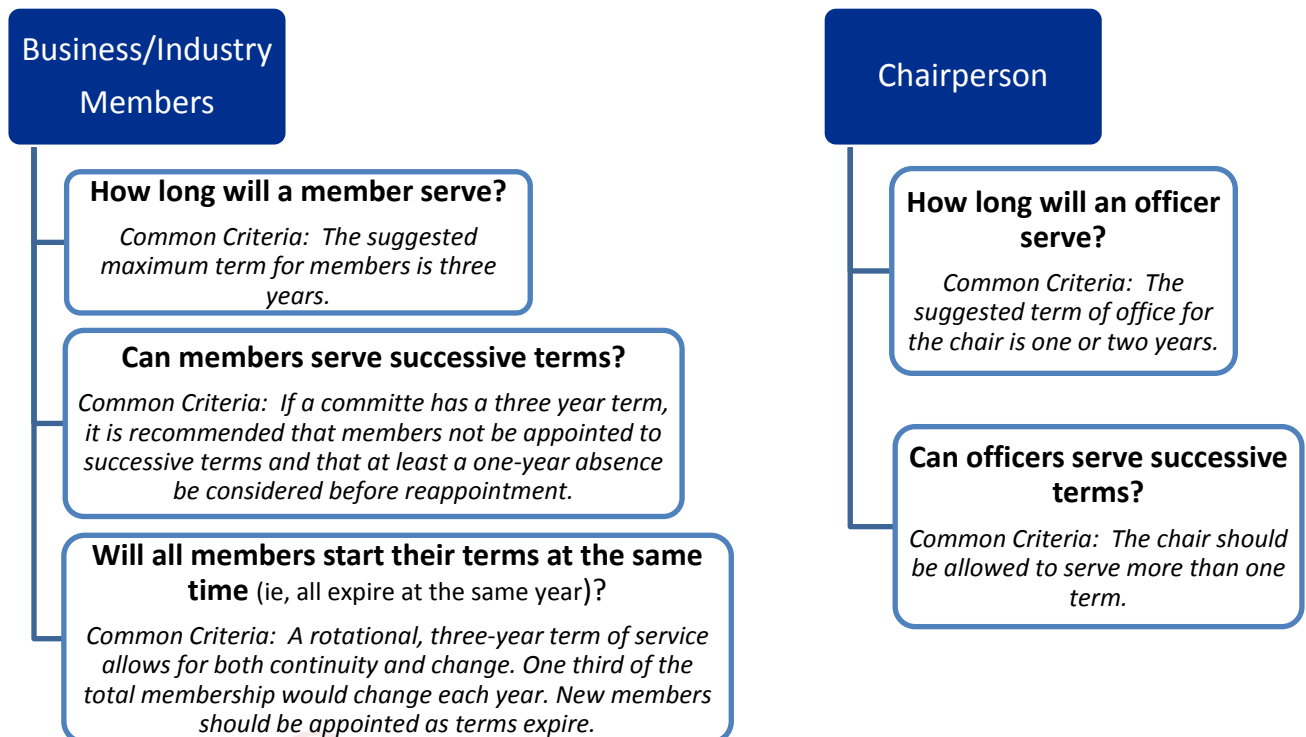
#### Template Section Resources:

- [Bylaws Template](#)
- [Formalizing Structure Resource](#)

#### How do I set up Terms of Office?

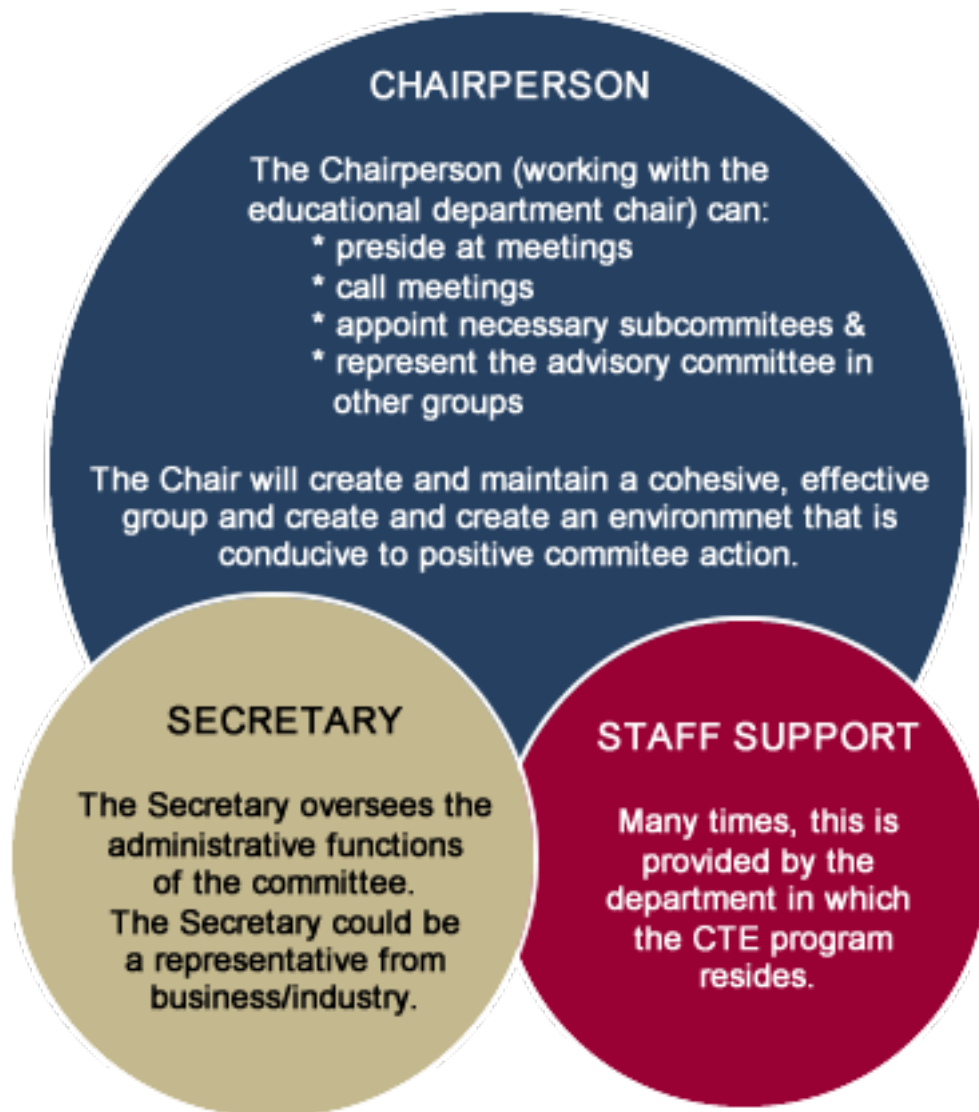
Each advisory committee should establish its own criteria and guidelines for member recruitment, selection, appointment and replacement. Committee membership should be reviewed and updated yearly to ensure broad-based representation of the industry and to ensure that the work of the committee continues.

#### Why should I have Officers?





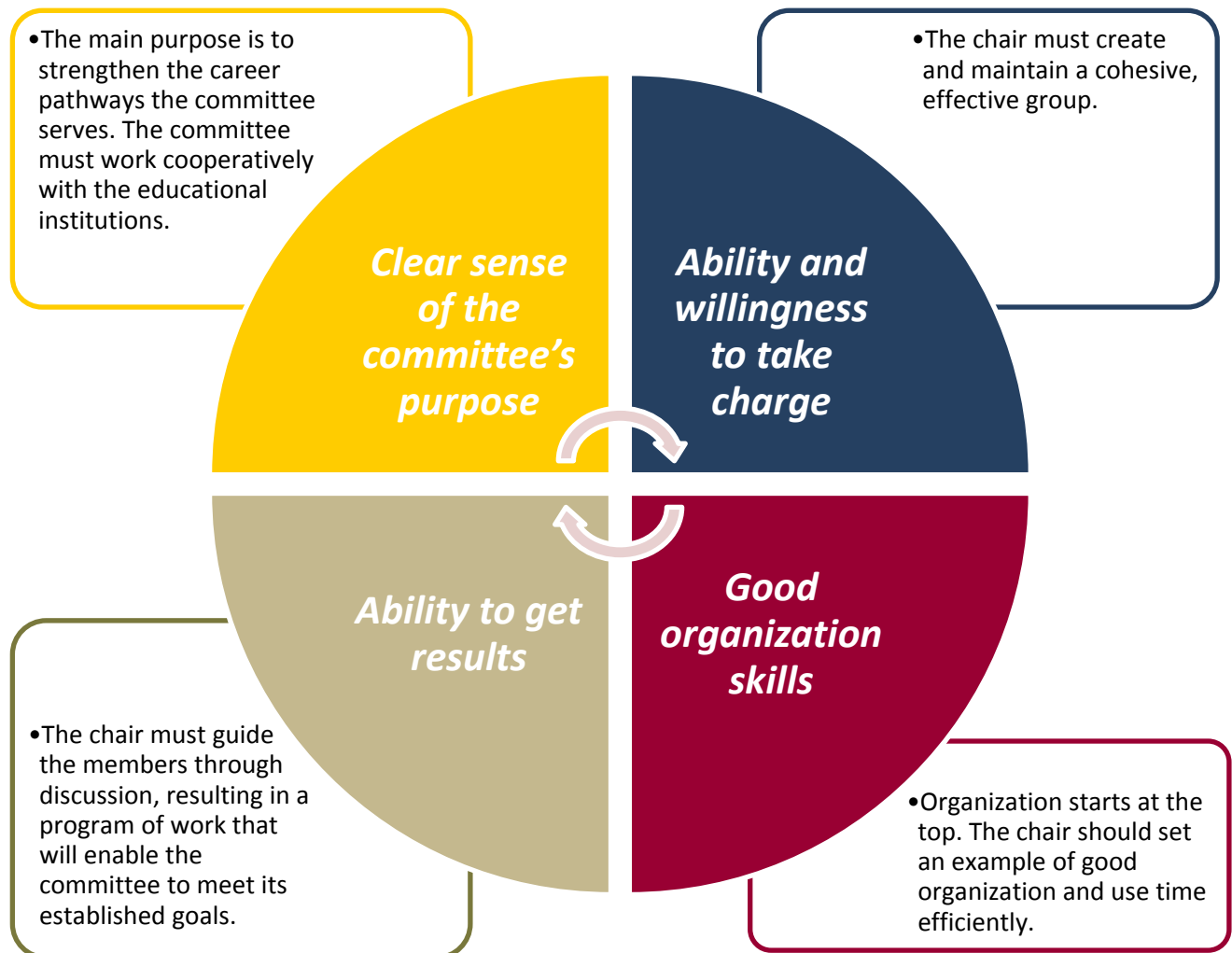
Officers, working closely with the educational department chair, can save time for teachers/administrators, and it is strongly recommended that officers take active roles early in the formation of the committee. Office selection can be done at the first meeting of the year and should take place with full participation of all current committee members.



## How do I select the Chairperson?

The chairperson should be from business/industry and is generally selected and voted in to office by the committee. Chairpersons usually serve two year terms. The two main roles of the chair are to set meeting agendas and conduct meetings.

## The Four Main Elements of a Successful Chair



## Committee Setup Checklist:

### Resource 2.1

Check when complete	Task:
	1. Identify, contact and select members
	2. Develop general Program of Work
	3. Develop initial agenda (should be focused on Program of Work)
	4. Develop program information: brochure, announcement or advising guide
	5. Set meeting time and reserve meeting space for quarterly meetings (Make this into a schedule of meetings)
	6. Develop Committee Bylaws- initial draft
	7. Send members formal invitation to join Committee with agenda, program information and meeting schedule

## Structure of the Advisory Committee

### Resource 2.2

Complete the table with identification of structure items and names (if applicable).

Required Committee Members:	Purpose	Name:	Email:	Phone
<i>Chairperson</i>	Presides at meetings; calls meetings; appoints subcommittees;			
<i>Co-Chairperson</i>	Assists the Chair			
<i>Secretary</i>	Records Attendance/ Meeting Minutes			
<i>Administrator, Counselor, Special Pops-See Administrator's Handbook for required persons.</i>	(School or Other) representative to assist with meeting assignments.			
<i>Other: _____</i> <i>_____</i>				

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## III. Effective Meetings

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### Communications

Program advisory committee meetings are primarily intended to provide the members an opportunity to interact with program personnel, evaluate the program's learning environment, and assess the progress of the program's goals and initiatives.

Advisory committees should strive to streamline formal face-to-face meetings as much as possible. Industry professionals will demand that you utilizing their time and expertise efficiently. Providing materials for review in advance, either by email, regular mail, or other digital technologies, can ensure that meeting time is reserved for interactive discussions and decision-making.

#### How do I best communicate the schedule of meeting?

Organized meetings are one of the keys to a successful advisory committee. Establishing a meeting schedule at the beginning of the academic year will allow committee members to plan their calendars accordingly.

### Meeting Correspondence Steps:



#### Template Section Resources:

- [Sample Save the Date](#)
- [Sample Information/Agenda Letter for Advisory Member](#)

### **How often should my committee meet?**

Each committee must meet a minimum of two times annually. (*Electronic meetings are acceptable*). The work plan will dictate the number of meetings. Meetings should NEVER be called simply for the sake of holding a meeting.

### **What is the attendance requirement?**

Attendance must be tracked and members who are not able to make the agreed upon number of meetings should be dismissed from the committee.

Every committee should occasionally invite the instructional chief executives (e.g., chancellors, presidents, superintendents, or principals) to participate at their meetings. The presence of executive personal underscores the importance of the committee and the value of the program within the community. During meetings with executive attendance, members should feel welcome to provide feedback regarding institutional issues that impact the program's capacity to meet the student's instructional needs.

***NOTE:** Committee members enjoy interactions with the students in the program! Invite students to meetings on a regular basis to: give presentations, allow time for mock interviews or other interactions, and provide students the opportunity to serve on a discussion panels.*

### **When is the best time to schedule meetings?**

Meeting times should be convenient for the business/industry members and scheduled as far in advance as possible. Regardless of what time a meeting is scheduled, most members will appreciate refreshments.

### **How long should each meeting last?**

A meeting does not need to be long to be effective. The constant should be quality of content, not time. Most meetings will last one to two hours given the nature of the agenda. When it comes to scheduling, most committee leaders generally underestimate the time required to facilitate meaning meetings as well as the time members are willing to commit.

### **Where should I have my meetings?**

More important than where the meeting is held is to communicate the schedule of the meetings with as much notice as possible. Meetings can be held at educational institutions, a local restaurant, or the company. Regardless, the location should be whatever is most convenient for the majority of the committee's members.

### **Do we need subcommittees?**

Subcommittees are a great way to tackle large or specific issues and avoid redundancy during meetings. Subcommittees may be responsible for researching topics and presenting the committee with recommendations for voting or other consideration.



# Meetings

Meeting discussions should focus on the agenda, and every attempt should be made to involve each member. Time should be allowed for open, free discussion on the strengths and weaknesses of the program. The committee chair should be able to draw on the expertise of individual committee members and not let any one member or school official dominate the discussion.

## Why should I establish ground rules for meetings?

The committee should establish meeting ground rules so that all committee members have common knowledge for how meetings will be conducted. Ground Rules should be agreed upon annually by the committee and be kept as part of the committee handbooks. These rules could include the following:

- Encourage everyone to participate equally
- Share ideas freely
- Provide constructive suggestions rather than negative criticisms
- Stay on track and on time
- Be concise

## What should my role be for the advisory committee meetings?

The program teacher/faculty/program director's role is to:

- provide clarifying information to the members
- listen to the committee's recommendations and feedback

*Facilitation of the meeting should be done by the committee chair!*

## Template Section Resources:

- [Meeting Checklist](#)
- [Sample Agenda](#)
- [Minutes Template](#)
- [Effective Meeting Evaluation](#)

### ***Snapshot from the Field***

Our Ag Ed advisory committee (consortium) is composed of numerous leaders within every facet of the industry, which includes a variety of local agriculture professionals. This Ag Ed advisory committee has been operating since 2002, meeting at least four times a year to discuss goals that are in place now to ensure student success. In order to maximize the available resources for students to choose a valuable SAE, which will teach them skills pertinent to their future career, the agriculture department has implemented ways to ensure our students will have a great SAE experience.

Two years ago, we restructured the advisory committee to encompass a grants manager. The primary purpose for the grants manager is to seek out and initiate grants for the program and maintain a grants notebook. Hopefully with this person in charge of grants, the program will be able to sustain our forecasted budget crunches.

*Cody Weber, Agriculture, Limon High School*



## Meeting Dynamics

Well-organized meetings add to the advisory committee's effectiveness. Busy committee members are more likely to remain involved when their time is used well. An evaluation should be given after each meeting.

### Tips for Streamlining Meetings

#### 3.1

- Make sure you have an Agenda for every formal meeting.
- Agendas and meeting materials should be distributed ten working days prior to each meeting.
- Meeting agendas should have regularly scheduled topics (agenda samples)
- Set the tone for the meeting.
- Put times down on the agenda if you have trouble staying on task.
- Make sure that any equipment/technology you are using for conducting the meeting is ready to go in advance (i.e. phone conference capabilities are already on.)
- Start and end on time.
- Give each committee member a notebook to store all their documentation and encourage them to bring the notebooks to each meeting. (This allows you to review any old discussions items quickly.)
- Try to identify "theoretical discussions" and make sure those items are saved for the end of your agenda. Likewise, make sure all of your "action" items occur toward the first half of the meeting.
- If possible, assign any individual tasks or information gathering prior to the meeting. This will eliminate unnecessary meetings.
- Give an end of meeting evaluation.

#### Template Section Resources:

- [Meeting Evaluation Template](#)

## Meeting Minutes: It's a Process

All advisory committees and subcommittee meetings must have written minutes. Minutes are the official record of the committee's activities. They help members understand the group's progress, concerns, decisions, and actions. Copies of all agendas and past meeting minutes should be on record with the secretary, with the department head, and/or on the advisory committee's or educational institution's website. (Note: Public access to advisory committee meeting minutes is a requirement for accreditation.)



### What should be on the agenda?

The agenda should follow the [PROGRAM OF WORK](#) for the year and encompass all aspects of the program. Focusing on a variety of issues will keep conversations productive and stimulating. Meeting foci commonly include: resource generation, student learning initiatives, student demographics and trend data, facility resources, intern and graduate placement, faculty and student recruitment and retention, forecasting of employment opportunities and strategic planning, curriculum and student assessment, program policies and procedures, and professional development opportunities.

Committees should focus discussion on what the program should be doing instead of on what the program is currently doing well.

### Am I required to have meeting minutes?

Yes, All Advisory Committees are required to keep the minutes from each meeting on file with the CTE director. Advisory Committee meeting minutes (with program specific guidance) must be kept on file for the previous five years or back to date of approval for new programs. Meeting minutes should capture action items and other critical information that occurred during the meeting.

### What will happen to my program if minutes are not recorded?

Programs found not to be in compliance with these requirements may be placed on a one-year conditional approval by the CCCS program director. If conditional requirements are not met, approval will be revoked. For more information, see the [Administrator's Handbook](#).)

#### *Snapshot from the Field*



My advisory consists of day care directors and they know exactly what to look for in an employee. I use my advisory committee to conduct mock interviews for my students which gives my students a more realistic mock interview. The advisory committee members coach and help my students so that when it is time for an actual interview, the students are more prepared. Because my students know their interviewers are actually able to hire them, they also prepare better for the interview.

Several years ago my school had a program-wide interviewing contest. We used members from several different program advisory committees to do this contest. I used my committee to help my students prepare and the students entered in the contest they won top honors even with different interviewers. My advisory committee members also help judge CTSO projects for competitions.

Kathy Ardueser, Early Childhood Educator

## Communication Strategies

Advisory committees should create communication channels that help to maintain close employer-educator relationships that go beyond those established through formal meetings. The ability of the committee to make decisions *during* meetings will depend to a large extent on how well the members communicate *between* meetings. Don't hesitate to involve committee members in all school or college events, such as fundraisers and exhibitions. Notifications on activities at the school/college work well to broaden the advisory committee member's knowledge about the overall institution not just the specific program.

Communication Strategies	
<i>Impact documents</i>	<ul style="list-style-type: none"><li>• One-page snapshots that keep the committee updated on current events</li><li>• Informal: compact, typically one page, shared through email or posted on website</li><li>• Internal press releases; updates on new activities, processes, and/or results</li></ul>
<i>Periodic highlights</i>	<ul style="list-style-type: none"><li>• Typically one-page; covers a time period (month or semester)</li><li>• Summary of major activities or accomplishment</li></ul>
<i>Annual report</i>	<ul style="list-style-type: none"><li>• Include general student outcome data (how many students are in the pathway, how many graduated, etc.)</li><li>• Concise information on significant program and committee accomplishments</li><li>• Disseminate to members and the community</li></ul>
<i>Newsletters</i>	<ul style="list-style-type: none"><li>• Impact documents such as periodic highlights and annual reports can be distributed in the form of newsletters</li><li>• Assembly and layout of the newsletters could be assigned as student projects</li></ul>

## Using Technology for Communication

Most people conduct meetings as the prime way to communicate because a face-to-face meeting is comfortable for them, but that method may not be the best for using the committee's time wisely. Listed below are some categories and descriptions of some connective technologies that you might consider using in communicating with your advisory committee:

<b>Using Technology for Communication</b> <b>3.2</b>		
<b>Technology</b>	<b>Description</b>	<b>Examples</b>
1. Blogs	A blog is an on-line journal that you share with other people. People can post entries and others can read, write, or edit this journal. You can develop a blog for your existing website or there are several sites that offer free blog hosting.	<a href="http://www.blogger.com">www.blogger.com</a> <a href="http://www.livejournal.com">www.livejournal.com</a> <a href="http://www.wordpress.com">www.wordpress.com</a> <a href="http://www.twitter.com">www.twitter.com</a> <a href="http://www.edmodo.com">www.edmodo.com</a> <a href="http://www.grouptweet.com">www.grouptweet.com</a>
2. Collaborating & file sharing	Allows you to create and share your work online. Applications include documents, spreadsheets and presentations. You can upload from and save to your desktop, edit anytime and from anywhere, and choose who can access your documents.	<a href="http://www.google.com">www.google.com</a>
3. Groups and listservs/email	The Internet provides a fast and efficient medium for communication between committee members and for committee management. Groups allow a set of people to have discussions about common interests. Groups can discuss, upload, and share files.	<a href="http://www.groups.google.com">www.groups.google.com</a> <a href="http://www.groups.yahoo.com">www.groups.yahoo.com</a> <a href="http://www.gmail.com">www.gmail.com</a> <a href="http://www.hotmail.com">www.hotmail.com</a>
4. Meeting schedulers and invitations	A meeting schedule is an online productivity tool that allows you to arrange and schedule meetings (and other events). Usually the tool sends out invitations to participants proposing times; summarizes their responses; updates you on the results; sends confirmations and reminders prior to meetings.	<a href="http://www.doodle.com">www.doodle.com</a> <a href="http://www.evite.com">www.evite.com</a> <a href="http://www.meetingwizard.com">www.meetingwizard.com</a>
5. Online surveys, polls, and registrations	You can create and publish customized surveys in a short amount of time. You send out invitations to the survey via email and the participants can go online to take the survey. Services allow you to collect, sort, and analyze the responses. This would be an excellent tool to survey your business partners on hiring trends, skill needs, or just about anything related to information that you need from them.	<a href="http://www.surveygizmo.com">www.surveygizmo.com</a> <a href="http://www.surveymonkey.com">www.surveymonkey.com</a> <a href="http://www.google.com">www.google.com</a> (Google Docs and Forms)
6. Podcasting	Podcast is a buzzword to describe downloading audio or video files from the Internet to a portable device (iPod or MP3 player). You might wish to video a meeting or a workshop so that others who could not attend can see it in a podcast form.	

## Using Technology for Communication

### 3.2

Technology	Description	Examples
7. RSS news feeds	RSS stands for Really Simple Syndication. It's an easy way for you to keep up with news and information that's important to you, and helps you avoid the conventional methods of browsing or searching for information on websites.	<a href="http://www.feedforall.com">www.feedforall.com</a> <a href="http://www.digg.com">www.digg.com</a>
8. Social networks	A social network site is an online community of people who have a common interest. Your advisory committee could build a profile (who, what, where, why) and then share files, have a discussion, and even have subgroups (subcommittees).	<a href="http://www.facebook.com">www.facebook.com</a> <a href="http://www.Linkedin.com">www.Linkedin.com</a> <a href="http://www.twitter.com">www.twitter.com</a> <a href="http://www.ning.com">www.ning.com</a>
9. Teleconference	Teleconference is a telephone between participants in two or more locations. Teleconferences are similar to telephone calls, but they can expand discussion to more than two people. This works well for small subcommittee meetings.	<a href="http://www.instantconference.com">www.instantconference.com</a>
10. Text messaging	Texting is the common term for sending a brief text message over cell phones. This would be a great way to remind someone of a meeting on the day of the meeting.	Individual cell phone plans
11. Video sharing/ Video blogging	Allows you to post and download videos.	<a href="http://www.youtube.com">www.youtube.com</a>
12. Web conferencing or Video conferencing and VOIP	Web conferencing tools allow you to meet online rather than in a conference room. A webinar is a neologism to describe a specific type of web conference. It is typically one-way, from the speaker to the audience with limited audience interaction, such as in a webcast. A webinar can be collaborative and include polling and question-and-answer sessions to allow full participation between the audience and the presenter. VOIP technology allows you to make telephone calls over the Internet (converts voice signals into data streams that are sent over the Internet and converted back to audio by the recipient's computer).	<a href="http://www.webex.com">www.webex.com</a> <a href="http://www.skype.com">www.skype.com</a> <a href="http://www.gotomeeting.com">www.gotomeeting.com</a>
13. Website	If the program has a link on the institution's website, the committee should be able to make good use of it. Ideally, it would provide at least two links:  Public access link—This link would lead the viewer to information that is of interest to the public, such as general information on the program and the activities of the committee.  "Committee members only" link—This link would provide a connection point for committee and subcommittee members. This is the equivalent of the "back office" area reserved (by password protection) exclusively for authorized personnel.	*Check with your institution

## Using Technology for Communication

### 3.2

Technology	Description	Examples
14. Wikis	A wiki is basically a website that allows everyone who registers to add and change content. The most common wiki application is Wikipedia, an online encyclopedia. Wikis are easy to use as all you need is a computer, a web browser, and an Internet connection—no software, no website skills—to begin having very interactive communications with many people simultaneously.	<a href="http://www.wikispaces.com">www.wikispaces.com</a> <a href="http://www.wikipedia.com">www.wikipedia.com</a> <a href="http://www.wikspot.org">www.wikspot.org</a>

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## IV. Program of Work

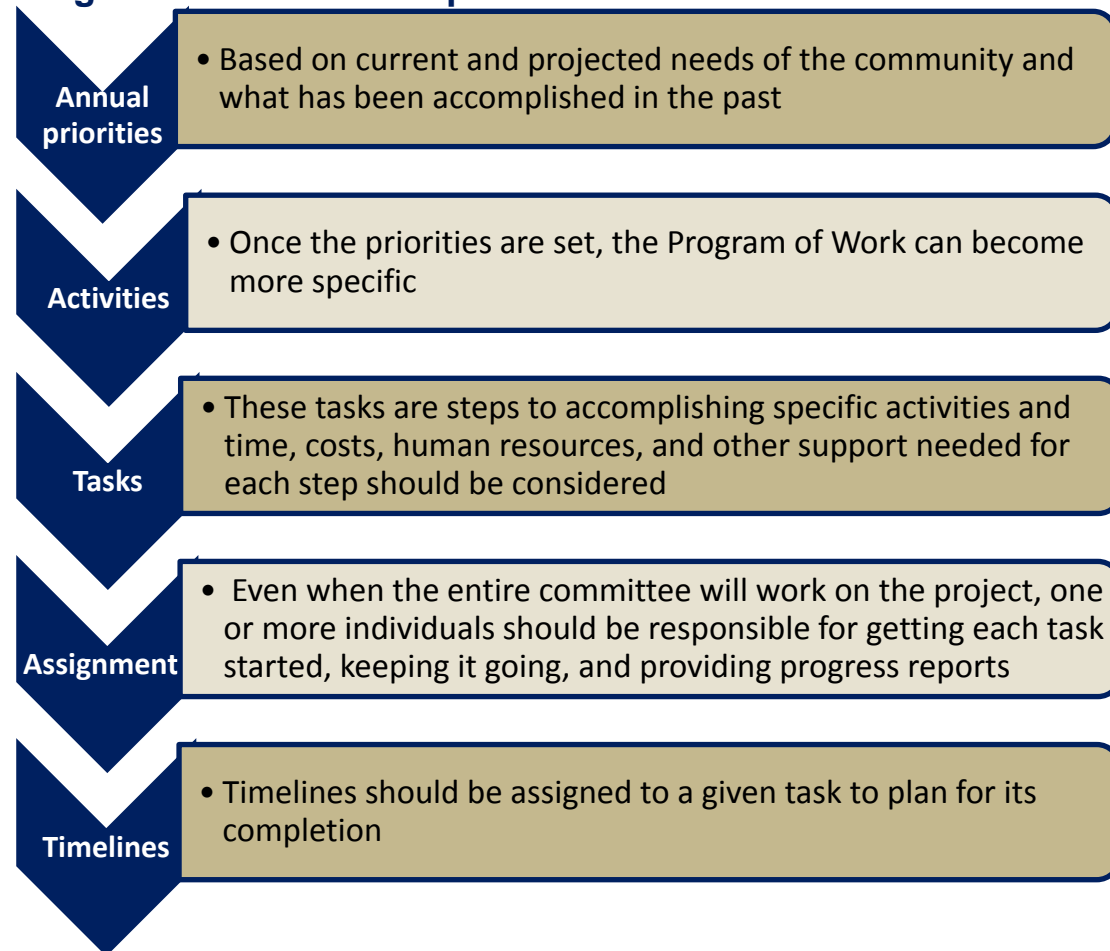
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### Planning a Program of Work

A Program of Work is a systematic review of the program's goals, curriculum, activities, funding, and resources with the overall goal of assessing the program's effectiveness and sustainability. Program Advisory Committee members need to be willing to discuss all aspects of the student's development rather than just the industry's expectations of technical attainment.

To this extent, the committee will need to develop a Program of Work to accomplish its goals. The advisory committee's program of work should complement and incorporate the program's five-year plan, which requires an annual review and response by the advisory committee.

### Program of Work Development



#### Template Section Resources:

- [Program of Work Template](#)
- [Subcommittee Objectives and Strategies](#)





## Establishing a Program of Work

Because the Program of Work includes all activities in which members want to be involved, it should be based on the collective interests of the advisory members. Members will support what they help create. If only the committee chair and faculty advisor design the Program of Work, committee members may not be as committed. By involving all members in the development of the Program of Work, the activities likely will receive greater acceptance by the entire committee membership. Balance is an important quality in evaluating a committee's Program of Work. A good program of work includes the following types of activities:

<b>Curriculum Review &amp; Revision</b>	<ul style="list-style-type: none"><li>• Modification of existing programs</li><li>• Identify new or emerging fields</li></ul>
<b>Staff Development</b>	<ul style="list-style-type: none"><li>• Provide in-service activities for instructors</li><li>• Open industry-based training to instructors</li><li>• Support instructors' memberships or participation in trade associations</li></ul>
<b>Career Development and Work-Based Learning</b>	<ul style="list-style-type: none"><li>• Occupation-related field trips</li><li>• Job shadowing</li><li>• Cooperative Education</li><li>• Clinical Internship (paid or unpaid)</li><li>• Simulation</li><li>• Laboratory Method</li><li>• Paid/Unpaid Work Experience</li><li>• Career and Technical Student Organization</li></ul>
<b>Marketing and Advocacy</b>	<ul style="list-style-type: none"><li>• Interpret the career pathway and/or industry sector to the community</li><li>• Serve as an advocate of the career pathway</li><li>• Seeking legislative support for the career pathway</li></ul>
<b>Recruitment, Mentoring, &amp; Placement</b>	<ul style="list-style-type: none"><li>• Recruitment</li><li>• Student outcomes</li><li>• Placement</li><li>• Mentoring</li></ul>
<b>Resources</b>	<ul style="list-style-type: none"><li>• Provide advice on new technology and/or equipment</li><li>• Provide advice on facilities or physical layout</li><li>• Share libraries of visual aids, books, and magazines</li><li>• Donation of equipment</li></ul>

**What happens when advisory members disagree on the best course of action?**

The goal of the committee is to reach consensus on the major items involved in the program of work for the year. Occasionally, consensus cannot be reached. (Sometimes, a program goal can't be realized due to other limitations as well.) In those cases, the program's administrator should determine the best course of action, and then notify committee members as to why a specific recommendation could not be followed.

**How do I determine my advisory committee performance?**

The effectiveness of the committee is determined mainly by identifying whether the objectives set out in the program of work have been met.

**Template Section Resources:**

- [Five-year Plan Template](#)
- [Annual Report](#)

# Program of Work Assessment

## Resource 4.1

NA = Not Applicable;  
1= Strongly Disagree; 2 = Disagree;  
3= Neutral;  
4= Agree; 5= Strongly Agree

	N A	1	2	3	4	5
Priorities and objectives clearly established.						
Activities of the committee help to meet the established priorities or objectives.						
The scope for the program of work was realistic.						
Planning tasks for each activity clearly defined.						
Individual responsibilities were clearly described.						
Timelines for each planning task were clearly established.						
Outcomes have resulted from the program of work.						
Committee has provided direction and input regarding program equipment and resources.						
Committee has provided resources and/or equipment to the program.						

## Self-Evaluation Tool\*

### Resource 4.2 - \*Adapted from Thompson School District

Element	Rating	Meets	Exceeds <i>Exceeds</i> includes elements from the <i>Meets</i> .	Excellent <i>Excellent</i> includes elements from <i>Meets</i> and <i>Exceeds</i> .
<b>Membership</b>	<ul style="list-style-type: none"> <li>Meets</li> <li>Exceeds</li> <li>Excellent</li> </ul>	Membership consists of at least 51% industry professionals. Membership list is maintained, current, reported to CTE office annually.	Membership represents active leaders in the community and contributes to the economic development of the community. Membership represents both genders and the ethnic diversity of the community.	Membership consists of key influencers while provides for strong leadership, networking and continuous recruitment of quality new members that hire completers.
<b>Meetings &amp; Agenda</b>	<ul style="list-style-type: none"> <li>Meets</li> <li>Exceeds</li> <li>Excellent</li> </ul>	Agenda is created with input from members and is sent to members prior to meetings. Meetings are held two times per year.	Meetings are held more than two times per year. Agenda is a collaborative effort between industry members and the educational community and reflects the goals and purpose of the CTE program.	Meetings are held four or more times per year and include a discussion of the industry standards and trends.
<b>Minutes</b>	<ul style="list-style-type: none"> <li>Meets</li> <li>Exceeds</li> <li>Excellent</li> </ul>	Minutes reflect general meeting discussion as recorded and are submitted to CTE office at least twice per year.	Minutes summarize the meeting accurately and are done by an assigned member or elected committee secretary.	Minutes are sent to members within two weeks following the meeting and are approved at the next meeting as a part of the agenda.
<b>Committee Chair</b>	<ul style="list-style-type: none"> <li>Meets</li> <li>Exceeds</li> <li>Excellent</li> </ul>	Chair presides over meeting.	Chair presides over meeting and assists educators with regular communication between advisory committee members.	Chair represents the committee at local/state or national meetings. Chair is an advocate for the program.
<b>Participation Level</b>	<ul style="list-style-type: none"> <li>Meets</li> <li>Exceeds</li> <li>Excellent</li> </ul>	Members serve as guest speakers, providing field trip sites, or job shadows for programs.	Members and educators regularly correspond.	Members provide information and experiences to prepare students for challenging careers and partner with faculty to improve student skills and academic performance.

<b>Curriculum Decision Making and Industry Trends</b>	<ul style="list-style-type: none"> <li>• Meets</li> <li>• Exceeds</li> <li>• Excellent</li> </ul>	Committee reviews curriculum and gives general feedback.	Committee reviews materials, equipment and textbooks before purchase and advocates recommends changes as needed to keep up with the industry.	Committee members work collaboratively with faculty to improve or develop curriculum when needed as industry trends change.
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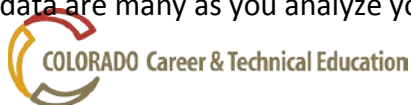
## Program Data Evaluation

The advisory committee should develop an Annual Report each year and the report should summarize the Committee's work as well as the program's student statistics. The advisory committee members should have copies of the latest VE-135 student data for the program. Report contents should summarize the following (if applicable):

- Advisory Committee Meeting dates and major topics
- List of program areas or pathways
- Labor Market Data
- Student Statistics
- Industry recognized credentials or certificates available to students within the program
- Curriculum information and/or changes
- Program pass rate
- Transition rates
- Industry credentials obtained by students (type and number/percent)
- Graduate employee survey information
- Projected enrollment information for following year/waitlist information
- Program or Committee Accomplishments
- CTSO highlights
- Goals for next year

### What Program Data should I share with my Advisory Committee?

Program data should be reviewed on an annual basis and is available from both the Perkins reporting requirements and the CCCS CTE Program Approval process. This data is summarized from the VE-135 data that is reported annually. The definitions for each of the data metrics are available on the CCCS website at [www.Coloradostateplan.com](http://www.Coloradostateplan.com) and program data can be easily obtained from the CCCS CTE Program Approval portal. It is also highly recommended that you include many other forms of data sources in program review such as graduate and employer surveys; any discipline assessment (test) results; program goal and benchmark attainment; etc. The benefits of analyzing program data are many as you analyze your program effectiveness and set goals for



improvement. Program data allows for making practical, informed decisions that will result in improved student achievement which is the ultimate goal of every CTE program!

### **How do we read and interpret data?**

The following chart summarizes the process and questions that the committee can use to look at the program's data. It is important to consider entry and exit points along the educational continuum as well as evaluate the overall climate of the industry.

### **Template Section Resources:**

- [Annual Report Template](#)

## Program Data Review

### Resource 4.3

#### Bring the following Data to the Table for Discussion:

Graduates/Completers from the specific programs (secondary and postsecondary)

Transition rates in the program from secondary to postsecondary

Transition rates from adult basic education to the program

Academic data for program participants

**Academic and Industry Ladder Comparison:** Compare the academic to the industry career ladder. Do they match?

**Academic Ladder:** Are there gaps on the academic ladder that make it hard for some students to progress from one level to the next? If so, there may be a need for bridge programs.

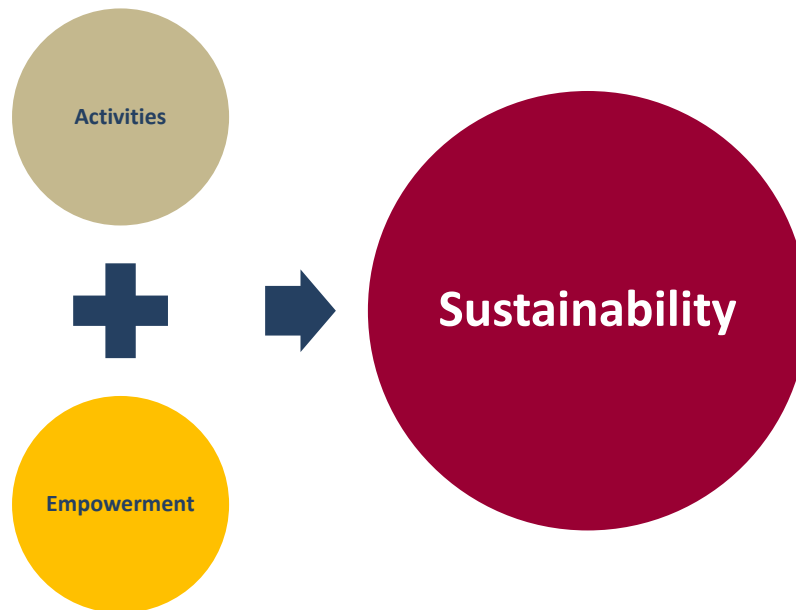
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## V. Sustainability

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### **My Advisory Committee is up and running, how do I keep it effective?**

Establishing an advisory committee is only the first step. To be effective, the committee must become and remain active. Setting and reaching goals and objectives enhance the effectiveness of an advisory committee.



The biggest sustainability factor for any committee is empowerment. You empower your committee by carrying out the following tasks:

- Selecting well-informed, highly motivated members
- Choosing effective governance structure and personnel
- Delegation of responsibilities as appropriate



### What do you suggest for committee recommendations and feedback?

The end product of all advisory committee activities is a set of recommendations for continuous improvement of the program. Many advisory committees write a formal recommendation letter to the institution's administration that is signed by the committee chair on behalf of the entire committee. Feedback on the recommendations can be an important motivational tool for advisory committees. Members want to do the "right thing" and are encouraged when they see tangible results from their recommendations.



*Help—No one comes to meetings! What do I do?*

Time Commitment	Value	Response
<ul style="list-style-type: none"><li>• Many times it is just a time commitment, but if one digs deeper into the “time issue” you can usually find an underlying theme.... <i>“it’s not worth my time.”</i></li></ul>	<ul style="list-style-type: none"><li>• There must be value for a business person to take time (<i>time is money</i>) out of their busy day to spend it with education.</li><li>• Ask them to do a specific project or task outside the meeting with results/progress.</li></ul>	<ul style="list-style-type: none"><li>• Education must be willing to <i>“listen to the customer”</i> and <i>“respond to the customer.”</i></li></ul>

## Member Appreciation

Rewards and recognition are especially important to advisory committees because members are not paid for their efforts. *One of the best rewards is to ask for advice and respond to it.* Recognizing significant individual contributions is also important, especially when the individual expends resources in service to a program.

Simple ways to recognize members:

- Certificates of Appreciation
- Display names on bulletin board or plaque
- Letter of Appreciation to their employer
- Invitations to events
- Memberships in campus fitness centers
- Library access
- Highlight accomplishments in press releases or newsletters
- Invite members to visit programs to see implementation
- Include names in program literature
- Include business member links on program website/communication tools

### Template Section Resources:

- [Sample Postsecondary Advisory Board Member Benefits Certificate](#)
- [Sample Secondary Advisory Board Member Benefits Certificate](#)
- [Sample Thank You Letter to Board Member](#)



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## VI. Templates and Forms

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The numbered resources are interspersed throughout this document. The forms and samples of other related documents can be found in this section. To download a resource as a Microsoft Word file, visit [www.coloradostateplan.com](http://www.coloradostateplan.com).

### *Advisory Committee Development:*

[Resource 1.1 How Can Your Advisory Committee Help the Program?](#)

[Resource 1.2 Specific program aspects where advisory committee members may be able to provide input and resources](#)

[Resource 1.3 Where to find committee members?](#)

[Sample program information sheet](#)

[Sample advising sheet](#)

[Sample invitation letter](#)

[Sample confirmation letter](#)

[Sample thank-you letter, non-selected applicants](#)

### *Committee Structure and Organization:*

[Resource 2.1 Committee Setup Checklist](#)

[Resource 2.2 Structure of Advisory Committee](#)

### *Effective Meetings:*

[Sample "Save the Date"](#)

[Sample Information and Agenda letter for advisory board member](#)

[Meeting checklist](#)

[Sample agenda \(1\)](#)

[Sample agenda \(2\)](#)

[Meeting minutes sample](#)

[Meeting minutes template](#)

[Effective meeting evaluation](#)



[Bylaws template \(1\)](#)

[Bylaws template \(2\)](#)

[Formalizing Structure of Bylaws Resource](#)

[Resource 3.1 Tips for Streamlining Meetings](#)

[Resource 3.2 Using Technology for Communication](#)

### ***Program of Work:***

[Program of Work template](#)

[Subcommittee Objectives and Strategies](#)

[Annual Report \(1\)](#)

[Annual Report \(2\)](#)

[Five-year plan template](#)

[Resource 4.1 Program of Work assessment](#)

[Resource 4.2 Self-evaluation tool](#)

[Resource 4.3 Program data review](#)

### ***Sustainability:***

[Sample postsecondary advisory board member benefits certificate](#)

[Sample secondary advisory board member benefits certificate](#)

[Sample thank you letter to board member](#)



# Sample Program Information Sheet Mortuary Science AAS

## Associate of Applied Science Degree

CIP 120301 (MOR)

Mortuary Science is a field of human and community service which offers a variety of work, intellectual challenge and satisfaction of helping the bereaved through life's most trying period. The program prepares individuals to become a mortuary science practitioner, funeral director and embalmer.

The Associate of Applied Science in Mortuary Science degree at Arapahoe Community College is accredited by the American Board of Funeral Service Education (ABFSE). The Board can be reached at 3432 Ashland Ave., Suite G, St. Joseph, Missouri 64506, 816.233.3747. Upon successful completion of the program students must sit for the National Board Exam before receiving their degree as required by the ABFSE.

## Admission Requirements

- Admission to Arapahoe Community College
- Complete a Mortuary Science application
- Interview with the Mortuary Science Department Chairperson if requested.
- Students should review course descriptions for prerequisites and co-requisites before enrolling.

## Aims and Purposes:

The ACC Mortuary Science Program recognizes mortuary science personnel as:

- Members of a human services profession.
- Members of the community in which they serve.
- Participants in the relationship between bereaved families and those engaged in the funeral service profession.
- Professionals knowledgeable of and compliant with federal, state and local regulatory guidelines.
- Professionals sensitive to the responsibility for public health, safety and welfare in caring.

## In addition, the program objectives are:

To enlarge the background and knowledge of students about the funeral service profession.

- To educate students in every phase of funeral service and to help enable them to develop the proficiency and skills necessary of the profession.
- To educate students concerning the responsibilities of the funeral service profession to the community at large.
- To emphasize high standards of ethical conduct.
- To provide a curriculum at the postsecondary level of instruction.
- To encourage research in the field of funeral service.

## Program Requirements

### General Education Courses

(27 credit hours)

<a href="#">ACC 121</a>	Accounting Principles I	4
<a href="#">BIO 201</a>	Human Anatomy and Physiology I (GT-SC1)	4
<a href="#">BIO 202</a>	Human Anatomy and Physiology II (GT-SC1)	4



<a href="#">BUS 216</a>	Business Law and the Legal Environment	3
<a href="#">COM 125</a>	Interpersonal Communication	3
<a href="#">ENG 121</a>	English Composition I (GT-CO1)	3
<a href="#">MAN 128</a>	Human Relations in Organizations	3
<a href="#">PSY 101</a>	General Psychology I (GT-SS3)	3
Major Courses*		(39 credit hours)
<a href="#">HPR 240</a>	Role of Death and Bereavement in Society	3
<a href="#">MOR 100</a>	Introduction to Funeral Service	3
<a href="#">MOR 210</a>	Embalming Theory I and Lab	4
<a href="#">MOR 215</a>	Funeral Merchandising	3
<a href="#">MOR 220</a>	Mortuary Law and Compliance	3
<a href="#">MOR 224</a>	Thanatobiology/Pathology	4
<a href="#">MOR 225</a>	Embalming Theory II and Lab	4
<a href="#">MOR 230</a>	Restorative Art and Lab	4
<a href="#">MOR 235</a>	Funeral Directing and Counseling	3
<a href="#">MOR 243</a>	Thanatochemistry**	3
<a href="#">MOR 260</a>	National Board Review	1
<a href="#">MOR 280</a>	Funeral Service Internship	4
<b>Total</b>		<b>66 credit hours</b>

\*HPR 240 and MOR 100 are open enrollment; enrollment in all other Major Courses requires official acceptance into the Mortuary Science program.

\*\*All science courses cannot have been completed more than seven years prior to enrolling in [MOR 210](#). Similar courses taken at accredited institutions will be reviewed on a case-by-case basis.

#### Graduation Requirements

- All MOR courses must be completed within four years of starting the Major Courses.



COLORADO Career & Technical Education

- All major, general education and other courses required for this degree must be completed with a "C" or better to meet graduation requirements (major courses may only be repeated once).
- Completion of the National Board Exam.
- To graduate, students must apply for graduation and complete the graduation survey (available via myACC). (form available at [www.arapahoe.edu/graduation](http://www.arapahoe.edu/graduation))
- After applying for graduation, all correspondence to a student about the status of their program conferral will be sent to their student email address only.
- As a graduate of a Career and Technical Education program you will be contacted by an ACC employee in approximately six months to verify your employment information. This information gathering is a federal requirement to ensure that ACC receives certain federal funding.

## Sample Advising Sheet

### Northeastern Junior College

#### AG BUSINESS/AG ECONOMICS/FARM & RANCH MGMT

#### Two-Year A.G.S. Degree

Minimum 62 semester hours of approved course work

#### Program Advisement Guide



NORTHEASTERN  
JUNIOR COLLEGE

Name \_\_\_\_\_

SSN \_\_\_\_\_

Date \_\_\_\_\_

Advisor \_\_\_\_\_

Catalog \_\_\_\_\_

2009-2010

Sem.Cr Course

#### PROGRAM REQUIREMENTS

- |   |                                  |       |
|---|----------------------------------|-------|
| 3 | AGE 102 Ag Economics             | _____ |
| 3 | AGE 205 Farm & Ranch Mgmt AND    | _____ |
| 3 | AGE 208 Ag Finance <sup>Sp</sup> | _____ |
| 3 | ECO 201 Macroeconomics           | _____ |
| 4 | AGY 100 General Crops AND/OR     | _____ |
| 3 | ASC 100 Animal Science           | _____ |

#### RECOMMENDED ELECTIVES

- |   |                                  |       |
|---|----------------------------------|-------|
| 3 | AAA 109 Adv. Acad. Achievement   | _____ |
| 3 | CIS 118 Intro to PC Applications | _____ |
| 4 | ACC 121 Principles of Accounting | _____ |
| 3 | MAT 135 Statistics               | _____ |

#### AGRICULTURAL ELECTIVES

- |   |  |       |
|---|--|-------|
| 3 | AGE 210 Ag Marketing <sup>Fa</sup>         | _____ |
| 4 | AGY 240 Intro to Soil Science              | _____ |
| 3 | AME 151 Fundamentals of Welding            | _____ |
| 4 | ASC 225 Feeds and Feeding                  | _____ |
| 3 | ASC 250 Lvst & Carcass Eval. <sup>Sp</sup> | _____ |
| 3 | RAM 205 Prin. Range Mgmt <sup>Fa</sup>     | _____ |

#### GENERAL CORE REQUIREMENTS

##### English/Speech(9 semester hrs)

- |   |   |       |
|---|---|-------|
| 3 | ENG 121 English Composition I               | _____ |
| 3 | ENG 122 English Composition II <sup>2</sup> | _____ |
| 3 | COM 115 Public Speaking                     | _____ |

##### Mathematics (8 semester hrs)

- |   |   |       |
|---|---|-------|
| 4 | MAT 121 College Algebra <sup>2</sup>    | _____ |
| 4 | MAT 125 Survey of Calculus <sup>2</sup> | _____ |

##### Science (10 semester hrs)

- |   |                                   |       |
|---|-----------------------------------|-------|
| 5 | BIO 111 Gen College Biology I     | _____ |
| 5 | CHE 107 Fundamentals of Chemistry | _____ |

<sup>1</sup>Some classes are offered once per academic Year

Fall-Fa Spring-Sp Summer-Su

This is an advising sheet and does not register you for classes!

Added or dropped courses may not be reflected on this sheet.

Sem.Cr

#### Historical Perspectives (3 sem hrs)

- |   |  |       |
|---|--|-------|
| 3 | HIS 101 or 102 West Civ I or II                            | _____ |
| 3 | HIS 111 or 112 World Civ I or II                           | _____ |
| 3 | HIS 201 or 202 U.S. Hist I <sup>3</sup> or II <sup>3</sup> | _____ |

#### Arts/Humanities (6 sem hrs)

- |   |  |       |
|---|--|-------|
| 3 | ART 110 Art Appreciation                 | _____ |
| 3 | ART 111 or 112 Art Hist I or II          | _____ |
| 3 | HUM 121, 122, 123 Surv of Hum. I,II, III | _____ |
| 3 | LIT 115 Intro to Literature              | _____ |
| 3 | MUS 120 Music Appreciation               | _____ |
| 3 | MUS 121 or 122 Mus Hist I or II          | _____ |
| 3 | PHI 111 Intro to Philosophy              | _____ |
| 3 | PHI 113 Logic                            | _____ |

<sup>\*</sup> Must select two different prefixes

#### Global and Cultural Awareness (3 sem hrs)

- |   |                              |       |
|---|------------------------------|-------|
| 3 | AGR 280 World Int.Pop & Food | _____ |
|---|------------------------------|-------|

#### Physical Education (2 sem hrs)

- |                                |                          |       |
|--------------------------------|--------------------------|-------|
| 1                              | PED 112 Conditioning Lab | _____ |
| (Enables students to use BCEC) |                          |       |

1

#### Credits Earned to Date

Transferred	_____
1st Semester	_____
2nd Semester	_____
3rd Semester	_____
4th Semester	_____
Total	_____

#### Educational Goal \_\_\_\_\_

<sup>2</sup>Check on Prerequisites

<sup>3</sup>Fulfills U.S. Public Values and Institutions category at CSU

NOTE: This guide is designed for transferring to CSU. If you are transferring to another institution, please provide your advisor with a catalog from that institution. The requirements for receiving an AGS from NJC are less than the requirements listed here. Please see the NJC catalog on AGS requirements.

Revised 12/7/2010



COLORADO Career & Technical Education



## *Sample Invitation letter*

Date

Ms. Linda Edwards, Deputy Mayor

City of Denver

213 West Lyons

Denver, CO 80230

Dear Ms. Edwards:

You have been recommended for membership on the Local Advisory Committee for the Marketing Education program. The committee is composed of business, industry and civic representatives from the community. The goal of the committee is to improve career and technical preparation for students by developing closer cooperation between business and education. Your knowledge of training needs and worker competencies would be valuable to the program.

There will be two or possibly three meetings a year. I will telephone you later this week about your potential commitment and to answer any questions you may have.

We invite you to become a member of the advisory committee. We look forward to working with you to advance the goals of our program and broaden opportunities for youth in the community. If you need additional information, please feel free to call me at 303.555.0000.

The committee looks forward to working with you.

Sincerely,

John Doe, Marketing Education Coordinator

Denver High School



## *Sample Confirmation letter*

Date

Mr. John Busher, Owner

Cellular World

10011 Colfax

Denver, CO 80230

Dear Mr. Busher:

Denver Public Schools thanks you for your willingness to serve on the local Advisory Committee for the Business Education program. Your experience in this field and active participation on the committee will contribute significantly to our effort to offer the best Business Education program possible.

Ms. Doe, Business Education Dept. Chair or D.B. Stone, Business Education Advisory Committee Chair will contact you to provide you with a tentative agenda and other materials. This meeting will help you better understand the role of the committee and how you can contribute. Thank you for your interest in Career and Technical Education.

Sincerely,

Administrator

Denver High School



*Sample thank you letter, non-selected applicant*

Date

Mr. Don Johnson, Assistant Vice President

Honeywell Corporation

134 South 36th Street

Denver, CO 80230

Dear Mr. Johnson:

Thank you for your willingness to serve on the Industrial Technology Program Advisory Committee. At this time, the current board member positions have been filled. Although you were not selected to serve on the board, I invite you to participate in the meetings and provide your feedback on strengthening our program.

I have enclosed the schedule of meetings for the year as well as the first meeting agenda.

Sincerely yours,

John Doe, Industrial Technology Instructor

Denver High School



# SAVE THE DATE

## Program Advisory Committee Meeting

**WHEN:** September 14, 2016

**WHERE:** Lowry Campus Conference Center  
1061 Akron Way (Building 697),  
Denver, CO 80230

**TIME:** 9am – 2pm  
Breakfast and Lunch provided

## Agenda to Follow



*Sample Information/Agenda letter for Advisory Board Members-print on letterhead*

Date

Mr. Don Johnson, Assistant Vice President

Honeywell Corporation

134 South 36th Street

Denver, CO 80230

Dear Mr. Johnson:

Thank you for your willingness to serve on the Industrial Technology Program Advisory Committee. I look forward to working with you and the other board members to strengthen our program in order to best prepare students for a career in industrial technology.

I am enclosing the schedule of meeting for this year as well as the agenda for the first advisory board meeting. If you should have any questions prior to the meeting, please contact me at 303-595-5500.

Sincerely yours,

John Doe, Industrial Technology Instructor

Denver High School



## Checklist for Advisory Committee Meeting

	Deadline	Person Responsible	√	Notes
Meeting date, time and location scheduled				
“Mark the Date” notice sent out				
Agenda developed				
Send letter to expected participant list to confirm attendance, distribute agenda, and provide directions to meeting (ten days before meeting)				
Reminder notice sent				
Room set up & technology ordered				
Refreshments ordered				
Conduct phone follow up to invitation in order to maximize attendance				
Send thank-you/follow-up letters to participants and non-participants				
Meeting notes sent out				
Press release; Group photo for your website – Optional				

## *Agenda Sample 1*

### INDUSTRIAL TECHNOLOGY ADVISORY COMMITTEE

CENTRAL HIGH SCHOOL - ROOM 2

2/22/16, 7- 9 pm

#### **Call to Order**

- Committee Chair

#### **Welcome and Introduction of Member and Guests**

- Committee Chair and Program Instructor

#### **Approval of Minutes**

#### **Role of the [Industrial Technology] Advisory Committee**

- Committee Chair

#### **Overview of the [Industrial Technology] Program and Tour of Facility**

- Instructor

#### **Unfinished Business**

- Report of Response to Previous Committee Recommendations
- Update on Program of Work for Year

#### **New Business**

- Discussion of a Program of Work
- Establish Time, Date and Location of Next Meeting
- Assess Equipment and Facilities

#### **Scheduling of Next Meeting**

- Committee Chair

#### **Adjourn**

## Agenda Sample 2

<div style="text-align: center;"> <b>Advisory Committee Agenda</b>   <b>Date</b>   <b>Location</b> </div>	
Typical Agenda items	Sample Agenda
<ul style="list-style-type: none"> <li>• Roll call</li> <li>• Introduction of guests</li> <li>• Approval of previous minutes</li> <li>• Summarization of unfinished business</li> <li>• Subcommittee reports</li> <li>• New business and reports of special interest</li> <li>• Miscellaneous discussion</li> <li>• Review of next meeting date and location</li> <li>Adjournment</li> </ul>	<p>Call to Order</p> <p>Roll Call</p> <p>Introductions of Guests</p> <p>Review &amp; Approval of Previous Minutes</p> <p>Unfinished business</p> <p>Continued discussion of curriculum changes</p> <p>Continued discussion of transition rates from secondary program</p> <p>Equipment Subcommittee Report: <i>Need Changes In The Lab</i></p> <p>WBL Subcommittee Report: Update on <i>Manual for Internships</i></p> <p>Adult Career Pathways Subcommittee Report: <i>Building a Bridge Program for Adult Education Learners.</i></p> <p>New business: Review of Textbooks</p> <p>Miscellaneous discussion and/or Other Items</p> <p>Plans for next meeting</p> <p>Adjournment</p>



## *Minutes Sample 1*

### **MINUTES – Date of Meeting:**

**Members present**—(List)

**Members absent**—(List)

**Others present**—(List)

**Call to order**—Committee Chair Keith Johnson called the meeting to order at 7 am and expressed appreciation for attendance and participation. Johnson stressed the importance of the committee’s continuing support and assistance on developing career ladders with industry recognized credentials. Dr. Jane Doe, College President, greeted the committee. She stressed the college’s work in the addition of more certifications.

**Minutes**—Minutes of the last meeting were approved as submitted.

**Unfinished business**—No unfinished business was brought before the committee.

**New business**—Chair Johnson asked the committee to make suggestions concerning “What are entry-level certifications needed by industry?” Ben Martinez indicated that a computer background would be helpful for employees. Eva Johnson further emphasized the need for computer training. She indicated that a job applicant with computer knowledge has an advantage. It was the consensus of the committee that expanded computer training should be added to the program as soon as possible. The chair was asked to appoint a subcommittee to investigate several kinds of computers and software for possible purchase. It was agreed that the subcommittee would report to the committee at the next meeting.

**Adjournment**—The meeting was adjourned at 8:15 am.

\_\_\_\_\_, Secretary

Template for Minutes	
<b>Date of Meeting:</b>	
<b>Members present:</b>	
<b>Members absent:</b>	
<b>Others present:</b>	
<b>Call to order:</b>	
<b>Previous Minutes Approved:</b>	
<i>Motion by:</i>	
<i>Second by:</i>	
<b>Unfinished business:</b>	
<b>Action Item-</b>	
<i>Motion by:</i>	
<i>Second by:</i>	
<b>New business:</b>	
<b>Action Item-</b>	
<i>Motion by:</i>	
<i>Second by:</i>	
<b>Adjournment:</b>	
	<b>Secretary</b>

## Effective Meeting Evaluation

### Meeting Held on:

Criteria	✓ Met Criteria	Notes
Meeting was scheduled well in advance		
Time & location was good for business/industry partners		
Meeting started and end on time		
Meeting had a stated purpose		
Agenda was distributed prior to the meeting		
All agenda items were completed in an organized way		
Date for the next meeting was set prior to adjourning		
Meetings allowed for full and open discussion of issues, including controversial ones		

## *Template 1 for Advisory Committee Bylaws*

**Committee Bylaws may not contradict the current Institutional policies or procedures.**

**I. Name:**

**II. Purpose:**

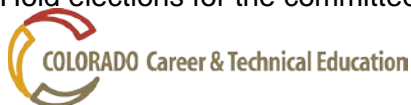
**III. Membership Distribution List:**

**IV. Selection of Members**

- A. Membership requirements
- B. Meeting attendance requirements
- C. [Clarify election or appointment procedures for officers including who votes/appoints members and officers]
- D. [Election/Appointment Timeline]
- E. Clarify start date and length of members/officers' terms]

**V. Officers Duties:**

- A. The Chair shall:
  - 1. [Call regular meetings]
  - 2. [Create agenda using the template provided]
  - 3. [Distribute agenda and draft minutes of previous meeting electronically to all] committee members no less than 7 calendar days prior to each scheduled meeting]
  - 4. [Preside over meetings (clarify who presides if Chair is absent)]
  - 5. [Provide reports if needed]
  - 6. [Attend meetings]
  - 7. [Verify the committee's web postings/Google groups are accurate and up-to-date if used]
  - 8. [Report upcoming openings on the committee?]
  - 9. [Hold elections for the committee officers?]



10. [Report membership list and officers for the upcoming year by May 1]

11. [Other duties; lines can be added as needed]

**B. The Secretary shall:**

1. [Take accurate minutes (including attendance records) of each committee meeting]

2. [Submit draft of minutes to committee chair no less than 10 days prior to the meetings using the template provided]

3. [Provide committee members with approved minutes or post to Google groups/web, etc.]

4. [Track membership rotation and report to the committee chair before March 15]

5. [Other duties; lines can be added as needed]

**VI. Meetings:**

A. [The(committee name) will meet the \_\_\_\_\_ of every \_\_\_\_\_]

B. [Define process for calling special meetings including notification requirements]

C. [Define quorum]

D. [Clarify acceptability and process of virtual meetings including agenda, attendance records and, minutes]

**VII. Attendance:**

A. [Define committee's attendance policy]

**VIII. Voting:**

A. [Who may vote and who may not (chair? past chair?)]

B. Percentage of members needed to certify vote

C. Process for Voting

D. [Clarify process for proxy voting]

E. [Clarify process for virtual voting]

**IX. Amendments:**

A. [Define the process for amending these bylaws]



## *Council and Committee Bylaws Template (2)*

### **ARTICLE 1: NAME AND PURPOSE**

Official name of the Council or committee

What are the purpose, function, and mission of the Council or committee?

### **ARTICLE 2: MEMBERSHIP, SELECTION, AND RECALL**

Who are the members?

Who do they each represent (constituency or job title/position)?

In general, membership should be representative of both genders and reflective of the ethnic diversity of the community, or at a minimum, represent the diversity of the industry. Membership must include the following:

- At least a 51% majority of business and industry members (A broader representation could benefit from understanding the works of an advisory committee and serve as non-voting, consulting members.)
- An educational administrator;
- counselor/advisor and/or a special populations representative

Optional members may include:

- secondary and/or postsecondary technical instructors;
- general education (academic) faculty
- current student or parent representative
- Are all the interested parties properly represented to adequately fulfill the purpose/mission of the committee?
- Is there anyone missing that has particular knowledge or responsibility that is integral to the committee's purpose (e.g., Public Safety and Telecommunications (NeTel) representatives for the Facilities Naming Committee)? If so, they should be added to the membership roster.
- Is there a representative from the body to whom the Council or committee reports who will act as a liaison with that body?
- Is there a student member included, if student input would be appropriate?

How are members selected?

- Faculty should be selected by their peers in an open, fair, democratic process. Dean or Chair appointments are not representative of faculty wishes and choices.
- If appropriate, the institution shall set forth policies and procedures for coordinating with Colleges and Departments to fill faculty vacancies on all Councils and committees.

Are there particular qualifications, experience, or expertise required of members?

*Ex-Officio* members are members of the Council or committee by virtue of their position or job title, and may be **voting or non-voting**, depending on the decision of the Council or committee.

- *Ex-Officio* members who are not under the authority of the Council or committee have the right, but not the obligation, to participate.
- *Ex-Officio* members are not included in the count when determining whether a quorum exists.

Who is allowed to vote? Who is considered to be a non-voting member?

What are term lengths?

- There should be a standard term length for all Councils and committees: most have **3-year** terms.



Terms should be staggered to ensure continuity of membership from year to year.

- Most Councils and committees have 1/3 of their membership expiring each year.

How many consecutive terms may a member serve?

- Faculty service obligations are a shared responsibility and should be passed around, not be considered a semi-permanent position.

Is there a minimum period of time before a member may serve again?

How are mid-term vacancies filled?

- Again, faculty should be selected by their peers, not appointed by an administrator.

Under what circumstances might a member be recalled? What is the process? What opportunity does a member have to defend his or her position?

Include a statement that meeting attendance is mandatory for all members.

Should the Chair or Secretary be notified in advance if a member has to miss a meeting?

Are substitutes allowed if a member cannot attend a meeting? How are those substitutes selected? Should a substitute be chosen from a particular constituency group?

What happens if a member does not attend meetings or participate in the work?

What are the duties of members?

### ARTICLE 3: OFFICERS AND MEETINGS

How and when is the committee Chair selected and who is eligible to be Chair?

- Refer to any internal policies regarding the selection of Chairperson

How long is the term of office for the Chair? Can he or she serve a second term?

Is there a Vice-Chair? How is the Vice-Chair selected?

Is the Vice-Chair also Chair-Elect for the following year?

Is there an Executive Committee? Who are the members? How are they chosen?

What are the duties and responsibilities of the Chair? The Vice-Chair? The Executive Committee?

Who informs members of meeting dates, times and places?

What happens if the office of the Chair becomes vacant?

May the Chair be recalled? Under what circumstances? What is the process?

How often does the Council or Committee meet?

May members request a meeting? If so, how many requests are needed for a meeting to be called?

### ARTICLE 4: MINUTES, QUORUM, AND VOTING

Councils shall include the following statement in their bylaws:

**Minutes are kept for each meeting and are submitted in a timely manner to the CTE Director and/or Institution's governance body for review and approval/acceptance.**

Committees shall include the following statement in their bylaws:

**Minutes are kept for each meeting and are submitted in a timely manner to the \_\_\_\_\_ Council [fill in parent Council name] for review and approval/acceptance. The \_\_\_\_\_ Council forwards accepted minutes to the CTE Director and/or Institution's governance body for its review and approval/acceptance.**

- All **minutes, bylaws revisions, documents generated, and recommendations** from Subcommittees are submitted to the parent Council, which reviews and approves/accepts them, after which the Council forwards them to the CTE director and/or Institution's governance body for its review and approval/acceptance.
- This information reporting chain keeps everyone informed of Council and committee activities, and ensures that recommendations and action items are followed through to completion or resolution.



Who is responsible for taking minutes?

- Some Councils have a permanent secretary for the year (or more); some allow for a chair-appointed one for each meeting.

Is there a time limit on forwarding the committee's approved policy recommendations or documents to the parent Council?

How many voting members are needed to constitute a quorum?

Are absentee or proxy votes allowed?

Are email ballots allowed?

How many votes are needed for a motion to pass?

Do abstentions count as votes? (Usually not, in most current bylaws)

What happens with tie votes?

Do Chairs have the right to vote? Or do they vote only to break a tie?

What method of parliamentary procedure is used for meetings? I.e. Meetings shall be held in accordance with *Roberts Rules of Order, Newly Revised edition*, which shall be the authority in all matters not covered by the bylaws and/or approved operating procedures.

## **ARTICLE 5: STANDING COMMITTEES IF APPROPRIATE**

List the subcommittees under the auspices of the Council or committee, if any

Include a statement that the Council reviews and approves/accepts the minutes of the subcommittees

Include the following statement when appropriate:

**A record of the members, their term dates, and the bylaws of each of the subcommittees is maintained by the Council.**

Does the Council or subcommittee have the right to form ad hoc committees or new subcommittees if it deems necessary?

May the Council discontinue or disband a subcommittee?

- Any such discontinuance may require the consent of the Institution's governance body.

Should the Council determine the membership and purpose of the standing subcommittees it establishes?

## **ARTICLE 6: BYLAWS AMENDMENT PROCESS**

No amendment to the bylaws may be introduced and voted upon in the same meeting.

How many votes are required to amend the bylaws?

Include the statement that the Institution's governance body may override Council and subcommittee bylaw changes in accordance with the Institution's Bylaws or policies and procedures.

## **ARTICLE 7: BUSINESS ITEMS**

What happens to items or policies not completed by the end of the academic year? Are they to be continued the next academic year?

- Refer to any institution bylaws for ideas on how these items could be addressed.

Who initiates new business for the Council or committee to work on?



## Formalizing Structure Resource

Each advisory committee should develop and approve guidelines for operating procedures, or bylaws. Collectively, Bylaws constitute a formal written description of how the committee operates. Also see sample Bylaws.

Formalizing Structure Notes	
Item	Notes for developing Bylaws
Name of the committee	
Purpose	
Membership guidelines	
Officers	Corresponding duties
Meeting guidelines	
Subcommittee	Details or assignments
Parliamentary authority or operating procedures	
Amendment procedures	

## Program of Work template

<b>Program of Work</b> <b>Year: _____ Objectives</b>			
Category	Objectives	✓ Subcommittee Needed?	Subcommittee Chair:
<b>Curriculum Review &amp; Revision</b>	1. 2. 3. 4.		
<b>Staff Development</b>	1. 2. 3. 4.		
<b>Career Development and Work- Based Learning</b>	1. 2. 3. 4.		
<b>Marketing &amp; Advocacy</b>	1. 2. 3. 4.		

<b>Recruitment, Mentoring, &amp; Placement</b>	1. 2. 3. 4.		
<b>Resources</b>	1. 2. 3. 4.		
<b>Subcommittee Objectives &amp; Strategies</b>			
<b>Subcommittee:</b> ___ Curriculum Review & Revision ___ Staff Development ___ Career Development & WBL ___ Marketing & Advocacy ___ Recruitment, Mentoring, & Placement ___ Resources ___ Other			
<b>Objective 1:</b>			
<b>Strategies:</b>	1.	Timeline: Team Leader:	
	2.	Timeline: Team Leader:	
	3.	Timeline: Team Leader:	
	4.	Timeline: Team Leader:	
<b>Objective 2:</b>			

<b>Strategies:</b>	<b>1.</b>	Timeline:  Team Leader:
	<b>2.</b>	Timeline:  Team Leader:
	<b>3.</b>	Timeline:  Team Leader:
	<b>4.</b>	Timeline:  Team Leader:
<b>Objective 3:</b>		
<b>Strategies:</b>	<b>1.</b>	Timeline:  Team Leader:
	<b>2.</b>	Timeline:  Team Leader:
	<b>3.</b>	Timeline:  Team Leader:
	<b>4.</b>	Timeline:  Team Leader:

## Sample Annual Report

### Name of Advisory Committee:

Committee Chair:

Vice-Chair:

Secretary:

Other:

### Meetings

Meeting	Meeting Date	Purpose
1.		
2.		
3.		
4.		
5.		

### Current Programs involved in Pathways

Secondary

Postsecondary

### Industry-Recognized Credentials Available

Secondary	Postsecondary



COLORADO Career & Technical Education

Student Stats		
	Secondary Program	Postsecondary Program
Program headcount		
Number of nontraditional students		
Percent of nontraditional students		
Number of females/number of males		
Percent of females/percent of males		
Number of completers		
Number and percentage of secondary completers prior to graduation completed courses that awarded postsecondary credit from the community college		
Number and Percentage of secondary program completers than transferred to postsecondary program		
Number and percentage of secondary completers that enrolled in postsecondary education in the same major		
Number and percentage of secondary completers that enrolled in the college and took remedial courses		
Number receiving industry recognized credential		
# of certificates		
# of attaining AAS degrees		
Placement rates for program graduates within 9-12 months of completion		

Number and percentage of Adult Education students that received entry-level certification in field			
<b>Labor Market Information</b>			
Estimated need for workers in the industry:	Next 18 months	Next 3 years	
Entry-Level Workers			
Technician level Workers			
Supervisory			
Comments or Trends in Labor Market:			
<b>Curriculum</b>			
List Industry-recognized credentials that match the career ladder:	Secondary	Bridge Programs	Postsecondary
List curriculum changes made this year:			
List accomplishments from this past year:			
List Goals for next year:			
Signature of the committee chair:			

*Name of Program*

## ANNUAL REPORT CARD COMPLIANCE/ASSESSMENT TABLE

<b>Goal: Assure equal access to the program for all students</b>				
<b>Outcomes</b>	<b>Measurement Tool</b>	<b>Benchmark</b>	<b>Time Frame</b>	<b>Responsible Party</b>
All applicants will have an equal opportunity to enroll in the program	<i>Class roster</i> Program Information and Advising sign-in	30% male enrollment 54% minority enrollment	<i>Fall enrollment</i>	<i>Program Coordinator/Clinical Coordinator</i>
<b>Goal: Support student success by</b>				
<b>Outcomes</b>	<b>Measurement Tool</b>	<b>Benchmark</b>	<b>Time Frame</b>	<b>Responsible Party</b>
1 All students must complete the required pre-requisite courses in order to enter the program	<i>Class roster</i> <i>Student files</i>	75% course completion rate	<i>Yearly</i>	<i>Program Coordinators</i>
2. All students will be provided excellent support services to enhance student success	<i>Class roster</i>  <i>Graduate Survey</i>  <i>Instructor Evals</i>	75% program completion rate  90% Graduate Satisfaction 85% Student Satisfaction	<i>Every 2 years</i>	<i>Program Coordinator</i>
<b>3. Graduates will pass the certification examination</b>	Examination Results	95% passage rate on first sitting <b>Median score of 88% or higher</b>	<i>Biannually in January</i>	<i>Program Faculty</i>



## Analysis and Action Plan

Include recommendations and Benchmark targets and evaluate the following:

1. Overall Enrollment
2. Enrollment of Special populations
3. Retention rate targets
4. Completion rates targets
5. Employment/ Continuing Education placement targets

Challenges/Opportunities for program general summary

Action plan for program based on data review:

- 1) Gather data for program goals
- 2) Calculate data for program goals
- 3) Report program goal data in annual report card
- 4) Review/analyze program goal data at the spring advisory committee meeting
- 5) Make necessary revisions or establish an action plan
- 6) Review revision(s) or action plan at the spring advisory committee meeting
- 7) Accept/decline the revision(s) on a permanent basis

# Colorado Career & Technical Education

## *Five Year Plan Template*

*Delivered through the Colorado Community College System*

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## Program

**Preparing highly skilled and motivated leaders for Colorado's workforce!**

### **Our Team**



### **Our Vision**

### **Our Mission**

### **Our Plan**



**In order to achieve this mission we must:**

Goal 1. \_\_\_\_\_

*Our Target:* \_\_\_\_\_

Action Step	Time Line	Est. Budget	Lead Responsibility	Status

Goal 2. \_\_\_\_\_

*Our Target:* \_\_\_\_\_

Action Step	Time Line	Est. Budget	Lead Responsibility	Status

*Sample Postsecondary Advisory Member Benefits Package*

Career and Technical Education

**Program Advisory Committee**

*Member Benefits Package*

This certificate entitles

Name

Department

to the following benefits during the 2012 calendar year:

**A FREE Kindle Rental and Kindle Book from the Library\***

\*The Library would like to offer Advisory Committee Members access to our Kindle checkout program. Upon setting up a resident account with the Library, each member will be able to check out a Kindle for 3 weeks. Each member will also be entitled to request 1 book from the Kindle store be sent wirelessly to their Kindle at no charge to them. (Subject to availability).

**One FREE Four-month Membership at the College Fitness Center\***

\*This includes all weights, circuit machines, cardio machines, gym and shower facilities. Does not include pool use, long-term locker rentals, towel rentals, or fee-based classes. Please see Fitness center desk for details and get started today!

**FREE VIP Access to the Following College Foundation Events:**

VIP Reception, Holiday Party, Donor Appreciation Receptions Contact insertname@college.edu for tickets and details.

**Employee Discount to all other College Foundation Events:**

Contact insertname@college.edu for tickets and details.

Vice President of Instruction



*Secondary Advisory Committee Member Benefits package*

Career and Technical Education

**Program Advisory Committee**

*Member Benefits Package*

This certificate entitles

Name

Department

to the following benefits during the 2012 calendar year:

**A FREE Haircut from the Cosmetology Program**

The students at Wonderful High School would like to offer Advisory Committee Members a free haircut. (If you have multiple CTE programs in your institution, team up to offer a sample of your programs.)

**One FREE ticket to the Fall or Spring Performing Arts Production**

Brought to you by the students in the technical theater program!

**FREE VIP Access to the Following Student Organization Events:**

Taste of the Culinary Arts VIP Reception, Auto Classic Car show, Donor Appreciation Receptions Contact insertname@college.edu for tickets and details.

**Employee Discount to the Warrior Store run by MHS Marketing Students:**

Contact insertname@college.edu for details.

Career and Technical Education Director:



*Sample thank-you letter-print on letterhead*

Date

Mr. Don Johnson, Assistant Vice President

Honeywell Corporation

134 South 36th Street

Denver, CO 80230

Dear Mr. Johnson:

Thank you for your dedicated service on the Industrial Technology Program Advisory Committee. This program's effectiveness depends upon the cooperation and participation that you have so freely given.

With your help and recommendations, we have developed a better program that will prepare students for successful careers. Our students have already benefited from your ideas, and we plan to make other improvements resulting from your suggestions.

Please accept my sincere appreciation.

Sincerely yours,

John Doe, Industrial Technology Instructor

Denver High School



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## VII. Glossary

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**Academic Credit**—The unit of measurement an institution awards when the determined course or subject requirement(s) are fulfilled (*Oklahoma Department of Career and Technology Education Glossary*).

**Academic Rigor**—Offering a CTE curriculum that aligns the new CTE career pathway standards with Colorado’s newly adopted Common Core standards, which include:

- Four credits in English language arts
- Three credits in mathematics
- Two credits in social studies
- Two credits in science

**AA (Associate of Arts) Degree**—The Associate of Arts degree provides the first two years of study toward a bachelor of arts degree.

**AAS (Associate of Applied Science) Degree**—The AAS degree (with the occupational field specified) is intended to prepare students to enter skilled and/or paraprofessional occupations or to upgrade or stabilize their employment. Certain courses/certificates within the degree or the entire AAS degree may be accepted toward a baccalaureate degree at some four-year institutions.

**Academically Enhanced CTE Courses**—CTE courses that can document and demonstrate that 80% of course content is directly aligned to state approved CTE occupational standards for the program in which the course is delivered are acceptable for CTE approval.

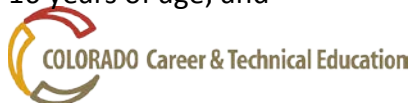
**Accredited**—The goal of accreditation of educational programs is to ensure that the education provided by institutions of higher education meets acceptable levels of quality. The US Department of Education maintains a website on “Accreditation in the United States” at <http://www2.ed.gov/admins/finaid/accred/index.html> that provides lists of regional and national accrediting agencies recognized by the US Secretary of Education as reliable authorities concerning the quality of education or training offered by the institutions of higher education. (U.S. Department of Labor, *Credential Resource Guide*, handout, April 26, 2010 [<http://wdr.doleta.gov/directives/attach/TEGL15-10a2.pdf>])

**Active Program**—A program is considered an *active program* once it has been approved by the Colorado Community College System. An *active program* can have the program status of Active, New or Conditional.

**Adult Basic Education (ABE)**—ABE is instruction in the basic skills below the 9th grade level (0-8.9). (<http://www.cde.state.co.us/cdeadult/AEFLAglossary.htm>)

**Adult Education**—Services or instruction below the postsecondary level for individuals who:

- Have attained 16 years of age; and



- Are not enrolled or required to be enrolled in secondary school under State law;
  - And
    - Lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society; or
    - Do not have a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education; or
    - Are unable to speak, read, or write the English language.
- (<http://www.cde.state.co.us/cdeadult/AEFLAglossary.htm>)

**AGS (Associate of General Studies) Degrees**—There are two types of AGS degrees, a general AGS and a technical AGS. The Technical AGS is used as a technical pre-professional transfer degree with a major field specified. It is designed for students to transfer into a baccalaureate degree program with junior standing, based on a written articulation agreement with one or more designated institutions. This type of AGS degree is allowable within an approved Career and Technical Education Program if it meets the following requirements:

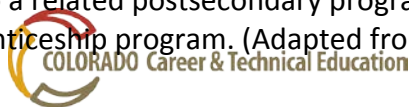
- Maintains written articulation agreement with one or more designated institutions.
- The course of study for the various fields of specialization must be outlined in the college catalog as well as the identification of the baccalaureate institution(s) that have agreed to accept the program in transfer.
- The AGS Degree is limited to 60 credits and requires at least 30 semester hours of general education. The other hours will be subject to the terms of the agreement with the baccalaureate institution(s).

**All Aspects of an Industry**—Includes, with respect to a particular industry that a student is preparing to enter, planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety, and environmental issues related to that industry. (*Oklahoma Department of Career and Technology Education Glossary*)

**American College Testing Program (ACT)**—Provides measures of educational development and readiness to pursue college-level coursework.

**Americans with Disabilities Act (ADA)**—The ADA prohibits discrimination on the basis of disability in employment, state and local government, public accommodations, commercial facilities, transportation, and telecommunications. To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such impairment, or a person who is perceived by others as having such impairment. The ADA does not specifically name all of the impairments that are covered. (<http://www.ada.gov/>)

**Apprenticeships**—A combination of school and work-based learning in a specific occupational area designed to lead to a related postsecondary program, entry-level job, or registered Department of Labor (DOL) apprenticeship program. (Adapted from Oklahoma Glossary)





**Articulation**—A process of providing a seamless system of education that ensures ease in student transition from secondary to postsecondary education levels and from one educational system to another.

**AS (Associate of Science) Degree**—An award that normally requires at least 2 but less than 4 years of full-time equivalent college work.

**Assessment**—The use of standardized instruments, interviews, or other means to determine factors that may contribute to the success of students in career and technology programs. These factors may include interest, aptitude, academic achievement, work experience, learning style, work values, and other traits. Assessment may also be administered to determine progress attained by students during training or areas of need to address through remediation.

**Bachelor's/Baccalaureate Degree**—An award that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. (U.S. Department of Labor, *Credential Resource Guide*, handout, April 26, 2010 [<http://wdr.doleta.gov/directives/attach/TEGL15-10a2.pdf>])

**Basic Skills**—Basic academic and tutorial services designed to increase literacy levels, upgrade literacy, and improve listening and speaking skills.

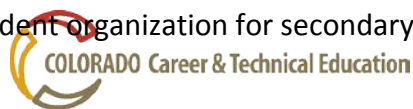
**BEST Plus**—BEST Plus is an adaptation of the Basic English Skills Test (BEST) oral interview. BEST Plus comes in two versions—a computer-adaptive assessment on CD or a semi-adaptive print-based version. Both versions are administered as a face-to-face oral interview.

**Bridge Programs**—Postsecondary programs designed to prepare academically under-prepared and under-served populations to enter credit-based academic courses, often by teaching remedial or basic skills in the context of occupational skills.

**Career Academies**—Operating as schools within schools, career academies are small learning communities which are organized around such themes as health, business and finance, computer technology, and the like. Academy students take classes together, remain with the same group of teachers over time, follow a curriculum that includes both academic and career-oriented courses, and participate in work internships and other career-related experiences outside the classroom. Over time, improving the rigor of academic and career-related curricula has become an increasingly prominent part of the career academies agenda.

**Career and Technical Student Organizations (CTSO)**—The purpose of career and technical student organizations is to provide additional opportunities for secondary and/or postsecondary students to develop competencies for occupations. The CTSO can be an integral part of the instructional program and in addition can promote a sense of civic and personal responsibility. Examples of CTSO include:

- **Collegiate DECA**—DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe.
- **FBLA-PBL**—Future Business Leaders of America (FBLA) is a national career and technical education student organization for secondary students preparing for careers in business or



careers in business education. Phi Beta Lambda (PBL) is an organization on the move for postsecondary and collegiate students enrolled or interested in a variety of business programs.

- **FCCLA**—Family, Career and Community Leaders of America (FCCLA) is the only national career and technical student organization with the family as its central focus. Since 1945, FCCLA members have been making a difference in their families, careers and communities by addressing important personal, work and societal issues through family and consumer sciences education.
- **FFA**—Colorado FFA is for youth from 14 to 22 years of age enrolled in agriculture education. The largest student youth organization in America, the FFA is both an intracurricular and integral part of the complete CTE agriculture education program.
- **The Colorado Young Farmer Education Association**—A statewide organization of people enrolled in the Young Farmer Program. The Young Farmer Program is usually conducted by local CTE agriculture instructors in addition to their regular high school or college agriculture classes.
- **HOSA**—HOSA is an organization for students enrolled in health occupations education programs. Through HOSA, students develop leadership and technical skills through a program of motivation, awareness and recognition.
- **SkillsUSA**—SkillsUSA is a partnership of students, teachers and industry. While working together to ensure America has a skilled work force, SkillsUSA helps every student excel. SkillsUSA serves high school and college students who are enrolled in programs preparing them for technical, skilled and service careers. SkillsUSA adds to students' technical training by teaching them leadership skills, teamwork, citizenship and character development—all things that go into shaping responsible, reliable employees who will one day become leaders in our workplaces.
- **TSA**—The Technology Student Association (TSA) is a national non-profit organization devoted exclusively to the needs of elementary, middle and high school students with a dedicated interest in technology. Involvement in TSA benefits teachers as well as students. Relating class activities to local, regional, state and national technology oriented competitive events can be highly motivational for students. The natural interaction between teachers and students provides an excellent learning environment, while working toward common goals.

**Career and Technical Education**—Organized educational programs offering sequences of courses directly related to preparing individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. (Carl D. Perkins Vocational and Technical Education Act, Public Law 105-332).

**Career Awareness**—Activities designed to help students understand the role of work, one's own uniqueness, and basic knowledge about career clusters and of different occupations.

**Career Cluster**—"An organizing tool defining CTE using broad areas of occupations and pathways with validated standards that ensure opportunities for all students regardless of their career goals



and interests” (careerclusters.org). States may develop and implement career and technical plans of study in one or more of 17 career clusters that are recognized by the U.S. Department of Education. The 17 career clusters are occupational categories with industry-validated knowledge and skills statements that define what students need to know and be able to do in order to realize success in a chosen field. Within each of the clusters, plans of study (also known as career pathways) have been developed, which outline sequences of academic, career, and technical courses and training that begin as early as ninth grade and lead to progressively higher levels of education and higher-skilled positions in specific industries or occupational sectors.

**Career Ladder**—A set of occupations that are linked together by common or complementary skills. These linkages provide workers with opportunities to advance and expand recruitment opportunities for employers.

**Career Pathway**—A career pathway represents a grouping of occupations within a cluster that share a base level of common knowledge and skill. Nationally, sample Career Pathways Plans of Study were developed for each of the 81 pathways corresponding to the national 17 Career Clusters. A career pathway is a coherent sequence of rigorous academic and career courses that begins in high school and leads to an associate degree, a bachelor’s degree and beyond, and/or an industry-recognized certificate or license. Career pathways are developed, implemented, and maintained by partnerships involving educators, community leaders, and employers. (Often a synonym for *plan of study*.) In Adult Career Pathways also consists of the guidance, remediation, curricula, and other support elements required to enable career-limited adults to enter the workforce and progress in rewarding careers.

**Career Interest Inventory**—Carefully constructed questionnaires that enable an individual to identify preferred activities that are then correlated to career clusters.

**Carl D. Perkins Career and Technical Education Improvement Act of 2006 (“Perkins Act”)**—The Carl D. Perkins Vocational and Technical Education Improvement Act of 2006 provides federal career and technical education funds to the state. The Perkins Act provides federal assistance to secondary and postsecondary CTE programs during the state fiscal year, which is July 1 through June 30 of the each year. In particular, the Perkins Act requires states to:

- Increase opportunities for individuals to keep America competitive;
- Develop challenging academic and technical standards and related, challenging integrated (academic and CTE) instruction;
- Prepare students for high skill, high wage, or high demand occupations in current or emerging professions;
- Promote partnerships (education, workforce boards, business and industry, etc.);
- Provide technical assistance and professional development to teachers/instructors and administrators; and
- Increase state and local accountability.



**Certificate** (postsecondary level)—A postsecondary certificate program (with occupational field of study specified) is an organized plan of study intended to prepare students to enter skilled and/or paraprofessional occupations or to upgrade or stabilize their employment. This program is not intended for transfer to baccalaureate degree programs, but may transfer to associate degree programs. An initial certificate in a program area needs to include the skills, knowledge and competencies required for entry-level employment. Other certificates in the same program need to advance that skill level. (Colorado Community College System, *Career and Technical Education Administrators' Handbook*, [<http://www.coloradostateplan.com>])

**“Chunked” Curriculum**—Chunked curriculum refers to the practice of breaking degrees or certificates into smaller portions or chunks. Each chunk leads to employment and connects to the next chunk, eventually leading to completion of a state-approved professional-technical degree. The major purpose of chunking is to improve the rate of degree completion among community college students by allowing students to complete a degree non-sequentially and non-continually, leading to better wages and career advancement. Chunking is one element in a comprehensive career pathways system. (<http://www.worksourceoregon.org/index.php/career-pathways/165-career-pathways-glossary>)

**CIP Code**- The Classification of Instructional Programs (CIP) is a taxonomic coding scheme of instructional programs. Its purpose is to facilitate the organization, collection, and reporting of fields of study and program completions.

**Colorado Community College System (CCCS)**—The CCCS comprises the state’s largest system of higher education. Its career and academic programs in the 13 state community colleges serve more than 151,000 students annually. (<https://www.cccs.edu/>)

**Colorado Department of Education (CDE)**—CDE is the administrative arm of the Colorado State Board of Education. CDE serves Colorado’s 178 local school districts, providing them with leadership, consultation and administrative services on a statewide and regional basis. CDE is comprised of over 40 units, 25 different programs and 300-plus staff members. (<http://www.cde.state.co.us/cdecomm/aboutcde.htm>)

**Colorado Department of Higher Education (CDHE)**—CDHE coordinates policy and state resources for the state’s 28 public institutions as well as several hundred proprietary schools and oversees two key loan programs. The Department seeks to ensure that higher education is accessible and affordable to all Coloradoans and helps bring cultural and artistic education opportunities to citizens in each of Colorado’s 64 counties. (<http://higher.ed.colorado.gov/dhe.html>)

**Colorado Technical Act (CTA)** —The Career and Technical Act, formerly the Colorado Vocational Act of 1970, CRS 23-8-101, was adopted by the Colorado General Assembly to provide assistance to local school districts operating CTE programs approved by the State Board for Community Colleges and Occupational Education.

**Colorado Works**—The state welfare reform program that replaced Aid to Families with Dependent Children (AFDC) and the Job Opportunity and Basic Skills (JOBS) programs in Colorado. The Colorado Works program serves low-income families with children by providing income assistance and supportive services to help participants become and remain self-sufficient. Colorado Works is a



division of the Office of Self-Sufficiency (OSS) within the Colorado Dept. of Human Services and operates in all counties of Colorado.

**Common Core Standards**—standards represent a set of expectations for student knowledge and skills that high school graduates need to master to succeed in college and careers. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

**Communities of Practice**—Made up of interested teachers/faculty, administrators and counselors, to focus activity and learning around a particular challenge or promising practice.

(<http://www.coloradostateplan.com/>)

**Community-Based Organization (CBO)**—Community-based organizations are usually non-profits that operate in a local community for the betterment of the community. Many are run on a voluntary basis and are self-funded. Community organizations usually fit into the following categories: community-service and action, health, educational, personal growth and improvement, social welfare, and self-help for the disadvantaged.

**Completer Status**—Secondary Completer: A secondary student who has completed the required minimum credits within a CTE program where credit and courses are defined in the program approval documentation. Postsecondary Completer: A postsecondary student who has received a CTE certificate or degree within the reporting year. Consult the program approval documentation for the list of CTE awards approved for the program.

**Concentration Status**—Secondary Concentrator: A secondary student who has completed at least one half of the credits required within any CTE program where credit, course(s), and academic term are defined in the program approval documentation. Postsecondary Concentrator: A postsecondary student who has completed at least 50 percent of the minimum CTE credit hours required within a single CTE program area (defined by CIP code) that terminates in a certificate or degree within the reporting year.

**Concurrent Enrollment**—Concurrent enrollment is a type of dual enrollment program that allows students to receive college credit before high school graduation. Concurrent enrollment programs (current and previous) include and/or previously included the Postsecondary Enrollment Options program, the Fast College Fast Jobs program, the High School Fast Track program, Concurrent Enrollment (replaces PSEO and Fast Track no later than 2012), and the ASCENT program. The ASCENT and Concurrent Enrollment programs require the school district to pay the tuition of participating students up to the community college tuition rate. Funding to the school districts will occur as outlined in the legislation and rules.

**Competency**—A specific work task performed on the job or in the classroom. It is a large enough task to be valued in and of itself and is measurable and observable. (*Oklahoma Department of Career and Technology Education Glossary*).

**Contextual Learning**—Academic content and skills taught by utilizing real-world problems and projects to help students understand the application of knowledge.



**Cooperative Learning**—A program that allows students who are enrolled in CTE programs to combine classroom studies with structured work-related experiences. Most programs include credit requirements so students can expand their knowledge of, and experience in, an industry while earning credit. (*Career Pathways Glossary: Towards a Common Language for Career Pathways in Oregon*, 2007. Workforce Oregon)

**Common Course Numbering**—Colorado was the third state in the nation to implement a community college common curriculum. The community college curriculum has common numbers, titles, descriptions, outlines and learner competencies. This common curriculum allows colleges and secondary schools to develop new programs by accessing descriptions of curriculum already in place. It also ensures ease of transfer between community colleges.

**Core Academic Subjects**—The term *core academic subjects* means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. (No Child Left Behind [NCLB])

**Core Indicators**—Perkins-identified areas where student performance must be measured and reported.

**Credential**—Within the context of education, workforce development, and employment and training for the labor market, the term *credential* refers to a verification of qualification of competence issued to an individual by a third party with the relevant authority or jurisdiction to issue such credentials (such as an accredited educational institution, an industry recognized association, or an occupational association or professional society). (U.S. Department of Labor, *Credential Resource Guide*, handout, April 26, 2010)

**CTE**—The term *career and technical education* means organized education activities that offer a sequence of courses that provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; may include prerequisite courses (other than a remedial course); and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

**CTE Approved Program**—The SBCCOE (BP9-30) requires that all institutions seeking state and/or federal funding for secondary CTE programs or postsecondary CTE degree or certificates shall submit such programs for Board approval. The purpose of the program review process is to ensure a program meets the criteria outlined by the SBCCOE in the Colorado Technical Education Act, Colorado Revised Statutes 23-8-103, State System of Community Colleges and Occupational Education 23-60-202, 301-307, Board Policy and the Colorado State Perkins Plan. The CCCS CTE Program Approval Process is facilitated by a web-based application that enables users to enter all program information needed for approval and review. (Colorado Community College System, *Career and Technical Education Administrators' Handbook* [<http://www.coloradostateplan.com>])





**CTE Industry Sectors**—In Colorado, the 17 Career Clusters are organized within six CTE industry sectors:

- Agriculture, Natural Resources & Energy
- STEM, Arts, Design and Information Technology
- Skilled Trades and Technical Sciences
- Health Sciences and Public Safety
- Hospitality, Human Services and Education
- Business and Public Administration

**Curriculum Mapping**—Aligning or “mapping” curriculum to standards to ensure all students arrive at the final destination: mastery of core knowledge.

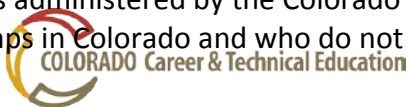
**Discipline Teams**—Commonly refers to a group of postsecondary faculty teaching within the same prefix or group of prefixes that discuss new courses and updates to existing courses led by an elected Discipline chair. Each discipline committee represents statewide CCCS faculty; coordinates curriculum; and coordinates or initiates articulation agreements with in-state colleges and out-of-state colleges; and reports to the Statewide Faculty Curriculum Committee (SFCC).

**Displaced Homemaker (Postsecondary Only)**—Student is a displaced homemaker if he or she a) (i) has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; (ii) has been dependent on the income of another family member but is no longer supported by that income; or (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act not later than 2 years after the date on which the parent applies for assistance under this title; and b) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

**Dual Enrollment Option**—Postsecondary enrollment options allow public school juniors and seniors to enroll in courses at Colorado public institutions of higher education. The intent of the program is two-fold: (1) to provide students with opportunities for additional academic challenge and rigor, and (2) to offer an alternative educational setting which may stimulate interest and motivation in learning. Tuition is paid by the student’s school district when the courses count toward high school graduation. (<http://www.cde.state.co.us/cdefinance/sfpostsec.htm>)

**Economically Disadvantaged**—*Secondary*: Free Lunch or Reduced Lunch Eligible. Student meets the eligibility criteria for free or reduced lunch pursuant to the provisions of the “Federal National School Lunch Act.” For specific guidelines in meeting the criteria for free/reduced lunch, refer the Rules for the Administration of the Public School Finance Act. *Postsecondary*: Students who are receiving need based financial assistance.

**Employment First**—A federally mandated program designed to ensure that all able-bodied food stamp participants are engaged in activities that will improve their employability. Colorado Employment First is administered by the Colorado Dept. of Human Services. All individuals who apply for food stamps in Colorado and who do not meet federal exemption criteria must



participate in Employment First activities such as workfare, adult basic education, GED preparation, literacy, job search classes, and part-time work.

**ESL**—English as a Second Language

**ESOL**—English for Speakers of Other Languages

**Faculty**—Faculty includes the professors, teachers and lecturers of a university or college. Generally, the faculty is responsible for designing and disseminating the plans of study offered by the institution. A body of teachers and administrators in a university can also be called faculty. Faculty can be a division of the university or college. The term is also used at the secondary system.

**FBO**—Faith based organization

**GED (General Educational Development)**—A high school equivalency certificate gained by successfully completing assessments in language arts, reading, social studies, science, and mathematics.

**High School Diploma (or recognized equivalent)**—A document certifying the successful completion of a prescribed secondary school program of studies, or the attainment of satisfactory scores on the General Education Development (GED) test or another state specified examination. (U.S. Department of Labor, *Credential Resource Guide*, handout, April 26, 2010 [<http://wdr.doleta.gov/directives/attach/TEGL15-10a2.pdf>])

**Individual Career and Academic Plans (ICAP)**—Each student must have an ICAP which includes a career planning, guidance, and tracking component and a portfolio. The intent of the ICAP policy is to ultimately decrease dropout rates and increase graduation rates by assisting students in developing and maintaining a personalized postsecondary plan that ensures readiness for postsecondary and workforce success. An ICAP should be designed to assist a student and his or her parent or legal guardian in exploring the postsecondary career and educational opportunities available to the student, aligning course work and curriculum, applying to postsecondary education institutions, securing financial aid and ultimately entering the workforce.

**Individuals with Disabilities Education Act (IDEA)**—The Individuals with Disabilities Education Act (IDEA) is a federal law enacted in 1990 and reauthorized in 1997. It is designed to protect the rights of students with disabilities by ensuring that everyone receives a *free appropriate public education* (FAPE), regardless of ability. Furthermore, IDEA strives not only to grant equal access to students with disabilities, but also to provide additional special education services and procedural safeguards.

**Industry-Recognized**—An industry-recognized credential is one that is either developed or offered by, or endorsed by, a nationally recognized industry association or organization representing a sizeable portion of the industry sector or a credential that is sought or accepted by companies within the industry sector for purposes of hiring or recruitment which may include credentials from vendors of certain products.





**Internships**—Secondary or postsecondary workbased learning for students or educators to provide practical education. Experiences take place in a workplace setting and offer teachers and students the opportunity to see a relationship between curriculum and career choices.

**Job Shadowing**—A career awareness/exploration opportunity in which a student observes or “shadows” a worker for a designated period of time to learn about that worker’s career.

**Knowledge and Skill Statements**—Industry validated statements that describe what a learner needs to know and be able to do to demonstrate competence in a given area and, ultimately, be successful in the workplace.

**Literacy**—An individual’s ability to read, write, and speak in English, compute, and solve problems at levels of proficiency necessary to function on the job, in the family, and in society.

**Local Advisory Committee**—The planning, development, implementation and evaluation of a CTE program are handled at the local level. CCCS encourages the active involvement of parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, local business (including small business), and labor organizations in the planning, development, and implementation of CTE programs. The Local Advisory Committee is typically the forum through which the constituencies named above are included in local CTE program planning, development, implementation and evaluation. (<http://www.coloradostateplan.com/>)

**Local Perkins Plan**—Since Perkins funds are grant funds, rather than entitlement funds, a Local Plan must be submitted by each local Perkins recipient, each year, that indicates how the funds will be used.

**National Career Pathways Network**—A membership organization for educators and employers involved in the advancement of career pathways and related education reform initiatives. (<http://www.ncpn.info>)

**Non-Traditional Careers**—The term *non-traditional fields* means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. (Perkins IV)

**One-Stop Centers**—Also called One-Stop Career Centers, One-Stops, or Workforce Centers. Under WIA Title I, the One-Stop Career Center provides information about and access to a wide range of employment, job training, and education services to customers at a single location. One-Stops provide a triage of services to job seekers: core services, intensive services, and individual training accounts (ITA) or vouchers. One-Stops provide core services to all adults, with no eligibility requirements, and provide intensive services for unemployed individuals who can’t find jobs through core services alone. Intensive services include more comprehensive assessments, development of individual employment plans, case management, etc. In cases where individuals receive intensive services and still can’t find jobs, training services directly linked to job opportunities in the local area may be available. These services include on-the-job training, skills upgrading, job readiness training, and adult education and literacy services.



**Perkins Performance Metrics**—The Perkins Act requires activities funded by Perkins to support improvement of the Perkins performance metrics. CCCS has developed Perkins performance metrics reports that disaggregate data per recipient/per subpopulation and, for some recipients, disaggregates data per program. This data is reported in both percentage and actual count format. These types of disaggregated reports were developed so that the Perkins performance metrics report could be used by teachers and administrators as a tool to help the recipients determine where to focus continuous improvement strategies, activities and Perkins funds. Correctional institutions are exempt from the performance metrics. The eight secondary performance metrics are: academic attainment—reading/language arts; academic attainment—mathematics; technical skill attainment; secondary school completion; student graduation rates; secondary placement; nontraditional participation; and nontraditional completion. The six secondary performance metrics are: technical skill attainment; credential, certificate, or degree; student retention or transfer; student placement; nontraditional participation; and nontraditional completion. (Colorado Community College System, *Career and Technical Education Administrators' Handbook*, FY2009–2010 [<http://www.coloradostateplan.com>])

**Plans of Study**—Colorado uses the term *Plans of Study* rather than Programs of Study in order to avoid confusion with the term *program* which is already in use. A Plan of Study is a coherent, articulated sequence of rigorous academic and career-related courses, commencing in the ninth grade and leads to an industry-recognized certificate or licensure, and/or an associate or baccalaureate degree and beyond. It must:

- 1) Incorporate secondary education and postsecondary education elements;
- 2) Include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses;
- 3) Align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- 4) Include the opportunity for secondary education students to acquire postsecondary education credits; and
- 5) Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

**Postsecondary**—Generic term designating course or institutions after high school. Postsecondary institutions in the State of Colorado consists of: 13 community colleges; two local district colleges; four area vocational schools/technical colleges; and four-year colleges.

**Programs of Study** (national term; Colorado uses the term *plan of study*)—Programs of study incorporate secondary and postsecondary education elements; include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses; may include the opportunity for dual or concurrent enrollment programs; and lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.



**Program Approval**—The SBCCOE requires that all institutions seeking state and/or federal funding for secondary CTE programs or postsecondary CTE degree or certificates shall submit such programs for Board approval. These requirements are met by following the Colorado Community College System (CCCS) CTE Program Approval Process. The CCCS CTE Program Approval Process is facilitated by a web-based application that enables users to enter all program information needed for approval and review. It is accessed through the CCCS home web page at <https://ctep.cccs.edu/energizer/progappr/login.jsp>.

**Seamless Education**—An alignment of educational opportunities to enable students to transition from one level of education to another without loss of time, credit, or repetition.

**Skills Standards**—An industry-driven document that lists the skills, knowledge, and abilities needed to perform an occupation successfully. Skills standards lists are used to identify or develop instructional materials and guide competency test development.

**Soft Money**—A term that refers to funds that are not a part of the general operating budget of an institution. The funds may be from government agencies or private foundations usually in the form of a grant.

**Special Populations**—Perkins 2006 identifies the following students as “special populations”:

- individuals with disabilities;
- individuals from economically disadvantaged families, including foster children;
- individuals preparing for non-traditional fields (*for their gender*);
- single parents, including single pregnant women;
- displaced homemakers; and
- individuals with limited English proficiency.

**Stackable**—A credential is considered stackable when it is part of a sequence of credentials that can be accumulated over time to build up an individual’s qualifications and help them to move along a career pathways or up a career ladder to different and potentially higher-paying jobs. (U.S. Department of Labor, *Credential Resource Guide*, handout, April 26, 2010 [<http://wdr.doleta.gov/directives/attach/TEGL15-10a2.pdf>])

**Stakeholders**—Individuals, groups, or organizations that have a “stake in” the outcomes of preK-16 education. This includes, for example, students, parents, employers, and society in general.

**State Board for Community Colleges and Occupational Education (SBCCOE)**—In addition to governing the Colorado Community College System (CCCS), under state statute, the State Board for Community Colleges and Occupational Education (SBCCOE) is charged with supporting career and technical education (CTE). Specifically, SBCCOE is charged with coordinating all aspects of Colorado CTE delivered by public secondary and postsecondary entities to ensure: quality programming; efficient delivery; development and establishment of optimal statewide policy; and appropriate regulation and administration of CTE funds to secondary institutions, system colleges, the legislated area technical colleges, the two local district colleges and Mesa State College’s Western Colorado



COLORADO Career & Technical Education

Community College. (Colorado Community College System, *Career and Technical Education Administrators' Handbook* [<http://www.coloradostateplan.com>])

**STEM**—Science, Technology, Engineering and Mathematics

**Supplant**—Supplant means “to take the place of, to replace.” Section 311 of the Perkins Act states that Perkins funds “shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities.”

**Supplement**—Supplement means “to add to, to enhance, to expand, to increase, to extend.” Section 311 of the Perkins Act states that Perkins funds “shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities.”

**TABE**—Tests of Adult Basic Education

**Teachers**—One who teaches or one whose occupation is to instruct; usually a secondary term. (<http://www.merriam-webster.com/dictionary/teacher>)

**Transcript**—The official school record of a student’s performance showing all course work completed, including course titles, course hours, grades or other evaluations earned, and grading scale.

**Title IX**—Title IX of the Educational Amendments of 1972 is the landmark legislation that bans sex discrimination in schools, whether it be in academics or athletics. Title IX states:

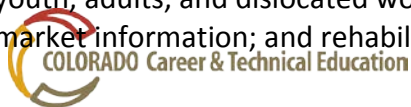
“No person in the U.S. shall, on the basis of sex be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal aid.”

**Title VI of the 1964 Civil Rights Act**—Title VI of the Civil Rights Act of 1964 protects people from discrimination based on race, color or national origin in programs or activities that receive Federal financial assistance.

**Section 504 of the Rehabilitation Act of 1973**—Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability. Programs and activities that receive Federal financial assistance from the United States Department of Education (ED) are covered by Title VI.

**Work-based Learning**—Work-based experiences provide hands-on or realistic experiences for secondary and postsecondary students that relate to the students’ CTE Plan of Study. Work-based experience options are required for postsecondary programs. Examples: supervised agricultural experience (SAE); workplace simulations; school-based enterprises; cooperative work and study programs; internships (paid or unpaid); job shadowing, paid work experience (OJE or OTJ) and unpaid work experience.

**Workforce Investment Act (WIA)**—The federal statute that establishes federal policy direction and appropriates federal funds for employment and training programs. These programs include training for disadvantaged youth, adults, and dislocated workers; adult education and literacy; employment services and labor market information; and rehabilitation services for individuals with disabilities.



**Workforce Investment Board (WIB)**—Board that oversees activities under the Workforce Investment Act (see WIA). The Board usually functions as the State advisory board pertaining to workforce preparation policy. The WIB ensures that the state’s workforce preparation services and programs are coordinated and integrated; and measures and evaluates the overall performance and results of these programs. The Board is also charged with furthering cooperation between government and the private sector to meet the workforce preparation needs of the State’s employers and workers. In Colorado, the State WIB is the Colorado Workforce Development Council.

**Wrap-around (Student) Services**—Support services that are designed to ensure student success in community college programs. These may include, but are not limited to: outreach and recruitment; referrals between programs; career development, including career assessment, advising and counseling; case management; mentoring; coaching and tutoring; conveniently scheduled, accelerated and appropriately sequenced classes; childcare; federal and state need-based financial aid; job search skills training; and job placement assistance.

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## VIII. References

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The Colorado Community College System evaluated the following resources in preparation of this handbook:

*Bridges to Opportunities through Career Pathways: Renewing Career and Technical Education in Colorado—A Summary of the Colorado State Plan for Implementation of the Carl D. Perkins Career and Technical Education Act of 2006.* Prepared by the Colorado Community College System, January 2008

*Career/Vocational Education Advisory Committee Guide*, 8-1-08, Massachusetts Department of Elementary and Secondary Education Career/Vocational Technical Education Unit, Massachusetts Department of Elementary and Secondary Education

*Colorado Community College System, Career and Technical Education Administrators' Handbook*, FY2009–2010 (<http://www.coloradostateplan.com>)

*Colorado Department of Education, Adult Education and Family Literacy, Definitions and Acronyms* (<http://www.cde.state.co.us/cdeadult/AEFLAGlossary.htm>)

Colorado Department of Higher Education (<http://higherred.colorado.gov/dhe.html>)

*Guide to the Operation of Career and Technical Education Advisory Committees.* Published by Education Services, Colorado Community College System, July 2008

*Minnesota Advisory Committee Handbook.* Prepared by Debra Mills, CORD

*Oklahoma Department of Career and Technology Education Glossary.*

Salt Lake Community College, *Program Advisory Committee Handbook, 2008–2009*

*Ten Takeaways from Business/Industry, In Sync—Making School and Industry Links*, a Metro Denver WIRED Initiative, November 3, 2009

*U.S. Department of Labor, Credential Resource Guide, handout, April 26, 2010* (<http://wdr.doleta.gov/directives/attach/TEGL15-10a2.pdf>)

USLegal, *Legal Terms, Definitions, and Dictionary* (<http://definitions.uslegal.com>)

*Workplace Balance Strategic Plan: Developing a New Pool of Skilled and Motivated Workers for Colorado for the Colorado Community College System and Its Partners Involved in Career and Technical Education*, January 2009

Worksource Oregon, *Career Pathways Glossary* (<http://www.worksourceoregon.org/index.php/zcareer-pathways/165>)

