



# **Career and Technical Education Advisory Committees**

## **Policy and Guidance Handbook for Secondary and Postsecondary Education**

Revised 2014

**Nevada Department of Education**  
*Office of Career Readiness, Adult Learning & Education Options*



**Vision:**

“All Nevadans ready for success in the 21<sup>st</sup> Century.”

**Mission:**

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.

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# Introduction

Career and technical education (CTE) programs are developed and implemented in high schools, charter schools, and colleges throughout Nevada under the premise that course sequences are aligned to career pathways, and ultimately lead to industry and postsecondary credentials. To accomplish this continuous guidance, input, and leadership from business and industry and other community representatives is vital. The most common mechanism to ensure this input and leadership is the advisory technical skills committee, hereafter referred to as the advisory committee.

Nevada Revised Statutes (NRS) and Nevada Administrative Code (NAC) establish both requirements and parameters for the implementation of advisory committees. However, statutory mandates or regulatory parameters do not ensure effectiveness. Strategic design, effective solicitation and recruitment of industry representation and other community leadership, and purposeful meeting planning are essential to ensuring positive outcomes from advisory committees.

We must remember that lay advisory committees have no administrative authority. They cannot establish policy or take the place of the administration or the board of education. Their function is to establish strong linkages between career and technical education programs and the communities they serve. Ideally, advisory committees provide balanced input to local problems and to improve connections between the career and technical education programs and the local community, especially with business and industry.

This manual is to assist school districts, charter schools, and colleges fulfill the statutory and regulatory requirements for advisory committees. Also, this manual will clarify the intent and structure of various committees, secondary-postsecondary joint program advisory committees, and secondary-postsecondary councils.

Most important, however, the purpose of this manual is to provide guidance to promote effective outcomes through the proper implementation of advisory committees.

# Why Advisory Committees?

**A**dvisory committees are both essential and expected components of CTE programs. CTE, by its very nature, is designed to align programs and courses with career pathways, and whether the program has a broad-based career focus or a more direct skill-building focus, business and industry involvement is absolutely essential for the program's success.

While there are many ways to involve business and industry, the advisory committee is symbolic of systemic involvement. Committee meetings, whether at the district or program level, should include established membership, a regular schedule, formalized agendas, minutes and ongoing reporting of past meetings, and they should be strategic in design. Advisory committees provide an excellent means to connect the community to the CTE program(s). They can result in many benefits previously unrealized just by virtue of having business and other community members "at the table."

Especially important to business and industry representatives, advisory committee members must see tangible results. The members must see their expertise and input is put to good use. Otherwise, members quickly become detached.

## **A Focus on Outcomes**

Even with the plethora of available resources, from national standards to vendor-marketed curricula, there is no substitute for the personal involvement from business and industry. Hearing directly from industry representatives, especially local industry representatives, is often the most reliable information available. These industry experts, whether from large, medium, or small companies, generally have a breadth of experience that covers "all aspects of the industry." They can provide trend information, requisite skill sets to be successful, and first-hand information about employability skills. Their expertise can provide the advisory information needed to ensure CTE programming at the district, school, or college level is truly designed to serve students towards career fields of both interest and promise.

## **Resources and Opportunities**

Advisory committees can provide both resources and opportunities for the programs and students. Business and industry often can help programs further develop by providing tangible resources, such as equipment and supplies.

Opportunities for students can include industry tours, job shadowing, internships, classroom demonstrations, and other real-world learning experiences. Business and industry is often willing, if not eager, to sponsor and help prepare students for regional, state, or national competitions sponsored by career and technical student organizations. Opportunities for teachers include technical assistance and other types of mentorships to ensure instruction is current and to industry standards.

## **Community Connections and Advocacy**

Although an advisory committee may consist of relatively few people, the opportunities for broader community connections may easily be leveraged through the connectedness of various committee members. Many times, an industry representative or other community member is affiliated to a larger industry or community group, resulting in a multiplying effect. These members can quickly become allies

and ambassadors for the CTE programs, where they end up speaking and supporting CTE at governmental meetings, chambers, school boards, or industry associations.

Through these connections, advisory committees can quickly evolve into pillars of advocacy for CTE in the community. This type of support can often result in a program’s continued existence. Short of that, the advocacy can provide continued good will, which should be ongoing even in the best of times.

## Statutory and Regulatory Requirements for Advisory Committees and Industry Engagement

Nevada Revised Statutes (NRS) and Nevada Administrative Code (NAC) provide both requirements and guidance and parameters for committee organization, structure, and purpose. NRS 388.385 provides the statutory requirements of school district advisory committees. NAC 389.810 provides regulations for joint advisory committees, most often established at the program level, and for the formation of occupational councils, designed to serve both the school district and college.

There are a number of committee types: (1) Advisory Technical Skills Committees; (2) Joint Technical Skills Committees; (3) Program Technical Advisory Skills Committees; and (4) Career and Technical Education Councils.

<b>Committee Type</b>	<b>Authority</b>	<b>Organization/Structure</b>	<b>Meeting Requirements</b>
Advisory Technical Skills Committees	NRS 388.385	Organized at the school district level; membership is prescribed	Three meetings per year
Joint Technical Skills Committees	NAC 389.810	Organized by school districts where a college is located within the district; requires secondary-postsecondary members	Annual meeting is required
Program-Level Industry Committees	Carl Perkins Act; Nevada State Plan for Career and Technical Education	Organized at the school, school district, and/or college levels with predominately industry representation	Three meetings per year (recommended)
Career and Technical Education Councils	NAC 389.810	Organized by the superintendents of school districts in counties with 35,000 or more residents and in which a local college is located within the district	Three meetings per year (recommended)

## **School District Advisory Technical Skills Committees**

NRS 388.385 requires the superintendent of each school district that has a program of career and technical education to appoint an advisory technical skills committee. The overarching purposes of the committee, as explained in statute, are shown below:

- Review the curriculum, design, content and operation of the program of career and technical education to determine its effectiveness in preparing students to enter the workforce to meet the needs of supplying an appropriately trained workforce;
- Advise the school district regarding the curriculum, design, content and operation of the career and technical education program(s); and
- Work in cooperation with businesses, industries, employer associations and employee organizations in the community to develop work-based experiences for CTE students.

The committee shall consist of the following membership:

- Representatives of business and industry in the community;
- Employees of the school district who possess knowledge and experience in career and technical education;
- Students enrolled in the school district;
- Parents and legal guardians of students enrolled in the school district;
- To the extent practicable, representatives of postsecondary educational institutions that provide career and technical education;\* and
- Other interested persons.

The advisory committee must:

- Meet at least three times each calendar year;
- Provide to the superintendent of the school district any recommendations and actions of the committee regarding programs of career and technical education; and
- Comply with the open meeting law as per the provisions in chapter 241 of NRS.

\* Because coordination with postsecondary education is such an important element of successful CTE programs, it is strongly recommended that all advisory committees include postsecondary education representation regardless of geographic location.

## **Joint Technical Skills Committees**

Nevada Administrative Code 389.810 requires the establishment of joint technical skills committees where a college located within a school district provides CTE programs for careers and occupations similar to the CTE programs provided by the school district. Specifically, the regulation requires the superintendent of the school district to establish a joint technical skills committee for each program offered by the school district and college. The committee shall assist the school district and be available to assist the college upon request.

These joint technical skills committees must meet annually to review the “tasks, duties and competency levels to be taught.” These committees are not subject to the open meeting requirements of chapter 241 of NRS.

The recommended membership of joint technical skills committees includes:

- Representatives of business and industry in the local community aligned to the CTE programs for which the committee is established;
- Representatives of postsecondary education responsible for teaching the content of the subject area;
- Representatives of secondary education responsible for teaching the content of the subject area;
- Secondary and postsecondary administrators responsible for program oversight.

These committees should:

- Annually review the state-adopted standards and performance indicators for the subject area to ensure continued alignment between the secondary and postsecondary CTE programs;
- Share best practices to include, but not limited to, teaching methodology, work-based learning opportunities, certifications, equipment- and supply-investments, safety practices, among other topics;
- Maintain agendas, minutes, and other documentation related to recommendations; and
- Meet no less than once per year to conduct an alignment of technical skills to verify the integrity of secondary-postsecondary alignment and articulation.

### **Program-Level Industry Committees**

Program-level industry committees are specialized enough to provide instructional and curricular input in the program, including identifying and promoting work-based learning opportunities for students. These advisory committees are often needed for schools and colleges to maintain any type of industry certification or accreditation for individual CTE programs. Program-level industry committees should meet no less than three times per year.

Postsecondary education must maintain a vibrant system of program-level industry committees, not only for the purposes of industry certifications and accreditations described above, but to maintain credibility by demonstrating ongoing input and connections to business and industry to ensure and validate that relevant skills are taught.

Although program-level industry committees may be site-based, they should, wherever appropriate, include secondary and postsecondary programs. Agendas and meeting notes should be maintained. These committees are not subject to the open meeting requirements of chapter 241 of NRS.

### **Career and Technical Education Councils**

The superintendent of a school district located in a county whose population is 35,000 or more and in which a college campus is located may establish a career and technical education council to assist the school district to develop and implement CTE programs. To the extent possible, the superintendent shall draw upon the membership of the advisory technical skills committee formed pursuant to NRS 388.385. Educators may serve on the council in an advisory, nonvoting capacity only.

The council shall:

- Render advice on questions of policy regarding career and technical education programs;
- Make recommendations for the expansion and improvement of all CTE programs; and



- ❑ Make recommendations to establish a cooperative mechanism for local business and industry to support instruction, facilities and equipment necessary for the programs, and to help secure employment for students who complete the programs.

The council may assist the local college upon request.

## **Federal Requirements**

While the federal Carl D. Perkins Career and Technical Education Act does not explicitly require local programs to operate advisory committees, it does require Perkins fund recipients to describe how they will actively engage business and industry in meaningful ways. Also, there is a very clear expectation in the Act that a formalized process is in place at the local levels to engage business and industry. This requirement, which transcends all funding recipients, coupled with state requirements, creates a very strong case to maintain a vibrant system of advisory committees at both the secondary and postsecondary education levels. Furthermore, advisory committees were required in Perkins under prior Acts, and there are indications that clearer, prescriptive language may return in the reauthorization process currently underway.

To comply with the requirements in the Act for coordination and collaboration with business and industry, the Nevada State Plan for the Carl D. Perkins Act includes a commitment for secondary and postsecondary education to implement advisory committees for the purpose of providing relevant industry leadership and for identifying program needs related to standards and curriculum, equipment and supplies, and facilities.

## **Organizing High Functioning Advisory Committees**

**S**etting both clear and high expectations for advisory committee participants is key to success. Failure to do so may result in disconnect, especially amongst representatives of business and industry, and ultimately lead to poor attendance and confusion about the expected roles and responsibilities of committee members.

Although a general advisory committee, such as those required for each school district under NRS 388, may have a different function than a program-specific advisory committee, the following principles and recommendations can apply to any type of advisory committee.

### **Forming an Advisory Committee**

Much of the success of an advisory technical skills committee is determined by the manner in which it is formed. Based on the experiences of many communities throughout the country, the following steps are suggested:

#### **1. Determine and Verify the Need**

- 1.1 There must be a feeling of need and understanding of opportunity if an advisory committee is to succeed.
- 1.2 The advisory committee can improve the program if it serves a usable function.
- 1.3 The advisory committee can provide continuity of a quality program should teacher and/or administrative changes take place.

- 1.4 It is important that the school/college administration, CTE staff, parents, and other patrons of the school thoroughly understand the character and purpose of the committee.

## **2. Selection and Nomination of Committee Members**

- 2.1 First and foremost, each committee member should have a deep base of knowledge in their respective fields. The goal is to engage them in the education of future workers, and to provide guidance in the education and training of future workers; they must be able to draw on practical knowledge of what students need to learn. Potential committee members must also have at least a general understanding of secondary and postsecondary education systems. Additionally, these industry representatives should have an appropriate level of experience, such as five or more years of experience in the field.
- 2.2 Consider the following in the selection process:
  - a. Representatives from some of the largest established employers in industries relevant to the CTE programs
  - b. Representatives from smaller companies relevant to the CTE programs
  - c. Professionals from postsecondary education relevant to the CTE programs
  - d. A leader from the local chamber of commerce
  - e. Representatives from local workforce development entities
  - f. Representatives from trade or professional associations
  - g. Representatives from labor associations
  - g. Entrepreneurs
- 2.2 A formal, consistent process for inviting and nominating committee members. The process may vary depending on the advisory committee. School district advisory committee nominations should be made by the superintendent. Program-level advisory committees should be made by the superintendent or designated administrator responsible for CTE programs; for postsecondary education programs, nominations should be made by the dean, vice president, or president of the college.
- 2.3 The selection process should include personal contact, a formal invitation to serve, and documentation that articulates the expectations. Again, business and industry representatives, especially, need to clearly understand up front what is expected.
- 2.4 An expectation of the importance of interpersonal skills should be clarified as well. To establish a high functioning committee, committee members must be proficient in communication and interpersonal skills.
- 2.5 The size of the committee is important. Too large a committee can become unmanageable; too small a committee may result in poor overall attendance and, in those situations requiring public notification under the open meeting law, lack of a quorum to conduct business. Also, the number of committee members is sometimes dependent on state law or regulation, or industry certifying body.
- 2.6 Committee members should understand up front the expected time commitment for serving on the advisory committee.

## **Roles and Responsibilities of Advisory Committee Members**

Advisory committees are just that, advisory. Their purpose is to provide both leadership and guidance to establish and maintain high-quality CTE programs. Unless authorized, advisory committees do not set policy or dictate what should or should not be done. Committees should influence outcomes, the level of

which is dependent on the type of committee. Program-level committees, for example, should be very much involved in providing input and direction for instructional content. District-level committees, however, may provide broader oversight for the overall direction and outcomes for all CTE programs.

The functions and duties of advisory committees may vary depending on the structure and purpose of the committee and for secondary and postsecondary education.

### **3. Curriculum and Instruction**

- 3.1 Identify and expand the use of new technologies.
- 3.2 Endorse the development of new programs, expansion of existing programs, and all significant program improvement investments.
- 3.2 Analyze course content and course sequencing.
- 3.3 Advise on labor market trends, regional economic development priorities, and workforce development needs.
- 3.4 Assist with the incorporation of employability skills in the curriculum. Assist students in developing job-seeking skills, such as resumes and interviewing skills.
- 3.5 Identify industry and nationally recognized certifications.
- 3.6 Review technology standards in the curriculum.
- 3.7 Review and provide feedback for assessment results that validate learning and program outcomes.
- 3.8 Identify training opportunities for instructors.
- 3.9 Provide assistance to develop and implement work-based learning opportunities for students, such as industry tours, job shadowing, and internships.

### **4. Program Reviews**

- 4.1 Actively participate in program reviews.
- 4.2 Make recommendations for equipment and facilities.
- 4.3 Recommend new programs or the elimination of obsolete programs. Identify new and emerging occupations.
- 4.4 Conduct community and occupational surveys.
- 4.5 Participate in the short- and long-term planning for program improvement.

### **5. Student Organizations**

- 5.1 Assist in organizing and judging competitive leadership and skill competitive events.
- 5.2 Evaluate student portfolios and assist students to prepare for competitive events.
- 5.3 Provide sponsorship opportunities or funding for students to participate in state and national competitions.

### **6. Staff Development and Recruitment**

- 6.1 Invite CTE instructors to participate in relevant industry professional development activities.
- 6.2 Provide opportunities of instructor externships.
- 6.3 Provide instructors with retraining for technical upgrading.
- 6.4 Provide workplace tours for instructors.

### **7. Community and Public Relations**

- 7.1 Promote the CTE programs to employers, media, and the general public.

- 7.2 Provide recognition for outstanding students, instructors, and contributing business leaders.
- 7.3 Assist in developing a marketing and recruitment plan.
- 7.4 Serve as an industry representative of the program to address concerns before relevant boards, commissions, etc.

## **Advisory Committee Operations**

Careful, methodical attention is needed to ensure advisory committees are high functioning. The recruitment of qualified membership and clarification of roles and responsibilities are important, but so are committee organization and the meeting management. Committees should have officers, such as a chairperson, vice-chairperson, and recorder (may be held by the district/college coordinator). Committees may also establish bylaws to ensure proper and professional operation.

### **8. Responsibilities of the Advisory Committee Chairperson**

- 8.1 Collaborate with the advisory committee coordinator to establish meeting dates.
- 8.2 Ensure the meeting locations are conducive to strategic planning.
- 8.3 Prepare the meeting agenda with assistance from the advisory committee coordinator and other committee members, as needed.
- 8.4 Ensure agendas are meaningful to motivate and maintain full committee engagement.
- 8.5 Collaborate with the committee coordinator and committee members to establish clear goals and objectives that are measurable.
- 8.6 Schedule meeting days and times to facilitate the highest level of attendance.
- 8.7 Preside at committee meetings by following the agenda, leading and facilitating necessary discussion, ensuring committee members have opportunities to express their opinions, bringing timely closure to key points, and articulating committee recommendations.
- 8.8 Demonstrate good judgment and fairness and be sensitive to opposing viewpoints.
- 8.9 Ensure discussions do not go too far “into the weeds.”
- 8.7 Ensure an appropriate amount of time is allocated to each agenda item.
- 8.9 Start and end the meetings within established and expected timeframes.
- 8.10 Facilitate the establishment of subcommittees, as needed, to complete specific objectives.
- 8.11 Work with the coordinator to prepare annual written action plans to be presented to local school boards or college administrations.
- 8.12 Recruit committee membership to ensure proper representation.

### **9. Responsibilities of the Advisory Committee Vice-Chairperson**

- 9.1 Work closely with the chairperson on specified tasks.
- 9.2 Provide leadership on committee activities.
- 9.3 Conduct meetings in the absence of the chairperson.

### **10. Responsibilities of the Advisory Committee Members**

- 10.1 Exercise good judgment and fairness.
- 10.2 Demonstrate good listening skills and sensitivity to different viewpoints.
- 10.3 Demonstrate a commitment to attend committee meetings.

- 10.4 Volunteer to serve on subcommittees, coordinate activities, or to assist the committee in achieving its goals and objectives.

## **11. Responsibilities of the Advisory Committee Coordinator**

- 11.1 Facilitate clerical and administrative support for committee management.
- 11.2 Maintain an advisory committee manual for the continued administration and operation of the committee.
- 11.3 Coordinate with the advisory committee chairperson to set meeting dates and establish meeting agendas.
- 11.4 Work with the chairperson and other committee members in preparing and presenting annual written action plans, including formal evaluations of committee activities and accomplishments.
- 11.5 Ensure communications to advisory committee members about meetings, program activities, and all other pertinent information.
- 11.6 Ensure meeting minutes/notes are taken at each meeting and distributed to all committee members prior to subsequent meetings.
- 11.7 Ensure there is an appropriate record-keeping or filing system for the administration of all advisory committees, where a record of meeting agendas, minutes, memberships, reports, etc., are properly maintained.
- 11.8 For advisory committees that must follow open meeting laws, ensure proper meeting notifications are posted, established agendas are followed, and other accommodations for public attendance are met.

## **12. Conducting Meetings**

- 12.1 All committees should meet no less than three times per year. (School district advisory technical skills committees described earlier in this manual are required by statute to meet three times per year.)
- 12.2 Committee members should be notified in timely fashion of meeting dates and times for scheduling purposes.
- 12.3 For those committees required by statute to follow open meeting laws, the following must be addressed:
  - a. Written notification of meetings must be posted within three working days before the meeting.
  - b. The notification must include a list of the locations where the notice has been posted.
  - c. The notification must include a contact person.
  - d. An agenda must be provided that includes (1) a clear and complete statement of topics to be considered during the meeting; (2) a list describing the items on which actions may be taken; and (3) periods devoted to public comment.
  - e. Determine a quorum is present prior to conducting business or approving action items.
- 12.4 Meeting locations should be carefully selected to ensure an environment conducive to strategic planning and open discussion.
- 12.5 A two-hour meeting time or more is recommended, depending on how frequently the committee meets.

## **Appendices**

- Successful Meetings Checklist
- Sample Meeting Agenda
- Sample Format for Meeting Minutes/Notes
- Sample Committee Constitution and Bylaws
- Criteria for Evaluating the Effectiveness of Advisory Committees
- Chapter 388.385 of the Nevada Revised Statutes
- Nevada Administrative Code 389.810
- References

## Successful Meetings Checklist

- ✓ Membership receives advance notification of the meeting date and time
- ✓ Written agenda is developed and disseminated in timely fashion
- ✓ Open meeting law requirements are followed where necessary
- ✓ Facilities and refreshments are organized
- ✓ Subcommittee assignments completed
- ✓ Instructor commitments confirmed
- ✓ Agenda support material prepared
- ✓ Additional presenters/speakers confirmed

### Open Meeting Law – General Requirements:

- ✓ Meeting notice is posted no less than three working days before the meeting
- ✓ Meeting notice includes the time, place, and location of the meeting
- ✓ Meeting notice includes a listing of the locations where the notice is posted
- ✓ Meeting notice includes the name and contact information for the person designated as the meeting contact
- ✓ Agenda consists of a clear and complete statement of topics, including identification of action items
- ✓ Agenda provides time for public comment at the beginning of the meeting and before adjournment
- ✓ Agenda provides time for public comment after each item on the agenda on which action may be taken and before any action is taken by the committee

## **Sample Meeting Agenda**

1. Call to Order
2. Roll call
3. Instructions
4. Approval of past meeting minutes
5. Adoption of the meeting agenda
6. Committee chair's report
7. Committee coordinator's report
8. Unfinished business
9. Committee or individual reports
10. New business
11. Plans for next meeting
12. Other items
13. Adjournment



## **Sample Format for Meeting Minutes/Notes**

Minutes/Notes of \_\_\_\_\_ (Advisory Committee Name)

Date:

Time:

Meeting Location:

Members Present:

Members Absent:

Guests Present:

Meeting Objectives or Agenda:

Reports:

Decisions Made:

New Business and Future Meetings:

Signature of Committee Chair or Secretary:

# Sample Constitution and Bylaws

## Constitution

### ARTICLE I - NAME AND PURPOSE

This committee shall be known as the ----- Program Advisory Committee for \_\_\_\_\_ (program). The advisory committee shall provide leadership in and promote the development of the \_\_\_\_\_ program as it relates to and meets the needs of the students, the community and the public. The committee shall advise the faculty in the program and the administration on matters related to the program area.

### ARTICLE II - MEMBERSHIP

#### Number of Members

Each advisory committee will have a minimum of five members and a maximum of 15 members. The dean overseeing the program may approve a higher number, but no fewer than five. The members of the advisory committee shall be representatives from businesses and industries related to the respective training and employment students obtain. In addition, members should include a student in the program.

#### Appointments and Terms

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

At least two-thirds of the members shall be retained each year with one-third of the membership being appointed each year. An outgoing member may be reappointed by a majority vote of membership present.

An individual will automatically lose membership on the committee if he/she fails to attend three successive meetings without presentation of a valid reason for his/her absence, in advance, to the chairperson of the committee.

Program advisory committee members may submit names of potential members for the committee. Final recommendations are made by the faculty with the approval of the appropriate administrator. The appointments are made by the governing board.

#### Ex-Officio Members

Ex-Officio members shall be:

1. Appropriate administrators;
2. Appropriate program coordinators or supervisors;
3. Faculty in the program area. One faculty member will be designated coordinator of the advisory committee.

## Bylaws

### SECTION A - OFFICERS AND THEIR DUTIES

The officers shall be a chairperson and a vice-chairperson. The officers shall be elected annually by a majority vote of the committee members at the last meeting during the academic year. Officers may be re-elected to the same office.

The **chairperson** shall be elected from among those members who have served at least one year. Duties and responsibilities of the chairperson include:

- Coordinate with the advisory committee coordinator to establish meeting dates and develop an agenda for each meeting;
- Preside at committee meetings, leading discussions, bringing closure on key points of discussion, and giving members the opportunity to express their opinions, give advice and make recommendations;
- Provide input, when appropriate, to the academic dean regarding the committee's findings and recommendations, and serve as the spokesperson for the committee in meetings with academic deans as necessary;
  - Be sensitive to the views of the members;
  - Be able to listen critically;
  - Be reasonable;
  - Exercise good judgment and fairness;
  - Dedicate time to the affairs of the committee;
- Appoint special committees as the need arises, which may include persons other than committee members;
  - Arrange for special presentations;
  - Prepare reports;
  - Encourage a relaxed atmosphere conducive to productive discussions;
  - Plan committee activities and provide sufficient background information when needed;
  - Maintain personal contact with committee members and institution personnel;
  - Approve all announcements, notices and other information sent to committee members;
- Work with the coordinator in preparing and presenting an annual written plan of action that includes a formal evaluation of the committee's activities and accomplishments each year.

The committee chairperson should avoid:

- Acting as the final authority on all subjects;
- Putting pressure on the group to agree with his/her own personal views;
- Chairing subcommittees;
- Discussing questions or issues that are outside the purpose of the committee.

### **Vice-Chairperson**

The **vice-chairperson** shall be elected from among those members who preferably have served at least one year. (The vice-chairperson may be elected to serve as the next chairperson following a set time as vice-chairperson.)

Duties and responsibilities of the vice-chairperson include:

- Work closely with the chairperson on specified tasks;
- Serve as the leader for many of the committee's activities;
- Perform specific tasks assigned by the chairperson;
- Conduct meetings and committee business in the absence of the chairperson.

## **SECTION B - MEETINGS**

At least three regular meetings of the committee shall be held during the academic year. Written or electronic notice of each regular meeting will be sent to members. Special meetings of

the committee may be called by the chairperson as needed throughout the year. The time of advance notice shall be appropriate in terms of the reason for the urgency of the meeting.

### **SECTION C - RECOMMENDATIONS AND REPORTS**

Any formal resolutions or recommendations from the committee shall be in written form. They shall include the number of committee members present and voting, and the number favoring the resolution or recommendation. All resolutions and recommendations shall be presented to the program coordinator or department person, who shall then present them to the administration.

### **SECTION D - EVALUATING COMMITTEE EFFECTIVENESS**

The program advisory committee will evaluate effectiveness at the final meeting of each academic year. Goals and objectives will be formulated at the first regular meeting of the academic year, utilizing implications from the spring evaluation.

### **SECTION E - BYLAWS CHANGES**

These bylaws may be amended or added to by two-thirds vote of active members at any regular or special meeting if at least ten days written notice has been given to each member.

## Criteria for Evaluating the Effectiveness of Advisory Committees

<b>Criteria:</b>	<b>Yes</b>	<b>No</b>
1. The committee has held the recommended number of meetings (e.g., 3).	<input type="checkbox"/>	<input type="checkbox"/>
2. The committee utilizes an up-to-date constitution and bylaws to govern its operations.	<input type="checkbox"/>	<input type="checkbox"/>
3. The committee elects officers yearly.	<input type="checkbox"/>	<input type="checkbox"/>
4. The committee reports formally to the appropriate administrators for the institution.	<input type="checkbox"/>	<input type="checkbox"/>
5. The committee membership is diverse in gender and ethnicity, and is composed of individuals representative of the industry's diversity, including labor, supervisors, managers, and students.	<input type="checkbox"/>	<input type="checkbox"/>
6. The committee meeting minutes/notes are maintained as a permanent record and are distributed to the appropriate administrators and members of the advisory committee.	<input type="checkbox"/>	<input type="checkbox"/>
7. The agendas are prepared and distributed in advance of each meeting.	<input type="checkbox"/>	<input type="checkbox"/>
8. Members are notified of meetings in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>
9. Committee members are aware of the specific purposes of the committee and are familiar with related school policies.	<input type="checkbox"/>	<input type="checkbox"/>
10. Faculty and administrators attend the committee meetings regularly.	<input type="checkbox"/>	<input type="checkbox"/>
11. Committee members are publicly recognized for their service.	<input type="checkbox"/>	<input type="checkbox"/>
12. Committee meetings are well attended by members.	<input type="checkbox"/>	<input type="checkbox"/>
13. The committee has been involved in the development and review of the program curricula.	<input type="checkbox"/>	<input type="checkbox"/>
14. The committee has reviewed the current program curricula to determine if it meets the needs of the students and the projected employment needs of business and industry.	<input type="checkbox"/>	<input type="checkbox"/>
15. The committee promotes and publicizes the program.	<input type="checkbox"/>	<input type="checkbox"/>
16. The committee develops and carries out a yearly plan of action/program of work.	<input type="checkbox"/>	<input type="checkbox"/>
17. The committee assesses the impact of recommendations yearly.	<input type="checkbox"/>	<input type="checkbox"/>
18. The committee reviews yearly outcome data from the program, including student competencies achieved, placement rates, etc.	<input type="checkbox"/>	<input type="checkbox"/>

## Nevada Revised Statute 388.385

### Appointment of Advisory Technical Skills Committee by School Districts

NRS 388.385 Appointment of advisory technical skills committee by school districts; duties of committee; service without compensation.

1. If the board of trustees of a school district has established a program of career and technical education pursuant to [NRS 388.380](#) and to the extent that money is available from this State or the Federal Government, the superintendent of schools of the school district shall appoint an advisory technical skills committee consisting of:

- (a) Representatives of businesses and industries in the community;
- (b) Employees of the school district who possess knowledge and experience in career and technical education;
- (c) Pupils enrolled in public schools in the school district;
- (d) Parents and legal guardians of pupils enrolled in public schools in the school district;
- (e) To the extent practicable, representatives of postsecondary educational institutions that provide career and technical education; and
- (f) Other interested persons.

2. An advisory technical skills committee established pursuant to subsection 1 shall:

(a) Review the curriculum, design, content and operation of the program of career and technical education to determine its effectiveness in:

(1) Preparing pupils enrolled in the program to enter the workforce and meeting the needs of supplying an appropriately trained workforce to businesses and industries in the community; and

(2) Complying with the provisions of [NRS 388.330](#) to [388.400](#), inclusive, and any regulations adopted pursuant thereto.

(b) Advise the school district regarding the curriculum, design, content, operation and effectiveness of the program of career and technical education.

(c) Provide technical assistance to the school district in designing and revising as necessary the curriculum for the program of career and technical education.

(d) In cooperation with businesses, industries, employer associations and employee organizations in the community, develop work-based experiences for pupils enrolled in the program of career and technical education. The work-based experiences must:

(1) Be designed:

(I) For pupils enrolled in grades 11 and 12, but may be offered to pupils enrolled in grades 9 and 10 upon the approval of the principal of the school where the program is offered.

(II) To prepare and train pupils to work as apprentices in business settings.

(2) Allow a pupil to earn academic credit for the work-based experience.

(e) Meet at least three times each calendar year.

(f) Provide to the superintendent of schools of the school district any recommendations regarding the program of career and technical education and any actions of the committee.

(g) Comply with the provisions of [chapter 241](#) of NRS.

3. The members of an advisory technical skills committee serve without compensation.

(Added to NRS by [2005, 1046](#))

## **Nevada Administrative Code 389.810**

### **Joint Technical Skills Committees and Career and Technical Education Councils**

**NAC 389.810 Establishment and duties of joint technical skills committees and career and technical education councils. ([NRS 388.360](#))**

1. If a community college located within a local school district provides career and technical instruction for a specific job for which the local school district also provides an instructional program, the superintendent of that school district shall establish a joint technical skills committee for each such program of career and technical education to review and determine annually the tasks, duties and competency levels to be taught. The committee shall assist the school district and be available to assist the community college upon request.

2. The superintendent of each local school district which is located in a county:

(a) Whose population is 35,000 or more; and

(b) In which a campus of the community college is located,

may establish a career and technical education council to assist the school district and be available to assist, upon request, the community college. To the extent possible, the superintendent shall draw the membership from among the members of an advisory technical skills committee formed pursuant to [NRS 388.385](#). Educators may serve on the council in an advisory, nonvoting capacity only. The council shall render advice on questions of policy regarding the programs of career and technical education where employment demands are being met and shall make recommendations regarding the expansion, improvement and modernization of all of the programs. The council shall also recommend methods to establish a cooperative mechanism for local businesses and industries to share with the school district the instruction, facilities and equipment necessary for the programs and to participate in the resulting efforts needed to secure employment for the pupils who complete the programs.

(Added to NAC by Bd. for Occupational Education, 1-26-90, eff. 9-1-92; A 3-30-92; A by Bd. for Career & Tech. Educ. by R172-05, 2-23-2006)

## **References:**

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