

# Advisory Committee Information

## A Message to Vocational Educators:

Vocational education's future rests upon its ability to successfully meet the employment needs of students and employers.

Business, industry, the professions, and labor continually seek ways to bring about desired changes in the workplace. Therefore, their points of view are crucial to the design, implementation, evaluation, and revision of successful vocational education programs.

Establishment of advisory committees is but one step toward bringing about those desired changes. Another step is the effective utilization of those committees.

Effective utilization of advisory committees really is the key element to the success of any vocational education program. Although an advisory committee usually has significant influence on decisions affecting a vocational education program, its members must clearly understand that their role is that of an advisor and not that of an administrator.

The purpose of this handbook is to provide to you helpful information on (1) establishing an advisory committee and (2) maintaining a desired relationship with that advisory committee. To a significant degree the success of the advisory committee will depend on your attitudes and effort.

A LOCAL VOCATIONAL ADVISORY COMMITTEE IS...

a group of employers and employees from outside the field of education who advise educators on the establishment and maintenance of vocational education programs. (This handbook uses the term "committee," though "council" and "committee" are interchangeable; federal regulations use the term "council.")

THIS HANDBOOK WAS DEVELOPED FOR...

local vocational education advisory committee members and all vocational education instructors and administrators involved with the organization and operation of local advisory committees, both occupational and general. The information applies to both secondary and post-secondary schools that offer programs of vocational technical education.

## **ACKNOWLEDGMENTS**

The National Automotive Technicians Education Foundation gratefully acknowledges its appreciation to the Florida State Department of Vocational and Adult Education for the use of the Advisory Committee material in the development of this handbook.

## Table of Contents

<b>Chapter One</b>	<b>Rationale</b> .....	4
<b>Chapter Two</b>	<b>Types of Advisory Committees</b> .....	5
	Local General Advisory Committee .....	5
	Local Occupational Advisory Committee .....	5
<b>Chapter Three</b>	<b>Organizing Advisory Committees</b> .....	6
	Establishment of Occupational Advisory Committees .....	6
	Preliminary Organizational Planning.....	6
	Committee Structure .....	7
	Membership .....	7
	Occupational Perspective.....	7
	Terms of Service .....	8
	Checklist .....	9
<b>Chapter Four</b>	<b>Utilizing Advisory Committees</b> .....	10
	Operational Guidelines for General and Occupational Advisory Committees .....	10
	Rules for Operation (By-laws).....	10
	Subcommittees .....	10
	Program of Work .....	11
	Effective Operational Practices .....	12
	Meeting Plans and Procedures .....	12
	Planning Committee Meetings.....	12
	Conducting Meetings.....	13
	Officers .....	14
	Guidelines for Communication.....	14
	Written Materials .....	14
	Recognition of Members.....	15
	Use of Committee Input.....	16

<b>Chapter Five</b>	<b>Advisory Committee Functions</b> .....	17
	Authority .....	17
	Functions of General Advisory Committees.....	17
	Functions and Responsibilities of Occupational Advisory Committees .....	18
	Curriculum Content Advisement .....	18
	Career Guidance and Student Placement.....	19
	Community Public Relations .....	20
	Community Resource Identification.....	20
	Equipment, Facilities, and Resources Review.....	21
	Program Review.....	21
<b>Appendices</b>		
Appendix A	State Vocational Education Advisory Council and National Advisory Council.....	23
Appendix B	Sample Guidelines for Automotive Program Advisory Committee.....	25
Appendix C	Advisory Committee Bylaws.....	29
Appendix D	Sample Statement of Purposes for Occupational Advisory Committee.....	36
Appendix E	Rules for Operation of Occupational Advisory Committee .....	38
Appendix F	Letter of Invitation .....	40
Appendix G	Advisory Committee Agenda .....	41
Appendix H	Sample Program of Work Form.....	42
Appendix I	Advisory Committee Meeting Minutes .....	43
Appendix J	Advisory Committee Meeting Evaluation .....	45
Appendix K	Productive Advisory Committee Dos.....	46
Appendix L	Advisory Committee Don'ts.....	47
<b>Bibliography</b> .....		48

# 1 Rationale

Strong justifications exist for the establishment of local advisory committees.

Local advisory committees provide the means for a vocational education curriculum to remain relevant to business and industry needs. Relevance of instruction is the school's assurance that graduates will be capable of performing entry-level job skills. Advisory committee members who become familiar with vocational education programs, and are themselves employed in the field as well as being potential employers of graduates, have a unique perspective of a training program. They can provide an informed viewpoint that is invaluable to the educational process.

Local advisory committees create partnerships between vocational education programs and the industries and communities they serve. Citizens are involved in the operation of their schools and school personnel are better able to understand the needs of the occupations being served.

Local advisory committees promote public awareness of vocational education programs. Community members are given the opportunity to become familiar with all the programs offered by schools. Both formally and informally, advisory members communicate the operation of vocational education programs to others in the community.

# 2 Types of Advisory Committees

Vocational education operates with advisory committees at the local, state, and national levels. This handbook deals primarily with the use of local advisory committees, both general and occupational; as it relates to meeting the NATEF Standards for Certification.

## **LOCAL GENERAL ADVISORY COMMITTEE**

General advisory committees provide direction for the entire vocational/technical education program of a school system. The general advisory committee assists the school or institution in developing long-range goals and plans and recommends the overall vocational education program design. Members represent those occupations present in the community.

## **LOCAL OCCUPATIONAL ADVISORY COMMITTEE**

The occupational (trade or craft) advisory committee serves a single occupational area. The committee may be formed for one school or may serve one occupation (automotive, auto body, medium/heavy truck, welding, etc.) for all the schools in a system.

The occupational advisory committee is the "bread and butter" of the advisory committee system. Committee members offer specific advice on the needs of businesses and industries served by the program and help ensure that the vocational education curriculum stays current. This handbook stresses information for educators on establishing and using occupational advisory committees.

A second type of occupational committee used in some school systems is the program advisory committee, which serves a cluster of related occupations. For example, all automotive occupations courses constitute a program area. The program advisory committee frequently serves all the schools in a system. In a large system, a program committee may act as a coordinating body for the various occupational committees in the cluster

The roles of advisory committees at the state and national level will possibly change in structure as federal and state laws are modified or replaced.

# 3

# Organizing Advisory Committees

## ESTABLISHMENT OF OCCUPATIONAL ADVISORY COMMITTEES

### Preliminary Organizational Planning

Good planning forms the base for a sound, workable advisory committee. Although the planning steps will vary, the following points should be considered when an educator is spearheading the drive to form an occupational advisory committee to meet NATEF standards to become nationally certified. The "occupational advisory committee" is often called a trade or craft advisory committee. The information on each point contained in this handbook can be adapted to the local situation or used as presented.

- **Discuss the potential formation of the advisory committee with school administrators, instructors, and members of the community. If advisory committees have been attempted previously in the school and failed, look for the reasons for failure. If any negative feelings concerning advisory committees are found, move slowly and lay careful groundwork before proposing formation of the advisory committee.**
- When a favorable attitude exists, inform the appropriate administrator(s) that establishment of an advisory committee is a major component of certification.
- After the appropriate administrator(s) have been informed and have provided support for at least exploring the possibility of forming an advisory committee, prepare a written statement that includes the following:
  1. the purpose of the proposed advisory committee;
  2. the responsibilities and duties of the advisory committee and its relationship to the instructional program and the school; and
  3. an outline of the procedures to be followed in organizing the advisory committee.
- Request the appropriate administrator(s) to approve the statement and to include it in a written request to the governing board asking for authorization to form the advisory committee.

- Obtaining administrative support is a very important step. Educators should consult the administration for advice and follow the established procedures.
- Some schools select a small group of citizens and school officials to plan the organization of the occupational advisory committee. This group develops a statement of purposes and a description of procedures to be used in the organizational process. Members of the planning group may later be included in the list from which advisory committee members are chosen.

### **Committee Structure**

After the formation of an advisory committee has been approved, the next step is the signing of a statement of purposes by the school board or community college trustees. The following sample may be copied or amended to fit local needs. Once signed, this statement of purposes becomes the charter under which the advisory committee operates.

The size of an occupational advisory committee should not be mandated. Too many factors affect the optimal size, including the number of employers in the area served, the diversity of job offerings within the occupation, etc. All job specialities for which students are trained should be represented, and both the employers and employees selected should represent their employment fields in numbers proportionate to local industry. Select enough members to give an adequate base for opinions, yet limit the number so that members can comfortably and freely discuss business. Normally, between five and fifteen members produce the most effective committee.

## **MEMBERSHIP**

### **Occupational Perspective**

Advisory committees represent the views and needs of the public in the design of vocational education programs. All segments of the involved population (in the case of a general advisory committee) or the occupation (for an occupational advisory committee) must be included in the membership. A school system or postsecondary institution is not fair to itself or its constituency if it designs vocational education programs around a limited portion of an occupation and then chooses advisory committee members only from that portion.

One important role a good advisory committee performs is to broaden the perspective of school personnel. Individuals view training needs from their own experience. A broad perspective requires that persons with differing backgrounds combine to give input and advice. Avoid selecting members who have a political motivation for committee service or who have a specific "pet project" they want to promote over the welfare of the overall program.

Most vocational education programs enjoy greater benefits when the occupational committee represents both workers and supervisors. People who actually perform the skills and those who hire and supervise can then work together to give the instructional staff an accurate picture of the community's employment needs.

Consider the following groups of people when choosing occupational advisory committee members:

- owners
- employee supervisors
- employees
- personnel directors

Choose members of general advisory committees to represent the community as a whole. Representatives of the following groups may be included:

- industry
- business
- labor and manpower commissions
- other educational organizations
- the professions, agriculture, and other groups on the basis of community composition

### **Terms of Service**

A school using advisory committees must decide the length of appointments. Many effective ways to determine length of terms are in use.

Most schools prefer to set a time limit for both occupational and general advisory committee terms and to define the size of the committee in writing. This procedure promotes a continuing flow of new ideas that helps keep the committee's advice current and relevant. The most common organization is three-year terms of service staggered so that one-third of the members are replaced each year. Advantages of this organization include the following:

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

When the terms of service are limited and defined, the question of reappointment arises. Is membership limited to one, two or more terms? Can former members be reappointed after a time lapse? Establishing policies on these issues avoids potential problems later.

A disadvantage of reappointment is that a member may take it personally when some members are reappointed and others are not. However, certain members may be so valuable to a program that a school will want to continue their appointments. A policy of reappointment after a time lapse (usually of one year) can allow for these situations.

### **Checklist**

- Inform members of the length of their term of service *before* they accept appointment.
- Establish the policy for term of service at the time the committee is organized.
- Allow for later reviews to assess whether the term of service policy is effective. Change the policy if members, administrators, and the instructional staff agree.

# 4 Utilizing Advisory Committee

## **OPERATIONAL GUIDELINES FOR GENERAL AND OCCUPATIONAL ADVISORY COMMITTEES**

### **Rules for Operation (By-laws)**

The question of whether an advisory committee can best operate under the guidance of by-laws is one for the individual school to decide. By-laws inform members of their duties and responsibilities and define the organization of a committee. Because by-laws tend to formalize a group, some schools feel that they may be a deterrent to the relaxed atmosphere conducive to the best input from committee members. In such cases, schools may use an informal list of responsibilities instead of by-laws.

The following may be included in either by-laws or informal guidelines:

- terms of service for members
- officers and the responsibilities of each office
- procedures for the establishment of subcommittees (Subcommittees, which are appointed by the group, may or may not include non-members.)
- the establishment of a program of work
- guidelines for committee meetings (number, time, length, etc.)
- responsibilities of members
- provision for minutes and review of committee recommendations by the administration

### **Subcommittees**

The number and use of subcommittees depend primarily on the size of the advisory committee and the amount of activities it is asked to undertake. When committee membership is greater than 10 or 12 or responsibilities are numerous, subcommittees can effectively enhance organization and lighten the load for the entire group.

Subcommittees may be standing, in which case they operate for the entire year or term of service, or ad hoc (appointed for a specific function and terminated when the function has been completed). The most common standing committee is the executive committee, consisting of elected officers and the designated school representative. The executive committee sets agendas, assists the chairperson in appointing other subcommittee members, and takes care of other matters related to committee membership.

When an advisory committee undertakes any project that will be continuous, a standing subcommittee may be established to direct that responsibility. For example, an occupational (automotive) advisory committee might appoint standing subcommittees for equipment or for public relations.

An ad hoc subcommittee will be beneficial almost anytime an advisory committee undertakes a special project. Occupational advisory committees might appoint ad hoc subcommittees for task inventories, labor force needs surveys, career days, scholarships or industrial tours.

### **Program of Work**

A program of work helps make the operation of the advisory committee efficient and effective. The program is a guide for activities the committee will undertake to assist the vocational program.

Before a committee can plan a program of work, members must be familiar with the instructional program's curriculum, goals, and objectives. With this basis of understanding, the committee first reviews the program to identify areas that deserve consideration and then plans approaches to solutions.

Usually, a program of work is prepared annually by an ad hoc subcommittee. However, the program of work should never become cumbersome. The instructional staff is responsible for recommending efficient operating procedures to the committee. If preparing a program of work annually ceases to be a help, the instructional staff may recommend modifying the procedure to promote efficiency.

**EXAMPLE:** A secondary automotive mechanics program developed a system of three-year planning. The advisory committee planned equipment needs, instructional materials, and budgeting three years in advance, adding a year's plan each year. This system keeps the plan one year ahead of an entering student's completion time.

## **Effective Operational Practices**

The effectiveness of an advisory committee is the result of sound organization. The following practices help ensure the effective operation of both occupational and general advisory committees:

- Inform members of their duties and responsibilities before they begin work (provide them with written guidelines and/or by-laws).
- Keep the committee active. Continually solicit and consider its advice.
- Inform members of the operation of the vocational education program and the school.
- Provide committee members contact with students. At least once a year, either invite students to meetings for an open question-and-answer session with members or hold a meeting during class for the same purpose. An occupational advisory committee can effectively use this procedure several times a year.
- Ask school administrators, on the recommendation of the instructional staff, to select advisory committee members and to make other appointments.
- Keep rosters revised and current. Replace, as quickly as possible, a member who resigns. Provide members with current rosters.

## **MEETING PLANS AND PROCEDURES**

### **Planning Committee Meetings**

The agenda for each meeting should be established well in advance of the scheduled meeting. It may be prepared jointly by the chairperson and instructional program representative or by a subcommittee (usually the executive committee). To set an agenda, planners first review the minutes of prior meetings to determine old business and then consult the annual program of work to decide which items of new business are ready for consideration.

Members should receive the agenda in time for adequate review before the meeting. Minutes of the last meeting may be included. At times, other material that committee members need to study in advance before the meeting (for example, proposed curriculum changes) should also be included with the agenda.

The following planning considerations increase the effectiveness of advisory committee meetings:

- Schedule an advisory committee meeting at the vocational education program's facilities at least twice a year. Additional meetings may be elsewhere such as the automotive agency
- Hold regular meetings in a centralized location with comfortable seating and space for writing.
- If possible, provide simple refreshments for meetings. If funds are available, occasional meals are a nice addition. Sometimes, student organizations provide meals or refreshments for advisory committee meetings.
- Each time the membership changes, poll the members to determine the most convenient meeting time. Some business people prefer to attend meetings during the work day, while others are unable to do so.
- If it appears that a meeting may last more than two hours, use some method that will shorten the time (save part of the business for the next meeting, hold an interim meeting or appoint a subcommittee for a lengthy item).
- Meeting frequency usually ranges from monthly to quarterly. Quarterly meetings are adequate for many committees.

### **Conducting Meetings**

An advisory committee is most effective when its work is conducted informally. Parliamentary procedure can be used when a decision is to be recorded or transmitted. Otherwise, free, open discussion leading to consensus is recommended.

Members come to the advisory committee with a variety of opinions and ideas. Unless they feel free to express these ideas, the group becomes merely a rubber stamp of someone else's thoughts. Members need to know that their opinions are wanted. Frank, open discussion is necessary. The chairperson has the responsibility of bringing the group to consensus when opinions differ.

When an advisory committee is newly formed or reactivated, instructional personnel carry the major operational responsibility. Instructional staff orient members on committee functions and duties and acquaint newly appointed members with the design and operation of the vocational education program. A staff member usually presides at the first meeting.

Once the advisory committee is functioning well, the instructional staff may assume a consulting role. While it is necessary that instructors be present at all meetings to give program reports and to answer questions, committee members will preside and will make all decisions.

## **Officers**

Officers are usually selected at the beginning of each year and begin their duties immediately. The chairperson presides and keeps the business of the meeting "on track." A chairperson who conducts business fairly and speedily is vital to an effective committee.

A chairperson is necessary for all advisory groups, but many groups do not formally select a vice-chairperson. However, this position can add stability to the committee. In addition to presiding in the absence of the chairperson, the vice-chairperson may head the program-of-work subcommittee and serve as chairperson-elect for the following year.

Instructional representatives who have access to clerical help are often designated as secretaries. The secretary prepares and mails meeting agendas, announcements, minutes, etc. Preparation of minutes is a difficult responsibility in the informal setting of the advisory committee. The secretary must decide which portions of the discussion are important to decision making and record them accurately.

## **GUIDELINES FOR COMMUNICATION**

### **Written Materials**

The instructional staff can provide the following materials for advisory committee members:

**Newsletters.** A newsletter is a very effective form of communication between instructional staff and advisory committee members.

- Members are continually informed of the current operations of the program.
- Members are advised of the activities of students. Many newsletters carry information on graduates and provide an important employment contact.
- Members know the staff appreciates their work and is willing to spend time keeping them informed.

Choose a newsletter style to fit your situation. A short, simple monthly newsletter is excellent, although some instructors prefer to send a more lengthy quarterly newsletter. Information may include program enrollment, class activities, information on students nearing graduation, etc. Many instructional programs also use newsletters as a recruiting or placement tool, sending them to businesses and industries as well as to committee members.

**Copies of the curriculum and course descriptions and, when requested, syllabi of individual courses.** Members can give advice only when they have a thorough knowledge of instructional content. Give members these items prior to their first meeting and send updates any time the curriculum is changed.

**Advisory committee notebook.** Provide a folder or notebook in which members keep committee materials.

**Members' handbook.** Content may include:

- an organizational chart of the school;
- the history of vocational/technical education at the school;
- an overview of the school's advisory committees and the purpose of each
- the duties and responsibilities of the advisory committee; and
- the duties and responsibilities of the school.

### **Recognition of Members**

Advisory committee members willingly give time and expertise in service to the school. The school, in return, should recognize their service in every way possible. Public recognition also benefits the school. Community leaders who voluntarily associate themselves with a vocational program add to that program's prestige. Suggestions for recognition include the following:

- Present a plaque or framed certificate of appreciation at the end of the first year of service or at the end of a term.
- Write media releases announcing appointments.
- Publish members' names in the school catalog.

- Prepare a well-designed display board for the entrance to the vocational education program area, listing advisory committee members. A permanent plaque with either changeable nameplates or space for additions will provide for changes in membership.
- Hold a recognition night for advisory committee members.
- Recognize specific contributions of the committee in the media or at school awards ceremonies.

## **USE OF COMMITTEE INPUT**

The formation of an advisory committee implies that the group's advice will be considered. It must be remembered though that the advisory committee is not a policy-making body. Therefore, there may be occasions when a specific recommendation is rejected by administrators or by program personnel.

All of the advisory committee's recommendations must be acknowledged in writing. A written report of the action taken on each recommendation should be presented to the group as soon as possible.

A full explanation, written or verbal, must be made to the advisory committee when a recommendation is rejected. If the recommendations are sound and feasible, appropriate action should be taken quickly.

Listed below are steps in a suggested process for following through on an advisory committee recommendation.

- Send minutes of the meeting to all instructional personnel and appropriate administrators and to the school board or trustees when requested.
- School or institution personnel decide the action to be taken on the advisory committee's recommendation.
- Inform all committee members immediately after the decision is made that:
  1. the suggestion is implemented as originated, or
  2. the suggestion is implemented with modification and explanation, or
  3. the suggestion is declined with explanation.
- Report the decision again at the next advisory committee meeting and hold further discussion when requested.

# 5 Advisory Functions

# Committee

## **AUTHORITY**

The authority invested in all advisory committees - general, occupational, and special function - is limited to making recommendations and to giving advice. Advisory committees are not empowered to set policy; that responsibility rests solely with the school board or the board of trustees and/or the administration of the school.

An advisory committee should thoroughly understand its purpose from the beginning. At the time of appointment, each member must receive a written explanation of the purpose and the authority of that particular advisory committee.

The limits of authority should always be a lead item in every set of written advisory committee guidelines. Advisory committee authority generally encompasses several functions, which are covered in the following sections.

## **FUNCTIONS OF GENERAL ADVISORY COMMITTEES**

A general advisory committee helps the total vocational education program in the following ways:

- assisting the school in developing long-range goals and plans and in studying community needs;
- recommending a total vocational education program design, suggesting addition, deletion or revision of vocational education programs when needed to meet community needs;
- suggesting time frames and priorities for the implementation of these plans;
- conducting evaluations of the total vocational education program and recommending procedures for change as a result of this evaluation;

- providing public information and financial and legislative support for the vocational education program; and
- investigating the need for new vocational education programs in the community.

## **FUNCTIONS AND RESPONSIBILITIES OF OCCUPATIONAL ADVISORY COMMITTEES**

### **Curriculum Content Advisement**

Curriculum content advisement is vital to an effective vocational education program. In its review of curriculum content, an advisory committee focuses on one primary concern: Do graduates possess the entry-level job skills needed by employers in the area served?

Notice that this function is referred to as advisement on *content*, not on *teaching method*. *What* to teach is a proper responsibility of an advisory committee, while *how* to teach is the responsibility of instructional and administrative personnel.

An advisory committee might follow these steps in fulfilling the curriculum content advisement function for an existing vocational education program:

- Review the goals of the vocational education program.
- Review the performance objectives for each course.
- Review an area employment needs assessment.
- Review a task inventory and analysis for the occupation.
- Compare the content of the vocational education program to the task inventory and analysis.
- Compare the needs assessment to program enrollment and attrition.
- Recommend optimum length of courses or programs, with suggestions for any changes.
- Recommend the content of vocational education programs, with suggestions for any revisions.

When the technology is changing rapidly, this process should be performed once a year. It is a lengthy process and ample time must be allowed in the program of work. A subcommittee may undertake at least a few of the steps to save the time of the entire group.

Most of the groundwork for curriculum review can be performed by the instructional staff. The actual conducting of surveys is too time-consuming to be a proper function of advisory committees. The following activities for a task inventory illustrate a suggested division of responsibilities between the advisory committee and the instructional staff:

- Instructional personnel compile a comprehensive list of tasks performed by workers in the field. If seeking NATEF certification the task list supplied should be used.
- The advisory committee edits and verifies each item on the list.
- The advisory committee and instructional personnel jointly compile a list of workers to whom the survey will be sent.
- Instructional personnel conduct the survey, asking workers about the frequency, difficulty, and importance (either of the last two may be omitted) of each task on the list.
- Both groups jointly review the collected data and interpret the results.
- The advisory committee compares the task inventory results to the current curriculum and makes recommendations for any needed changes.

To review, an advisory committee may perform the following activities in the area of curriculum content advisement:

- Assist with a survey of local employment needs.
- Assist with a task inventory to determine the skills needed by local industry.
- Advise on changes in industry standards and recommend acceptable performance standards.
- Advise on new developments in technology.
- Review the length of vocational education programs in terms of entry-level job skills needed by industry.

### **Career Guidance and Student Placement**

Advisement on career guidance and student placement begins with a thorough review of the program's activities. After review, the guidance and placement function is a good area for creativity and the development of individual approaches.

In the field of career guidance, committee members may assist by holding regular, informal visits with students; sponsoring or assisting with career days; serving as guest speakers on the subject of job opportunities and the expectations of employers; conducting mock interviews, etc. To assist with student placement, advisory committees may participate in the following activities:

- locate prospective employers to interview graduates for jobs;
- inform local employers of the capacity of the vocational education program and provide information on current graduates;
- help students locate part-time jobs in their specific vocational education field during instruction; and
- obtain prizes and awards for outstanding students.

### **Community Public Relations**

Advisory committees effectively promote public relations for vocational education programs. A subcommittee may be appointed to plan and direct the public relations program for the year. Among the activities the committee might consider are:

- promoting awareness of the vocational education program through news releases, radio and television announcements and coverage, special days, programs for civic groups, an open house, etc.; and
- obtaining contributions to promote vocational education programs through advertising.

### **Community Resource Identification**

The advisory committee itself is a major resource for vocational education. It also serves as a coordinator for identifying other available community resources. A community resource can include any person, place, organization, or item that has instructional value. An advisory committee might:

- locate potential stations for a cooperative education course;
- locate appropriate local businesses and industries for student tours;
- identify community representatives as guest speakers for various topics of instruction;
- identify any community resource that can be used by the vocational education program to improve instruction; and
- arrange for in-service teacher training clinics or workshops.

## **Equipment, Facilities, and Resources Review**

Adequate equipment and facilities are critical to an effective vocational education program. Students must learn to master the equipment they will use after employment. One of the most important functions of an advisory committee is to recommend the equipment and facilities needed to provide students with an optimal learning environment.

Generally, this function falls into the following three categories:

- review and evaluation of the available facilities and equipment in light of NATEF standards;
- survey of businesses and industries to continually identify new procedures, equipment, and materials used, including both the task inventory and analysis and members' professional experience; and
- establishment of a plan for procuring the needed equipment.

Specific equipment procurement activities an advisory committee might perform are:

- to assist vocational education program personnel with surveys to determine types of equipment graduates will be expected to use in industry;
- to recommend facility or equipment improvements needed to bring training to current industry standards;
- to assist instructional personnel in locating sources of donated or low-cost instructional supplies and equipment;
- to secure outside funding to assist instructors in attending professional or industrial meetings; and
- to obtain current industrial publications and visual aids for the school.

## **Program Review**

In reality, all the functions of an advisory committee fall under the umbrella of program review. A group is qualified to give advice only when it has first carefully reviewed the existing situation. In this sense, the advisory committee's program review activities are not separate from but a part of its other functions.

In some schools, however, the committee is charged with providing a formal program review. All schools providing vocational education instruction are required to undertake periodic program evaluation. When the advisory committee is to review the program, it must know how its review fits into other program evaluation efforts. With this information, the advisory committee can proceed with a review of program goals and the development of data collection procedures. This is a lengthy process that should probably be directed by a subcommittee. Instructional personnel should perform all groundwork possible to save the time of the advisory committee members.

The program review functions of an advisory committee should include:

- assisting with long-range planning and the formation of goals for the vocational education program;
- assisting in evaluating the vocational education program by selecting appropriate evaluation activities, identifying needed data, and interpreting the evaluation information;
- reviewing program budget requests; and
- advising the instructional personnel who conduct student follow-up studies.

## **APPENDIX A**

### **STATE VOCATIONAL EDUCATION ADVISORY COUNCIL**

The State Advisory Council represents a wide cross section of the lay public and reflects a diversity of viewpoints. Its membership is made up of representatives, including minority representatives of business, labor, public and private education, and the general public. The council represents the clients of the vocational education system. Its primary concern is that vocational education programs, services, and activities function effectively and are available to all persons who need and can benefit from them.

The major responsibilities of the council are:

- to advise the State Board of Education (a) in the development of the five-year state plan for vocational education and the annual program plan and accountability report and (b) on policy matters arising out of the administration of these plans and reports;
- to evaluate vocational education programs, services, and activities and publish and distribute the results thereof;
- to assist the state board in developing plans for state board evaluations and to monitor these evaluations;
- to prepare and submit through the state board to the U.S. commissioner of education and to the National Advisory Council an annual evaluation report;
- to identify vocational education and employment and training needs of the state and assess the extent to which vocational education, employment training, vocational rehabilitation, special education, and other programs and related acts represent a consistent, integrated, and coordinated approach; and
- to provide technical assistance to eligible vocational funds recipients and local advisory councils, as may be requested by the recipients, to establish and operate local advisory councils.

## **NATIONAL ADVISORY COUNCIL**

Members of the National Advisory Council for Vocational Education (NACVE) are appointed by the president of the United States and represent business, labor, education, special needs groups, and the general public. NACVE's responsibilities include:

- advising the secretary of education, the Congress, and the president on the administration and preparation of general regulations for, and the operation of, vocational education programs; and
- reviewing the operation of vocational education programs, assessing their effectiveness, making recommendations on council findings, and publishing and distributing the results.

## **APPENDIX B**

### **SAMPLE GUIDELINES FOR AUTOMOTIVE PROGRAM ADVISORY COMMITTEE**

#### **Article I - Purposes and Name**

- Section 1.** The above named advisory committee shall exist only during such time as it may be authorized by the School Board (or Board of Trustees).
- Section 2.** The above named advisory committee shall operate in those fields directly included in the program for which it has been appointed and shall limit its activities to advice on matters that directly concern that program.
- Section 3.** The purpose and duties of the above named advisory committee may include the following:
- a. studying the needs of business and/or industry in relation to an individual skill program, family of occupations, or the total general program;
  - b. aiding the program in those activities that improve efficiency and effectiveness;
  - c. helping in developing a program for the area that will better relate to business and industry;
  - d. offering recommendations for the improvement of facilities, equipment, and instructional materials;
  - e. assisting in evaluating the program on the basis of the stated objectives;
  - f. assisting the program staff in establishing priorities;
  - g. studying successful programs in other communities for the purpose of encouraging the use of those practices applicable to the program;

- h. advising on the revision of the program's goals and objectives as determined by study and evaluation; and
- i. evaluating annually the progress made toward the goals and objectives.

## **Article II - Membership**

- Section 1.** Members shall be selected and appointed to represent a cross section of the community, business, and industry served by the program.
- Section 2.** Appointment of advisory committee members shall be for three years, except when the appointment is to fill an unexpired term; thus, one-third of the total membership shall be appointed each year.
- Section 3.** The term of a new committee member shall begin on July 1.
- Section 4.** The advisory committee may recommend names of prospective committee members to the appointing official.
- Section 5 .** The advisory committee shall consist of nine members.
- Section 6.** The designated vocational educator liaison will be present at each meeting.

## **Article III - Meetings**

- Section 1.** Regular meetings of the advisory committee will be held (day of and months) during the calendar year.
- Section 2.** Written notices of meetings shall be mailed to all members at least two weeks before each meeting by the advisory committee secretary or other designated person.
- Section 3.** The agenda for each meeting shall be prepared by the chairperson and the vocational education instructor.

## **Article IV - Officers and Duties**

- Section 1.** The officers shall be a chairperson, vice-chairperson, and secretary elected from the committee membership.
- Section 2.** The chairperson and vice-chairperson shall be elected annually by a majority vote of the committee members at the annual meeting.
- Section 3.** The chairperson shall be elected from among those members who have served on the advisory committee for at least one year. The duties shall be:
- a. to preside at the meeting of the advisory committee;
  - b. to serve as chairperson of the executive committee;
  - c. to appoint special subcommittees, which may include persons other than committee members; and
  - d. to represent the group at other meetings as requested.
- Section 4.** The vice-chairperson shall perform the duties of the chairperson in the chairperson's absence.
- Section 5** The secretary shall:
- a. send out notices of meetings;
  - b. keep records and attendance of members at meetings;
  - c. maintain a permanent record of advisory committee activities; and
  - d. distribute minutes of committee meetings and copies of other committee documents to committee members, teachers, and others, including concerned instructors. (The secretary shall have the assistance of the school staff and the use of school facilities in performing the prescribed duties.)

## **Article V - Amendments**

The by-laws may be amended or added to by a two-thirds majority vote of active members at any regularly scheduled meeting.

## **Article VI - Rules of Order**

The meetings and activities of this committee shall be conducted according to *Robert's Rules of Order*, except as otherwise provided by these by-laws.

## APPENDIX C

### ADVISORY COMMITTEE BY-LAWS

#### Article I - Name and Purpose

##### Section A.

The official name of this body shall be \_\_\_\_\_.  
(Name)

##### Section B.

The above-named advisory committee shall exist only during such times as it may be authorized by the \_\_\_\_\_.  
(authorizing School Board or Board of Trustees)

##### Section C.

The purposes and duties of the above-named advisory committee shall be to:

1. identify vocational automotive education program needs for the school district (or area of service);
2. help identify and assess labor market requirements;
3. review and advise on the establishment and maintenance of realistic and practical vocational automotive education programs;
4. participate in developing community understanding and support for vocational automotive education programs;
5. assist in the development of long-range goals for vocational automotive education in the school district (or area of service);
6. review special project requests;

7. assist in the establishment of standards for vocational automotive education facilities;
8. provide information on new technical developments that require changes in curriculum;  
and
9. assist the school district (or institution) in reviewing legislation affecting vocational education.

## **Article II - Membership**

### **Section A.**

The advisory committee will consist of a minimum of \_\_\_\_ members and a maximum of \_\_\_\_ members, excluding ex-officio members.

### **Section B.**

Appointments to the advisory committee shall be made by \_\_\_\_\_  
in consultation with \_\_\_\_\_.

### **Section C.**

The committee membership will be drawn as follows: (specify types and numbers of representatives to serve on the committee).

### **Section D.**

Each appointment of an advisory committee member shall be for three years, except when the appointment is to fill an unexpired term.

### **Section E.**

Two-thirds of the members will be retained each year, with none serving more than three successive years, and one year will expire before any outgoing member may be reappointed for a full term after serving the unexpired term of a member who has left the committee.

### **Section F.**

One-third of the total membership shall be appointed each year.

### **Section G.**

The term of a new committee member shall begin on July 1.

**Section H.**

An individual will automatically lose membership in the committee if s(he) fails to attend three successive meetings without presenting in advance to the chairperson of the committee a valid reason for his/her absence.

**Article III - Officers and Their Duties**

**Section A.**

The officers shall be: a chairperson, a vice-chairperson, and a secretary.

**Section B.**

All officers shall be elected annually by a majority vote of the committee members at the annual meeting; or

The chairperson and vice-chairperson shall be elected annually by a majority vote of the committee members at the annual meeting. The secretary shall be (vocational education teacher, vocational education administrator or other vocational educator).

**Section C.**

The chairperson shall be elected from among those members who have served on the advisory committee for at least one year. His/her duties shall be:

- a. to preside at the meetings of the advisory committee;
- b. to serve as chairperson of the executive committee; and
- c. to appoint special subcommittees, which may include persons other than advisory committee members.

**Section D.**

The vice-chairperson shall perform the duties of the chairperson in his/her absence.

**Section E.**

The secretary shall:

- a. keep records of the attendance of members at meetings;
- b. keep a record of discussion and recommendations;

- c. maintain a permanent record file of advisory committee activities; and
- d. distribute minutes of advisory committee meetings and copies of other committee documents to committee members, teachers, and concerned others.

**Section F.**

The executive committee shall consist of the chairperson, vice-chairperson, and secretary with the vocational educator in charge as an ex-officio member. It shall:

- a. act on urgent advisory committee matters between meeting;
- b. prepare an agenda for each meeting if requested to do so by the advisory committee; and
- c. call special meetings of the advisory committee as they are needed.

**Article IV - Meetings**

**Section A.**

Regular meetings of the advisory committee will be held during the calendar year. Meetings shall be scheduled for the second Tuesday in February, April, June, and October.

**Section B.**

The June meeting of the advisory committee shall be designated as the annual meeting.

**Section C.**

Meeting dates may be changed by consensus.

**Section D.**

The chairperson may call special meetings of the advisory committee.

**Section E.**

Written notices of meetings shall be mailed by the secretary to all members at least two weeks before each meeting.

**Section F.**

Meetings shall not be more than - hours long, unless a majority of the members vote to continue a particular meeting.

**Section G.**

All meetings will be open to the public.

**Article V - Annual Program**

**Section A.**

The advisory committee will plan and operate under an annual program of work. Plans, topics, and goals will be included in the program.

**Section B.**

The program of work for each ensuing year will be discussed during the \_\_\_\_\_ meeting each year.  
(Month)

**Section C.**

Proposals by the members will be considered by the executive committee, which will formulate a proposed annual program to be presented to the advisory committee during the \_\_\_\_\_ meeting for its action.  
(Month)

**Article VI - Subcommittees**

**Section A.**

As the need for standing and special subcommittees arises, such subcommittees may be appointed by the chairperson.

**Section B.**

Subcommittees shall report regularly to the advisory committee.

**Section C.**

A subcommittee will automatically be discharged upon accomplishing the task(s) for which it was established.

**Article VII - Amendments**

The constitution, articles, and by-laws may be amended or added to by a two-thirds majority vote of active members at any regular advisory committee meeting.

**Article VIII - Rules of Order**

The meetings and activities of this advisory committee shall be conducted according to *Robert's Rules of Order*, except as otherwise provided by these by-laws.

## APPENDIX D

### SAMPLE STATEMENT OF PURPOSES (Charter)

The School Board (or Board of Trustees) of \_\_\_\_\_  
\_\_\_\_\_ authorizes the establishment of "The \_\_\_\_\_  
Occupational Advisory Committee" on this \_\_\_\_\_ day of \_\_\_\_\_  
19\_\_\_\_\_. The function of the \_\_\_\_\_ occupational advisory  
committee is to provide advice and counsel to the instructional and administrative staff of  
the \_\_\_\_\_ program and to its students. It is not given authority for policy  
decisions, and it is expected to operate within the guidelines set forth.

The purpose of the \_\_\_\_\_ occupational advisory committee is  
to contribute to the improvement of \_\_\_\_\_ in  
education

\_\_\_\_\_ through such functions as:  
Name of School

- verifying the need for instruction in the occupation;
- providing input on curriculum, equipment, and facilities that is both current and relevant to community's needs;
- assisting with career guidance and student placement; and
- promoting community public relations.

The School Board (or Board of Trustees) pledges cooperation with the committee's work. It reserves

the right to dissolve the \_\_\_\_\_ occupational advisory committee

at any time and for any reason. The term of the committee will be continuing unless terminated by

the School Board (or Board of Trustees).

\_\_\_\_\_ Chairperson

\_\_\_\_\_ Superintendent (or Principal,

Dean, or other appropriate school official)

## APPENDIX E

### SAMPLE RULES FOR OPERATION

#### OCCUPATIONAL ADVISORY COMMITTEE

##### I. Officers

- A. The officers of \_\_\_\_\_ Advisory Committee shall consist of a chairperson, a vice-chairperson, and a secretary. The secretary will be a member of the instructional staff and will be a nonvoting member of the committee.
- B. Officers will be elected annually at the first fall meeting, will serve one year, and may be re-elected.

##### II. Subcommittees

- A. The elected officers will constitute the executive committee. The executive committee will prepare an annual program of work for approval by the advisory committee and an agenda for each meeting.
- B. Other subcommittees may be established by the advisory committee for specified functions. Subcommittees will report regularly to the advisory committee.

##### III. Membership

- A. The committee will be composed of nine representatives of the \_\_\_\_\_ occupation.
- B. Members will serve three-year terms with three members appointed each year.
- C. Members may not be reappointed unless at least one year has elapsed after the end of a prior term.
- D. Each member is asked to attend meetings or to resign if it becomes impossible to attend. Resignations should be presented in writing to the committee chairperson and instructional representative.

##### IV. Meetings

Regular meetings will be held at least quarterly. Meetings will be at the \_\_\_\_\_ vocational program unless otherwise specified.

**V. Recommendations**

The secretary will prepare minutes of each meeting and send them promptly to members, instructional staff of the \_\_\_\_\_ program, and \_\_\_\_\_ Administrator. School personnel will decide the action to be taken on recommendations and notify committee members of the decision.

## APPENDIX F

### LETTER OF INVITATION

July 9, 19 \_\_\_\_

Mr. James G. James, Manager  
Midtown Automotive Agency  
Anywhere, U.S.A. 32500

Dear Mr. James:

Your knowledge and experience in the automotive field are well known in our community. Because of your demonstrated competency in the field, we would like to recommend that you be appointed to the Automotive Program Advisory Committee of Downtown Area Vocational-Technical Center. Your membership can provide the advisory committee with a valuable resource regarding the direction of the automotive program and its service to students and the community.

The advisory committee is directed toward achieving closer cooperation among business, industry, and the school in training students for occupations in the automotive industry. The involvement of outstanding business and civic leaders in the community like yourself is very important to the effective operation of our automotive program.

Please consider our invitation and let us know your decision by July 16. A card is enclosed for your convenience in replying. We look forward to hearing from you.

Sincerely,

(Signature of appropriate official  
according to local policy: program  
instructor, center director, local  
vocational director, superintendent,  
board chairperson, or president)

# **APPENDIX G**

## **ADVISORY COMMITTEE AGENDA**

### **AUTOMOTIVE PROGRAM ADVISORY COMMITTEE**

Downtown Area Vocational-Technical Center  
Room 63 Technology Complex  
September 10, 19\_\_

#### **AGENDA**

Welcome (Temporary Chairperson)

Introduction of Advisory Committee Members,  
with Brief Biographical Information

Introduction of School Officials and Instructors,  
with Brief Biographical Information

Background of School and Auto-Electronics Program

Brief Review of Program Objectives

Brief Outline of Problems

Future Plans of Program

Organization of Advisory Committee

1. Election of Chairperson, Vice-Chairperson, and Secretary
2. Approval of By-laws

Items for Next Meeting Agenda including Date, Time, and Place

Adjournment

## APPENDIX H

### SAMPLE PROGRAM OF WORK (YEAR) (COMMITTEE)

Objectives	Activities	Target Date

## **APPENDIX I**

### **ADVISORY COMMITTEE MEETING MINUTES**

#### **MINUTES OF DOWNTOWN AUTOMOTIVE PROGRAM ADVISORY COMMITTEE MEETING Room 63 Technology Complex**

September 10, 19\_\_

The meeting was called to order by the temporary chairperson, James Friday, at 5:00 P.M.

Members present were: Smitty Morton, Sam Samson, Jim James, June Jacobs, Fred Walton, Paul Piper, and Ray Onley.

Members absent were: Janice Sutton and George Ivy.

Dr. Howard Holley, director of the Downtown Area Vo-Tech Center, welcomed the committee and introduced Mr. Jack Morgan, county vocational education director, who discussed the purpose and role of the advisory committee in the overall education system.

Mr. Will Billings, program instructor, briefly reviewed the objectives of the automotive program, discussed problem areas, and invited comments.

By unanimous vote, Mr. Sam Samson was elected chairperson; Mr. James Friday, vice-chairperson; and Mr. Will Billings, secretary.

By-laws for the advisory committee were distributed and after discussion, were approved by general consent.

Mr. Billings distributed to each member a copy of *Vocational Automotive Education Advisory Committees: An Organization and Function Handbook* and asked that each member read the handbook prior to the next meeting.

Recommended agenda items for the next meeting:

1. review of laboratory equipment donated by the Atlantic Automotive Company; and
2. discussion regarding the hiring of two part-time evening instructors.

The meeting adjourned at 6:50 p.m.

Respectfully submitted,

Will Billings, Secretary

## APPENDIX J

### ADVISORY COMMITTEE MEETING EVALUATION

Below is a guide for rating the effectiveness of the advisory committee meeting. Circle the number that best describes your feelings about each statement.

		<b>Excellent</b>		<b>to</b>		<b>Poor</b>
1.	I clearly understood the agenda and knew what we were trying to accomplish.	1	2	3	4	5
2.	The agenda was well planned and organized and was received in advance of the meeting.	1	2	3	4	5
3.	This was an important and productive meeting.	1	2	3	4	5
4.	I feel the members of this committee understand their role and assignment.	1	2	3	4	5
5.	Members had a chance to speak and made a contribution to items under consideration.	1	2	3	4	5
6.	The meeting was well organized.	1	2	3	4	5
7.	I felt that the advisory committee's opinions and feelings were understood and accepted by the school.	1	2	3	4	5
8.	I feel satisfied with the activities and accomplishments of the advisory committee.	1	2	3	4	5
9.	I feel my time and efforts are well spent in serving as a member of this advisory committee.	1	2	3	4	5

## **APPENDIX K**

### **PRODUCTIVE ADVISORY COMMITTEE DOs**

#### **DO...**

1. Provide advisory committee members with a handbook explaining the purpose, operation, and organization of advisory committees.
2. Send a letter of appointment to each member signed by the chief school administrator or other appropriate person.
3. Keep advisory committee members informed of current and pending legislation affecting vocational education.
4. Hold meetings on an organized time schedule and adhere to the schedule.
5. Notify members promptly regarding actions taken as a result of their recommendations.
6. Send each member a letter and an agenda reminding him/her of each meeting at least two weeks in advance of the meeting.
7. Solicit the advice and recommendations of members regarding the effectiveness of the vocational education program and the effectiveness of advisory committee meetings.
8. Establish an informal atmosphere at meetings, and encourage the exchange of ideas.
9. Mail each member a copy of the advisory committee minutes as soon as possible after each meeting.
10. Encourage members to visit the school's vocational education programs as often as they can.
11. Avoid having members do unnecessary work details that can be accomplished by the school staff.
12. Have a school representative attend all meetings.
13. File copies of all minutes with the school's administration.

## **APPENDIX L**

### **ADVISORY COMMITTEE DON'Ts**

#### **DON'T...**

1. Appoint members without carefully studying their potential contributions to vocational education.
2. Schedule meetings at inconvenient times and dates.
3. Hold meetings in uncomfortable facilities.
4. Allow members to become involved in administrative functions.
5. Try to organize the advisory committee without electing appropriate officers (i.e., chairperson, vice-chairperson, and secretary).
6. Expect members to attend meetings without giving them prior notice, agenda items, and appropriate background material.
7. Discourage members from learning all they can about the school and its programs.
8. Discourage members from chatting with vocational education students.
9. Influence members in their selection of officers.
10. Appoint members for an indefinite term.
11. Fail to recognize members' contributions to the school and its programs.
12. Fail to replace inactive members.
13. Fail to carefully consider all advisory committee recommendations and promptly inform members of action taken on each recommendation.

## Bibliography

- Advise for Action: A Handbook for Local Advisory Councils on Vocational Education.* Phoenix, Ariz.: Arizona State Advisory Council on Vocational Education, 1980.
- Advise for Action: A Handbook for Local Advisory Councils on Vocational Education.* Harrisburg, Pa.: Pennsylvania State Advisory Council on Vocational Education, 1981.
- The Advisory Committee and Vocational Education.* Washington, D.C.: American Vocational Association, 1969.
- Advisory Committee: What? Why? Who? How? When? Where?* Phoenix, Ariz.: Arizona Department of Education, 1978.
- Antelope Valley College. *Guide for Our Future: Vocational and Technical Advisory Committees.* Saratoga, Calif.: West Valley College, 1967.
- Barton, Paul E., et al. *Industry/Education Community Councils.* NIE Papers in Education and Work, no. 9. Washington, D.C.: National Institute of Education, U.S. Department of Health, Education, and Welfare, 1977.
- Burt, Samuel M. *Industry and Community Leaders in Education: The State Advisory Councils on Vocational Education.* Kalamazoo, Mich.: The W.E. Upjohn Institute for Employment Research, 1969.
- \_\_\_\_\_. *Use of Industry-Advisory Committees As a Technique for Evaluating Vocational and Technical Programs.* Kalamazoo, Mich.: The W.E. Upjohn Institute for Employment Research, 1971.
- \_\_\_\_\_. *Volunteers in Vocational Education: Industry/Education Advisory Committee Members.* Kalamazoo, Mich.: The W.E. Upjohn Institute for Employment Research, 1969.
- The Center for Vocational Education, The Ohio State University. *Conduct a Student Follow-up Study.* Professional Teacher Education Module Series, Module A-10 of Category A-Program Planning, Development, and Evaluation. Atlanta, Ga.: American Association for Vocational Instructional Materials, 1978.
- \_\_\_\_\_. *Conduct an Occupational Analysis.* Professional Teacher Education Module Series, Module A-7-Program Planning, Development, and Evaluation. Atlanta, Ga.: American Association for Vocational Instructional Materials, 1978.

- \_\_\_\_\_. *Give Presentations to Promote Your Vocational Program*. Professional Teacher Education Module Series, Module G-2-School-Community Relations. Atlanta, Ga.: American Association for Vocational Instructional Materials, 1978.
- \_\_\_\_\_. *Maintain an Occupational Advisory Committee*. Professional Teacher Education Module Series, Module A-5-Program Planning, Development, and Evaluation. Atlanta, Ga.: American Association for Vocational Instructional Materials, 1978.
- \_\_\_\_\_. *Organize an Occupational Advisory Committee*. Professional Teacher Education Module Series, Module A-4-Program Planning, Development, and Evaluation. Atlanta, Ga.: American Association for Vocational Instructional Materials, 1978.
- \_\_\_\_\_. *Project Instructional Resource Needs*. Professional Teacher Education Module Series, Module E-1-Instructional Management. Atlanta, Ga.: American Association for Vocational Instructional Materials, 1978.
- \_\_\_\_\_. *Provide Information on Educational and Career Opportunities*. Professional Teacher Education Module Series, Module F-4-Guidance. Atlanta, Ga.: American Association for Vocational Instructional Materials, 1978.
- Cochran, Leslie H., et al. *Advisory Committees in Action*. Boston, Mass.: Allyn and Bacon, 1980.
- Coody, Ellen, and Cargill, Don. *Effective Use of Local Advisory Committees*. Atlanta, Ga.: Georgia State Advisory Council on Vocational Education, 1977.
- Coplen, Dennis D., Sr. *Field Test Document: Orientation Exercises for Advisory Committee Members*. Olympia, Wash.: Washington State Advisory Council on Vocational Education, 1980.
- Crow, Joyce. *Vocational Office Education Advisory Committees: A Handbook for Their Establishment*. Temple, Tex.: Temple ISD, 1975.
- Datteri, Robert Flaim. "State Advisory Council Activities Influencing Vocational Education." Ph.D. Dissertation, Colorado State University, 1977.
- Engelland, Ray A. *Vocational Educators' Guide to the Effective Use of Advisory Committees*. St. Paul, Minn.: State of Minnesota, Division of Vocational Education, 1977.
- First Statewide Conference for Local Advisory Councils on Occupational Education*. Albany, N.Y.: New York State Advisory Council, 1973.
- The Fourth Conference for Local Advisory Councils*. Albany, N.Y.: New York State Advisory Council on Vocational Education, 1973.

- Gilli, Angelo C., Sr., ed. *Improving Vocational Education through Utilization of Advisory Committees*. Houston, Tex: Texas Southern University, 1978.
- Goad, Hiram H. *A Study to Determine the Effectiveness of an Invitational Regional Workshop as a Device for Upgrading the Purpose, Functions, and Responsibilities of Local Advisory Councils to Vocational-Technical Education*. Commerce, Tex.: East Texas State University, 1977.
- Guidelines for Local Advisory Councils: Vocational-Technical Education Is the Bridge to Work with Dignity ... Income and Independence ... Continuing Employability in a Fast-paced Technological Age*. Annapolis, Md.: Maryland State Advisory Council on Vocational Education, 1977.
- Handbook for Local Advisory Councils*. Topeka, Kan.: Kansas Advisory Council on Vocational Education, 1981.
- Including Georgia Citizens in Vocational Education: A Manual to Assist Local Advisory Committees*. Atlanta, Ga.: Georgia State Advisory Council on Vocational Education and Georgia State Department of Education, 1981.
- Jaffe, Sydney M. *How to Approach ... Develop... Vitalize ... Improve ... Structure...Establish ... Local Advisory Councils on Vocational Education*. Harrisburg, Pa.: Pennsylvania Advisory Council on Vocational Education, 1981.
- King, Sam W. *Organization and Effective Use of Advisory Committees*. Washington, D.C.: Trade and Industry Education Branch, U.S. Department of Health, Education, and Welfare, 1965.
- Latta, E. Michael. *Citizen Participation in Vocational Education Programs*. Raleigh, N.C.: North Carolina State Advisory Council on Vocational Education, 1976.
- Linking Students and Jobs: Citizen Advisory Councils*. Westerville, Ohio: State Advisory Council on Vocational Education, 1978.
- Local Advisory Committee Handbook: Vocational Education*. Indianapolis, Ind.: Indiana State Advisory Council on Vocational Education, 1981. (reprint)
- Local Advisory Committees for Vocational Education in Ohio Public Schools*. Westerville, Ohio: Educational Research Associates, 1970.
- Local Advisory Committees: Participation Not Manipulation*. Nashville, Tenn.: Tennessee State Advisory Council on Vocational Education, 1976.

- Local Advisory Committee Workshops.* Indianapolis, Ind.: Indiana State Advisory Council on Vocational Education, 1980.
- Local Advisory Councils: A Handbook for Operation.* Lansing, Mich.: Michigan Advisory Council on Vocational Education, 1981.
- Miller, W.R., ed. *Vocational Advisory Committees.* Washington, D.C.: American Vocational Association, 1969.
- Occupational and Continuing Education Advisory Board. Vocational Program Assessment Report.* Houston, Tex.: IDS, Business/Industry Coordination, 1981.
- Organizing and Maintaining Effective Vocational Advisory Committees: A Sourcebook for Vocational Educators.* Tallahassee, Fla.: Florida State Advisory Council on Vocational and Technical Education, 1979.
- Penrod, Walter. *Handbook for Members, Vocational Education Advisory Committee.* Indianapolis, Ind.: Indiana State Advisory Council on Vocational Education, 1978.
- Quantity and Quality: The Status of Local Advisory Councils in Iowa in 1978.* Des Moines, Iowa: Iowa State Advisory Council on Vocational Education, 1978.
- Riendeau, Albert J. *Advisory Committees for Occupational Education: A Guide to Organization and Operation.* New York: Gregg Division, McGraw Hill Book Company, 1977.
- \_\_\_\_\_. *The Role of the Advisory Committees in Occupational Education in the Junior College.* Washington, D.C.: American Association of Junior Colleges, 1967.
- Samet, Carolyn, and Wright, J.B. *Local Advisory Councils on Vocational Education in North Carolina: A Profile.* Raleigh, N.C.: North Carolina State Advisory Council on Vocational Education, 1976.
- Student Advisory Committee Handbook.* Washington, D.C.: Government Printing Office, 1976.
- Study of Local Advisory Councils on Vocational Education.* Blacksburg, Va.: Virginia State Advisory Council on Vocational Education, 1979.
- Technical Assistance to Local Advisory Councils on Vocational Education.* Blacksburg, Va.: Virginia State Advisory Council on Vocational Education, 1981.
- Thompson, Gertrude. *Curriculum Development: A Systematic Approach.* Amarillo, Tex.: Texas State Technical Institute, 1981.

---

. *Effective Use of Advisory Committees: A Handbook for Technical Vocational Educators*. Amarillo, Tex.: Texas State Technical Institute, 1981.

*Who Needs Local Advisory Committees for Vocational Education?* Stillwater, Okla.: Oklahoma State Department of Vocational and Technical Education and the Oklahoma Advisory Council for Vocational Education, n.d.

Wilkerson, James. *Effectiveness of Local Vocational Advisory Committees*. Tallahassee, Fla.: Florida State Advisory Council on Vocational and Technical Education, 1979.