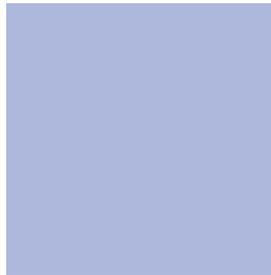
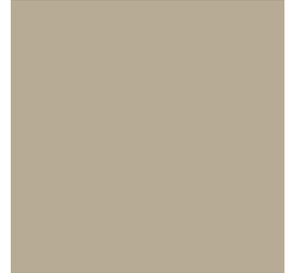


Developing High Quality CTE Programs through Business Engagement



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Part I:

Partnerships

North Carolina Career and Technical Education Strategic Plan

Over a period of two years, a group of CTE leaders came together to outline the need for reinvention and the outcomes necessary to make North Carolina's Career and Technical Education system a resource and asset to be counted on. This planning process produced the *North Carolina's Career and Technical Education Strategic Plan*. The following outlines the *Career and Technical Education Strategic Plan's* major elements. To obtain a copy of the Plan, go to: <http://www.ncpublicschools.org/cte/>.

Core Values

- **Quality:** commitment to excellence in everything we do
- **High Expectations:** continually striving to reach optimum performance
- **Innovation:** the convergence of creative leadership, cutting-edge curriculum design, and effective instructional delivery for an ever-changing global economy
- **Dignity of all Occupations:** work that is respected and has meaning and value to the individual, the employer, and society regardless of the level of financial compensation
- **Lifelong Learning:** the ability to adapt and upgrade individual skills in a rapidly changing world

Vision

- Students view CTE as an integral part of the “whole school experience.”
- Parents recognize that CTE is paramount to achieving educational and career goals.
- North Carolina retains and successfully recruits new Business and Industry because of a well-prepared workforce.
- Partnerships within the Educational Community provide a seamless transition to educational and career goals.

Mission

The mission of Career and Technical Education is to empower students to be successful citizens, workers and leaders in a global economy.

In order to make this plan a reality, it is imperative that all stakeholders work together to ensure student preparedness to meet the demands of our globally competitive 21st century economy.

The Connection Between the North Carolina Strategic Plan, Career and College Ready Commission, and JOBS Commission

The *North Carolina's Career and Technical Education Strategic Plan* created by the North Carolina Association of Career and Technical Education Administrators called for a campaign to help all students and parents to understand that all occupations are worthy and allow for developing self-sufficiency as one develops the competence that allows one to be good at what ever job he or she perform in our workplaces. Part of the vision is that students will view CTE as an integral part of the “whole school experience.” The first policy recommendation of the Career and College Ready Commission in the development of *A Crisis of Relevance* report (see Appendix A) is to make CTE a part of every students high school experience to allow them to understand the relevance of what they are learning as they prepare for the workplaces and for postsecondary education.

Furthermore, both the Career and College Ready Commission and the [Joining our Businesses and Schools \(JOBS\)](#) reports emphasize the need for business people and educators to join efforts to ensure that students are appropriately prepared for the emerging workplaces in the communities of our state. Our economy can only thrive when we have the human resources which allow us to add the value that customers around the world desire.

The Career and College Ready Commission specifically states in Policy Goal #5 the need to connect business leaders with educators in a unified effort to help students understand the relevance of their education to their future goals and prepare them with the knowledge, talent and skills valued and needed in today's workplace.

Recommended action items include:

- Create business/industry advisory councils or roundtables at the school and/or district levels to bring together principals, superintendents, local boards of education and members of each area's business community.
- Create and grow business/education advocacy groups that are aligned to the seven economic development regions to address educational issues on a regional level.
- Use the JOBS Commission to engage key business leaders in addressing education issues at the regional and state level.
- Support the NCDPI's longitudinal student record data system that identifies and tracks students through every level of education and into the labor market, and share this data with education and business leaders as well as economic developers.

These recommended efforts can only be achieved if all stakeholders throughout the state work hard at creating the kinds of partnerships that allow all students and parents to be able to focus on gaining the expertise that is needed to promote student to success.

Partnership/Advisory Committee Self-Assessment

Directions: *Read the questions below and provide a written response for each.*

1. Describe a minimum of three ways that you engage your business partners in the planning and implementation process of improving your Career and Technical Education program.
2. Describe how feedback or results are provided to your partners. Do your partners feel well-informed of the results of their contribution? If so, how do you know?
3. Does your partnership/advisory council have a written plan of action/program of work to guide your decision making? If so, is your written plan SMART (specific, measurable, attainable, results-oriented and timely)?
4. Does your program of work provide a clear sense of direction? If so, how do you know?
5. Does your program of work provide specific expectations of each member? Provide examples.
6. Does your program of work include written short and long term goals that directly relate to the improvement of CTE?
7. Does your partnerships/advisory council represent a diverse group that represents all stakeholders? Are all aspects of business/industry represented? Career Clusters?
8. Are partnership/advisory council recommendations (if agreed upon) implemented? Provide examples. If not, why?

9. Do you communicate frequently with your partners? If so, what types of communication methods are utilized to ensure effective communication is taking place? Do your partners fully understand the vision, mission and core values of CTE? Do they understand how the program of work will support the vision, mission and core values? Are your partners able to communicate this to others?

10. How do you ensure that your partnerships are progressing toward the achievement of the goals set forth?

11. How do you recognize your partners for their participation? Celebrate success?

12. How do you assess your partnership/advisory council to ensure maximum effectiveness?

Questions to consider about your Partnership Assessment: Are you able to answer each question and provide specific evidence to support your answers? Are there areas that may need improvement? If so, what strategies could be implemented to improve? Continue to review these questions annually to assess your overall partnership process.

Areas that Need Improvement	Strategies for Improvement
1.	1.
	2.
2.	1.
	2.
3.	1.
	2.

Top Ten Characteristics of an Effective Partnership *According to Potential Business Partners*

Take a moment to reflect on your current partnerships. Have they been successful? Do the following characteristics exist within your partnerships? If not, the result will likely be less participation from the business community, thus losing a tremendous resource to improve your program.

1. **Engage partners**-Overwhelmingly, business partners stated that they need to be engaged in the planning and implementation process. Provide partners frequent opportunities to be engaged.
2. **Provide feedback or results of the partners work**-Business partners want to know how their participation is positively affecting the program. Continue to provide your partners detailed information on how the work that is being done has contributed to the success of students.
3. **Develop a plan of action**-You have heard the statement, “Fail to plan, then plan to fail.” With limited time, business partners want to be sure that their time at an advisory meeting or a partnership event is well spent and contributes to the success of students.
4. **Provide a clear sense of direction**-Business partners will quickly realize if there is not a clear sense of direction. Having periodic meetings without a focus will surely impact your partnership negatively.
5. **Provide expectations of the group**-Business partners want to participate and get involved. Without providing expectations, partners begin to question their involvement. Give them clear expectations of the group and move in that direction.
6. **Develop attainable goals**-It is important to develop short and long term goals. Setting long term goals without realizing short term goals may frustrate your partners. Participants want to see how their involvement is making a difference.
7. **Partner with a diverse group that represents all stakeholders**-Take time to identify a diverse group of partners. Failing to do so will result in missed opportunities as it relates to all aspects of industry.
8. **Deliver on action items**-If the partnership develops a set of recommendations, be sure to act on the recommendations (if agreed upon). Partners may begin to lose confidence in the effectiveness of the group if action items are not acted upon.

9. **Communicate effectively**-We have all heard the term “communication is key.” Failure to communicate meeting times, event dates, expectations of the group, results of action items, etc., will confuse and frustrate participants.
10. **Define clear action steps**-You should always answer the question, “What are the next steps in order for us to realize our goals?” Doing so provides action items that hold participants accountable for their involvement and work.

Purpose

The purpose of this handbook is to help school systems and business partners improve the overall quality of CTE. This handbook, based on research and collaboration, outlines a process that business partnerships may follow to establish or improve the organizational structure of the partnership in order to plan and carry out a program of work based on the needs of the program and the community it serves.

A successful partnership is one where each partner makes a meaningful and tangible contribution for the benefit of those the partnership is set up to serve.

-Business Network Member

Why Partnerships?

Business and Community Partnerships are collaborative efforts to achieve mutually agreed upon goals and objectives by matching community resources to identified needs of a CTE program.

Partnerships can exist between schools and businesses, civic groups, non-profit associations, academic institutions and governmental agencies. The resources provided by business partners help students learn, grow and attain the knowledge they will need for the future.

With decreasing resources and continued uncertainty about funding, partnerships can benefit schools in many ways. Most importantly, the development of external partnerships between members of the community and the school system helps to meet the diverse needs of students.

Students benefit by:

- Connecting learning to earning
- Learning that community members care about their success
- Participating in opportunities such as service learning or work-based learning
- Receiving job training, encouragement to graduate and to join the workforce or to continue their education
- Understanding various aspects of business and industry to make career decisions

Teachers benefit through:

- Access to resources
- Classroom volunteers
- Providing opportunities for students to participate in business and industry tours
- Guest speakers
- Ability to showcase classroom and students

Partners benefit from:

- Parental and student goodwill
- Publicity about relationship
- Well-trained workforce

Federal and State Regulations

Both federal and state regulations call for the need to develop partnerships with business, industry and the community. The following are examples of these regulations:

- The LEA will provide students with strong experience in and understanding of all aspects of an industry. ([F. 134.b.3.C](#))
- Support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry. ([F. 135\(b\)\(5\)\(B\)](#))
- Internship programs that provide relevant business experience to teacher. (F. 135(b)(5)(C))
- Business, industrial, agricultural, and lay representatives, including parents of students enrolled in Career and Technical Education courses, organized as advisory committees have been utilized in the development of decisions affecting Career and Technical Education programs and services. ([S 115C-154 \(2\)](#))
- The LEA will involve parents, students, teachers, representatives of business and industry, and labor organizations, representatives of special populations, as appropriate, in the development, implementation, and evaluation of career and technical education programs authorized under this title. ([F. 134.b.5](#))

A complete listing of assurances can be found within the Local Planning System at: <http://ctelps.dpi.state.nc.us/> or within the Monitoring for Compliance Blueprint located on the CTE Administrators' Moodle site.

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2011
SESSION LAW 2011-91
HOUSE BILL 769**

AN ACT DIRECTING LOCAL BOARDS OF EDUCATION TO ADOPT AND IMPLEMENT POLICIES THAT ENCOURAGE HIGH SCHOOL TO WORK PARTNERSHIPS.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-47 is amended by adding a new subdivision to read:
"§ 115C-47. Powers and duties generally.

In addition to the powers and duties designated in G.S. 115C-36, local boards of education shall have the power or duty:

...

(34a) To Encourage High School to Work Partnerships. – Each local board of education shall encourage high schools and local businesses to partner, specifically target students who may not seek higher education, and facilitate high school to work partnerships. Local businesses shall be encouraged to work with local high schools to create opportunities for students to complete a job shadow, internship, or apprenticeship. Students may also be encouraged to tour the local business or clinic, meet with employees, and participate in career and technical student organizations. Waiver forms may be developed in collaboration with participating businesses for the protection of both the students and the businesses.

Each local board of education shall encourage high schools to designate the Career Development Coordinator or other designee of the local Career and Technical Education administrator to be the point person for local businesses to contact. If the person selected is a teacher, the teacher shall work with the principal and the local Career and Technical Education administrator to find time in the school day to contact businesses and develop opportunities for students. The high school shall include a variety of trades and skilled labor positions for students to interact with and shadow and shall encourage students who may be interested in a job-shadowing opportunity to pursue and set up the job shadow.

Each local board of education shall develop a policy with provisions for students who are absent from school while doing a job shadow to make up the work. Students shall not be counted as absent when participating in these work-based learning opportunities or in Career and Technical Education student organization activities. Local boards may determine maximum numbers of days to be used for job-shadowing activities.

SECTION 2. This act is effective when it becomes law and applies beginning with the 2011-2012 school year.

In the General Assembly read three times and ratified this the 16th day of May, 2011.

Concepts to Ensure Success of Business Partnerships

Career and Technical Education Administrators were asked to respond to a brief survey. This survey was cooperatively designed with the NC Chamber of Commerce to determine the status of partnership efforts between CTE and local Chambers of Commerce. More than eighty Chambers of Commerce were represented in the feedback from the CTE administrators. Most of these eighty chambers were working in partnership with the CTE programs in their community. Nearly twenty of these chambers were classified by the NC Chamber of Commerce as organizations with great partnership potentials.

Based upon feedback in the surveys of effective partnerships between CTE programs and Chambers of Commerce, site visits were made to determine what trends existed to ensure business partnerships are successful. The following guidelines were a result of this effort.

Specific Guidance for the Career and Technical Education Community:

- The **top leaders** in education organizations (LEA & Community College) **must empower the CTE leadership to advance business partnerships**. They must continue to be involved in the partnership efforts to ensure that business partners feel appreciated and understand that they are being heard at all levels through their partnership efforts.
- Because most business people are parents, grandparents, or have connections to children in the schools, the school community **generates much greater support** within the business community for education initiatives through business partnerships.
- The **business partnerships** should be **organized** in ways that allow the business people to **advise, support, and encourage quality programs** for the students interested in particular career areas. The business partnership leadership teams must examine the skill sets of members of the partnership group and connect them appropriately to optimize their talents.
- **Subcommittees** within the business partnerships seem to be a **key** to providing each member a **role, a responsibility**, and a feeling that they are **valued** in the partnership.
- There must be a **specific person as the CTE point of contact at each middle and high schools** in order to create an inviting environment for business people.
- Business people have to be provided **specific opportunities** or needs in order to partner effectively with schools.
- The focus for business connections needs to be on providing knowledge, expertise, and resources, not money.

- **Central CTE administrative staff needs to be involved with the partnerships**, business committees, and advisory committees in order to be able to provide immediate responses to questions raised by the business people for which teachers may not have answers.
- There is always a need for the CTE central administrative staff to be connected with each business partnership for accountability, financial coordination, and policy linkages.

A successful partnership involves businesses, schools and community partners coming together with a common vision, shared agenda, identified needs and gaps, and developing an action plan to create solutions.

-Business Network Member

- Teachers and CTE administrators working with business partnerships need to be able to respond to the question from business people when they ask – **What do you need?** Specific needs by school(s) and by course should be identified. Specific products, services or volunteers should be listed and waiting to be requested by the business partners.
- **Links between secondary CTE programs and Community College programs are essential** if students are to optimize their time in specialized technical training programs. Having business partners serve as advisory committee members to both levels of program may optimize business support.
- In order to **manage business partnerships** in a large LEA, **a position** may need to be created to assist with managing the business partnerships and connections. This person may be an **employee of the LEA or of the local Chamber of Commerce**. School personnel must always know how to connect specific potential business partners to specific school personnel in order to have the greatest opportunity to multiply the efforts of the business community into the school community.
- The Chamber of Commerce should be consulted when new initiatives are started in the schools that need business leadership and assistance. CTE leadership can lay out the need and ask chamber leaders to seek out a point person for the effort and help recruit the business leaders to become the advisory group to guide the initiative.
- **Economic development organizations** outside the local Chamber of Commerce are critical to the guidance of the CTE programs as to the **curriculum that needs to be developed** to meet the needs of the **emerging occupations**.
- **LEA’s need a way to report the results of business partnerships to all stakeholders.** A “report to the community” from which school officials, parents and business people

can learn is crucial. Sharing the many good partnerships that are enhancing the education of students should encourage more business partnerships with the schools.

Specific Guidance for Business Partners with CTE initiatives:

- Career and Technical Education Business Partnership groups should always be headed by business persons.
- The majority of any advisory committee, business committee, or career cluster technical committee should have a majority of its members from the business community.
- **Business people must be involved/invested** in the career development and CTE technical skills development **if students are to be career and college ready.**
- Business partners must invest in the things that they believe will produce results for their business or industry if they are to feel they are optimizing their input.
- **Business partners need to be identified by career clusters.** Just identifying a specific company or corporation does not yield the many talented individuals in the many business roles of a large company or corporation as potential partners. For instance a trucking company may have one of the best IT course partners that a school could have. A textile company might have the best accounting course partner that a school could have. A retail company might have the best commercial art course partner that a school could have.
- **Business partners can support programs in many ways,** especially with equipment and materials **if school policies allow** for acceptance and upkeep of these donations/loans.
- Marketing services, printing services, training events, speakers, transportation, etc., can sometimes be provided by a business partner to meet the needs of a specific program.
- **Electronic mentoring** has become a service that is often easier for business partners to provide to students than to have business people take the time to come to the school or to meet personally with a student in order to offer guidance on assignments and projects.
- **Recognition of teachers and students** for quality work and achievements are important things with which business partners can assist.

A partnership should be proactive, responsive and able to speak to the needs of stakeholders in a real and meaningful way.
-Business Network Member

- Business committees or advisory groups **must have a succession plan and a plan for renewing their efforts**. At least an annual refocus of business advisory/support groups must be done in order to keep people excited and ideas for improvement flowing as partnerships mature.
- A **clear feedback process** must be available to the business people involved with business partnerships so that they can enhance CTE offerings and operations.

Advice from Bayer Corporation to Businesses on Partnerships

Return on Innovation, Rather than Investment

For businesses it is wise to avoid the traditional notion of return on investment or ROI when it comes to education since it represents very short-term thinking when, in fact, educating a child is a long-term proposition. Instead, focusing on “Return on Innovation” can help companies measure their investment, not in terms of dollars and cents, but in the number of young people they’re helping to prepare to be innovators. While it can be difficult for educators to put a price tag on the capabilities and potential of a single student, they must still be mindful of metrics. If they expect significant and long-term corporate investment, they must have clearly defined goals, outcomes and assessment tools that measure their progress on a periodic basis.

Partnership versus Donation

There is a significant difference between a donation and a partnership. A donation is a financial transaction between a company and an education organization, often one-time in nature that may require some degree of reporting on the part of the education organization. A partnership, on the other hand, has clearly shared and defined visions, goals and outcomes that build upon each other’s strengths and strengthen each other’s weaknesses. It can be challenging at times because it involves sustaining personal relationships over a long period of time as the work becomes increasingly more complex and personnel changes occur. A partnership can leverage resources in a way that a donation cannot. An education organization can grow much stronger if, for example, one of its corporate partners helps it bolster its fundraising by assisting with grant-writing and/or enlisting the support of other companies, rather than by being its sole means of support.

Picking the Right Partner

Do the research. Selecting the right education partner doesn’t just happen; it’s a process which involves:

- Identifying potential organizations that share a common vision and goals.
- Meeting face-to-face to see if those commonalities, along with areas of expertise and infrastructure, correctly align.
- Assessing other business-education partner models to learn from their experience.

Define your role. Business representatives are not education experts, nor should it impose yet another set of demands on educators. In an effective business education partnership, the education partner will allow the business partner to act as a facilitator and catalyst.

Determine your radius/location. If you want your employees to be involved, then partnering with local schools or education organizations makes the most sense. For companies wishing to take a more top-down approach, consider partnering with a national organization that has local chapters and programs that extend throughout the country.

Share the passion. Ultimately, picking the right partner boils down to passion. Do you both share the same values and enthusiasms about education? When you do, you’ll know it’s the right partner.

Partnerships to Consider

In addition to local and regional business and industry, there are several organizations to consider partnering with that may assist in developing or strengthening current partnerships. Organizations include local and regional economic development, workforce development and the Chamber of Commerce.

Regional Economic Development Organizations as Partners

Seven regional economic development organizations exist across the state of North Carolina. Each focuses on facilitating regional capacity building, conducting regional strategic planning, and marketing to create jobs and investments. Each partnership customizes their program of work and mission depending upon the assets and needs of the region. Regional Economic Development organizations have a wealth of information and should be utilized as partners.



Piedmont Triad Partnership: In close cooperation with the North Carolina Department of Commerce and local economic development agencies, the Piedmont Triad Partnership is the region's major resource for sustaining a competitive global advantage. The Piedmont Triad is a dynamic region of more than 1.6 million residents and a labor force of approximately 800,000 workers. Geographically, it consists of twelve central North Carolina counties, including: Alamance, Caswell, Davidson, Davie, Forsyth, Guilford, Montgomery, Randolph, Rockingham, Stokes, Surry and Yadkin. The largest cities in the region are Greensboro, Winston-Salem and High Point.



AdvantageWest: AdvantageWest Economic Development Group is western North Carolina's regional economic development commission. Chartered by the North Carolina General Assembly in 1994, AdvantageWest is a non-profit public-private partnership whose primary focus is marketing the North Carolina mountains to corporations seeking to relocate or open a new facility, expand an existing business within the region, and those who might otherwise improve the quality of life for citizens within the region through activities such as filmmaking, entrepreneurship and tourism.



Charlotte Regional Partnership: The Charlotte Regional Partnership leverages regional resources to market the 16-county Charlotte region. The Partnership's business development activities position Charlotte USA for sustained, long-term growth, job creation and investment opportunities. With 16 counties – 12 in North Carolina and four in South Carolina, Charlotte USA has a wealth of assets for the Charlotte Regional Partnership to market. The Partnership serves as a catalyst for government/business collaboration to market and promote Charlotte USA as a highly competitive, vibrant region with an increasingly attractive quality of life.

Workforce Development Boards as Partners

The [North Carolina Association of Workforce Development Boards](#) are dedicated to enhancing North Carolina's workforce.

Their work reaches people who include adults seeking more meaningful careers, dislocated workers aiming to regain employment, and youth focused on getting the right start in life. They also represent employers from a broad-range of leading industries that need workers with the training, skills and dedication to produce important products and services for a global marketplace. For both, they help guide the efforts of public and community resources to enhance North Carolina's workforce capabilities.

Information about your local workforce development board can be found at:

<http://support.nccommerce.com/joblink/default.aspx?var=workforcedevboards>

Chamber of Commerce as Partners

At the core of the [North Carolina Chamber's](#) advocacy mission is job creation. Good jobs are a vital component of a thriving North Carolina economy. Strengthening the state's ability to attract, keep and grow jobs is the Chamber's highest priority, and central to their effort are three "pillars of a strong future" for North Carolina. These pillars include Competitive Business Climate, Effective Economic Development Strategies and Tools, and Education and Workforce Development.

Education and Workforce Development: Strong education and workforce development systems that are effective, agile, accountable and continually produce a competitive, world-class workforce.

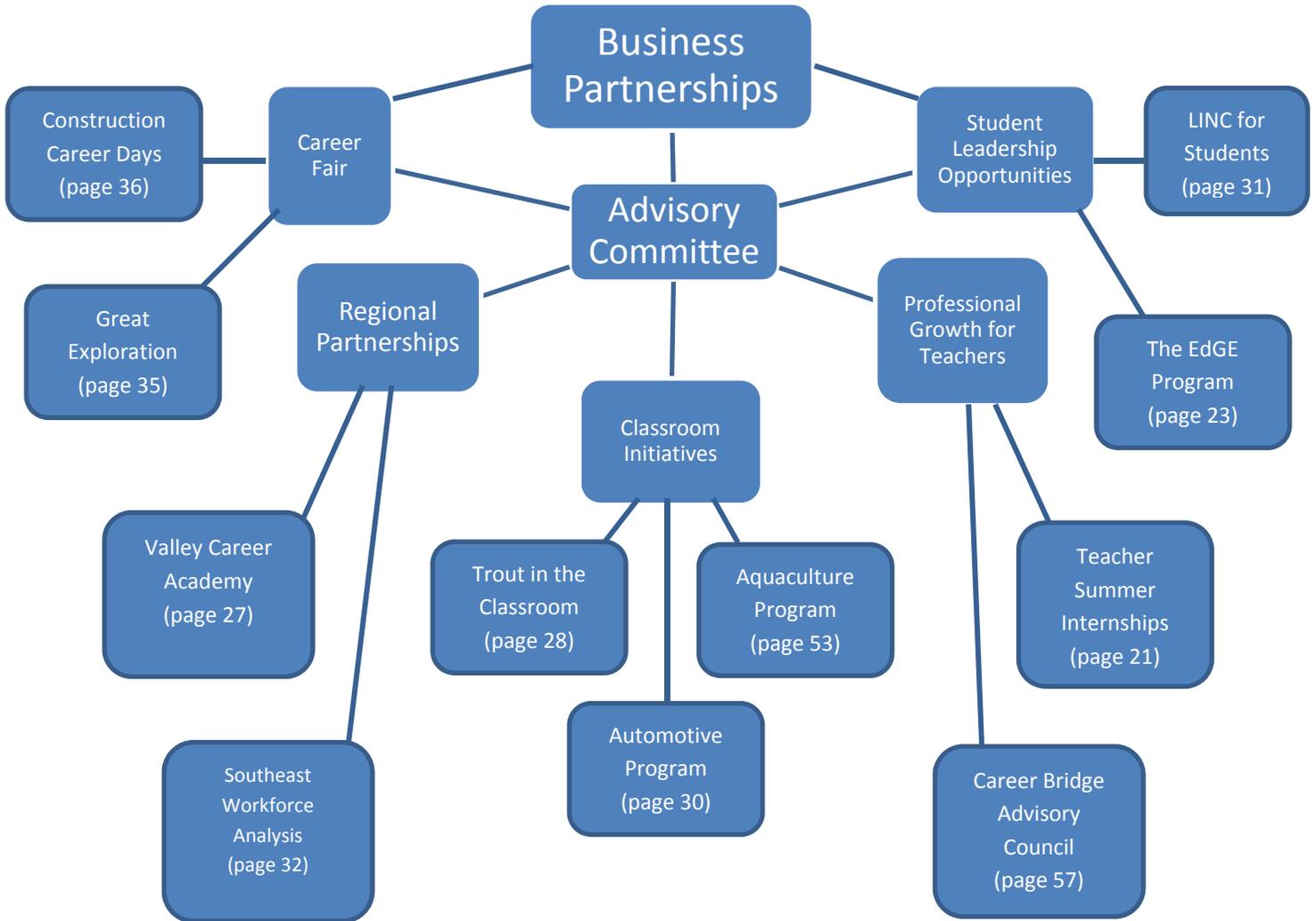
- Effective public schools (K-12) that help prepare students for 21st-century jobs and help produce a globally competitive workforce
- A strong community college system that works with public schools and the higher education system to develop and prepare a world-class, globally competitive workforce
- A world-class university system that is demand-driven, engaged in the success of North Carolina businesses and leads in innovation and transformation

Information about your local Chamber of Commerce can be found at:

<http://www.ncchamber.net/mx/hm.asp?id=localchambers>

Best Practice Partnerships and Advisory Committees

One of the most common characteristics associated with *quality programs* in career and technical education is the link with the business community. As you will see in Part II, local advisory committees are, in many cases, the most effective way to develop and strengthen such partnerships. Advisory committees can serve as the catalyst to put your program of work into action. For example, the following type of programs may be a direct result of your business partnership and/or advisory committee planning.



Careful planning and commitment to the partnership process will ultimately produce innovative opportunities for student and teacher growth. The following are samples of business partnership best practices across the state of North Carolina. Without the existence of the partnership, the best practice could not be realized. In most cases, the process utilized to develop the partnership may serve as a foundation for the creation of a partnership within your LEA.

Partnership Best Practices

Program Title:	Teacher Summer Internship Program
School District:	Asheboro City Schools Randolph County Schools
Partners:	Asheboro/Randolph Chamber of Commerce Randolph Economic Development Corporation
Length of Partnership:	Greater than 10 years
Program Description:	The Teacher Internship Program allows K-12 teachers to experience the opportunity to learn more about the needs of our local businesses by spending one week as a “temporary” employee during the summer. After spending one week and learning the skills and education needed for employment, teachers are asked to design a lesson for their students based upon that experience. They are then required to set-up opportunities for their students to either visit the site of the teacher internship or request a speaker to talk with their class.
Results Achieved:	Teachers are more in-tune with the demands of an ever-changing workforce which allows them to share the specific needs of the workforce with their students.
How can I learn more?	Julie Pack, Director of Secondary Education/CTE 336-625-5104 jpack@asheboro.k12.nc.us Ann Callicutt, Director of Middle Schools/CTE 336-318-6046 acallicutt@randolph.k12.nc.us

Partnership Best Practices

Program Title:	Workforce Development Partnership
School District:	Beaufort County Schools
Partners:	Workforce Development Partnership is a "one stop shop" for existing and new businesses to have HR needs of local businesses addressed. The group is made up of representatives from the community college, the LEA, JobLinks, the county commissioners, local businesses, retired business people, the EDC chair, the Committee of 100, and the Chamber.
Length of Partnership:	0-3 years
Program Description:	The Workforce Development Partnership has formulated an education component to address workforce needs in Beaufort County. The education division is designed to expose students to the expectations of the world of work and to communicate employment opportunities in the county in order to increase retention of residents and provide a prepared workforce for the county. The education division has developed a speaker's series to middle and high school students which features diverse occupations found within the county, increased internship opportunities, and opened the door for recruitment straight from high school into local business and industry. The current initiative includes developing a comprehensive guidance plan which exposes all students including elementary children to the concept of work and opportunities in the county while addressing soft skills. Since the group includes a diverse and well-informed group of citizens, it acts as the advisory council for CTE in the county.
Results Achieved:	Speakers address approximately 2000 students per year, providing information on local employment opportunities, allowing businesses and industries to interact with students. Local businesses have begun contacting the school system directly to provide for needs. (Example: Carver Machine Works, looking to fill 3-5 positions over the next few years, asked for pre-selected candidates to apply. Three were hired immediately with a chance to attend community college classes paid for by the company.) The group has drafted a work plan for comprehensive career guidance which increases partnership participation in the county. The internship program is now able to offer 3 week internship sessions in different clusters because of the awareness of businesses of the partnership between education and the workforce. Internship opportunities continue to thrive.
How can I learn more?	Kristy Christenberry, CDC/SPC 252-945-5560 kchrister@beaufort.k12.nc.us Website: http://career--technical-education.beaufort.schoolfusion.us

Partnership Best Practices

Program Title:	The EdGE Program
School District:	Buncombe County Schools
Partners:	Biltmore Company and A-B Tech Community College
Length of Partnership:	4-7 years
Program Description:	<p>The EdGE (Educating a Generation of Employees) program features community partners AB Tech and Biltmore Company. Both of these entities have joined this effort at Erwin High School and both have committed to investing in the futures of these students. In this program, students gradually prepare for the workplace as they complete resumes', job applications, participate in job interviews, and finally, understand what it takes to get and keep a job. Students in the Career Academy are visited four times a school year with representatives from Biltmore to provide tips and information on what it takes to be productive employees at Biltmore. Also, they let students know what it is like to work for the company and the wide variety of job opportunities available. Students then complete the entire school to work process. They visit the estate, job shadow, and if selected they can participate in the Hospitality Camp at Biltmore during the summer. Students are paid to work for 10 days and earn valuable workplace skills. In addition, students who complete the Hospitality Camp and the junior paid co-op experience at Biltmore receive a course credit.</p>
Results Achieved:	<p>Twenty students participated in a paid internship during the 2011 summer at A-B Tech and Biltmore. For the Career Academy, only two students have left school and the first cohort will graduate this year.</p>
How can I learn more?	<p>Christy Cheek, CTE Director 828-255-5931 crystal.cheek@bcsemail.org</p>

Partnership Best Practices

Program Title:	Education Matters
School District:	Catawba County Schools Newton-Conover City Schools Hickory City Schools
Partners:	http://educationmattersincatawba.org/wordpress/partners/
Length of Partnership:	0-3 years
Program Description:	<p>Education Matters is a partnership between Business, Government, and Education working together to increase the value of education and educational attainment in Catawba County. The concept of this program applies to all businesses, from large to small companies, to manufacturing, medical, service based, government and nonprofit agencies, franchises, banking, construction, etc. The more varied the business participation the better the opportunity to engage and teach our students about the training and educational needs for specific careers in Catawba County. The public schools in Catawba County each identify a group of 100 students or more in their sophomore year to participate in the Education Matters program. These students will create a portfolio which will include a NC Career Readiness Certificate, plus other supporting information such as attendance records, awards or certificates, and letter of recommendations to prepare for post-secondary education and the workplace. Students will also have work-based learning opportunities and receive employability training which includes learning how to apply for jobs, interviewing techniques and appropriate dress.</p>
Results Achieved:	Various events such as career fairs, internship opportunities, employability training and career awareness are a direct result of the Education Matters partnership.
How can I learn more?	<p>Karen Cale, CTE Director 828-464-8333 kcale@catawbасchools.net</p> <p>Website: http://educationmattersincatawba.org/wordpress/</p>

Partnership Best Practices

Program Title:	Eastern Region STEM East Partnership
School District:	Craven County Schools Jones County Schools Lenoir County Schools Wayne County Schools
Partners:	NC's Eastern Region, US Navy Fleet Readiness East, Spirit Air, AAR Corp.
Length of Partnership:	0-3 years
Program Description:	The Eastern Region STEM East Partnership links school systems with aerospace engineering firms within the aerospace corridor in Southeastern North Carolina. The partnership has spurred a new interest in STEM education through Career and Technical Education. The partnership works to address the mid-level STEM skills gap reported by regional industry. By linking curriculum and industry leaders, customized curriculum has been implemented that directly impact the future workforce needs of our partners. While initial work has begun in middle schools, future high school programs are being studied to enhance the initial projects.
Results Achieved:	Three STEM focused Technology Education middle school learning centers have been implemented. A STEM focused Algebra learning center has also been implemented. The partnership is gaining national attention for reaching beyond county needs to focus on more realistic regional workforce needs through direct industry input. The partnership applies for and distributes grant funding for new and innovative ways to implement STEM education.
How can I learn more?	Chris Bailey, CTE Director 252-514-6322 chris.bailey@craven.k12.nc.us Website: http://www.nceast.org/stem-east

Partnership Best Practices

Program Title:	NC Cooperative Extension Agency
School District:	Cherokee County Schools
Partners:	NC Cooperative Extension Agency and many local agricultural specialist, farmers, etc.
Length of Partnership:	0-3 years
Program Description:	Shannon Coleman, youth extension agent for NC Cooperative Extension Agency is working in collaboration with area farmers and agriculture specialists at NC State University to present an Agriculture Field Day on May 30th from 9:00 - 1:45 for all 7th graders in the county. The event will be located in the Ranger Community at the old sale barn facility, now known as the Mountain Folk Center.
Results Achieved:	TBD, We have a strong interest in agriculture among our students as determined via a student survey of career cluster interests. This field day experience sprang from the survey.
How can I learn more?	Jamie Barnett, CTE Director 828-557-8475 Jamie.Barnett@cherokee.k12.nc.us

Partnership Best Practices

Program Title:	Valley Regional Partnership
School District:	Davidson County Schools Lexington City Schools Thomasville City Schools Surry County Schools
Partners:	Piedmont Triad Regional Partnership Davidson County Community College Surry County Community College Davidson Vision Davidson Business/Education Partnership Various business and industry from the region
Length of Partnership:	4-7 years
Program Description:	The Valley Regional Career Academy is a unique education and economic development model. With career paths addressing regionally identified industry growth clusters, the academy will immerse students with STEM (science, technology, engineering and mathematics), 21st Century work skills (problem solving, creative thinking, team work, and communication) and entrepreneurship. Work-based learning will be an integral part of each career path. The Valley Regional Career Academy will initially include academies in: Health Sciences (including health informatics), Aerospace and Advanced Manufacturing, and Global Logistics. Each of these areas has been identified as growth industry clusters for the Piedmont Triad region of North Carolina.
Results Achieved:	The development of the Valley Regional Career Academy aligns with post-secondary education and the workforce.
How can I learn more?	Chandra Darr, Davidson County CTE Director 336-242-5584 cdarr@davidson.k12.nc.us Jill Reinhardt, Surry County CTE Director 336-353-9901 reinhardtj@surry.k12.nc.us Visit the following video link to learn more: http://www.youtube.com/watch?v=22P-cSG06ds Website: http://www.valleycareeracademy.com/

Partnership Best Practices

Program Title:	Trout Unlimited
School District:	Davidson County Schools
Partners:	Trout Unlimited, NC Wildlife, Ledford High School Agriculture Department Academy of Biotechnology, East Davidson High School Agriculture Department Academy of Agriculture and Environmental Science
Length of Partnership:	4-7 years
Program Description:	<p>Trout in the Classroom (TIC) is an environmental education program in which students in grades k-12:</p> <ul style="list-style-type: none"> • raise trout from eggs to fry • monitor tank water quality • engage in stream habitat study • learn to appreciate water resources • begin to foster a conservation ethic • grow to understand ecosystems
Results Achieved:	Students travel to Stone Mountain State Park to introduce their trout into the stream. NC Wildlife Officers instruct students on stream management and sustainability, collect specimens from the stream, identify specimens and their importance to life in the stream.
How can I learn more?	Chandra Darr, CTE Director 336-242-5584 cdarr@davidson.k12.nc.us

Partnership Best Practices

Program Title:	Career Climb
School District:	Gaston County Schools
Partners:	Gaston Chamber Gaston EDC Gaston College Various local employers Gaston County Schools CTE
Length of Partnership:	0-3 years
Program Description:	Gaston Career Climb is a collaborative workforce development process that will position Gaston County as the preferred location for economic development by establishing and sustaining a nationally certified and skilled workforce. With the help of eleven (11) Gaston County organizations and one hundred (100) local employers who are supporting this endeavor, the goals are to raise the educational level of current Gaston County workers by supporting the Career Readiness Certificate, to have a direct effect on the high school dropout rate in the county by emphasizing to students, our emerging workforce, the importance and relevance of staying in school and pursuing higher education.
Results Achieved:	Increased support of industry credentialing & CRC's Increased support of Career Clusters
How can I learn more?	Karen Gilbert, CTE Director 704-861-2496 karengilbert@gaston.k12.nc.us Website: http://www.careerclimb.org

Partnership Best Practices

Program Title:	Automotive Technology Center's Biz-Ed Partnership
School District:	Iredell-Statesville Schools
Partners:	Local auto dealerships, independent garages, NASCAR Tech, AutoZone, Valspar's DeBeer Division, Carolina Tractor, Caterpillar, Post-Secondary Institutes (public and private)
Length of Partnership:	Greater than 10 years
Program Description:	The automotive technology department in the Iredell-Statesville school system continuously seeks out partnerships that will benefit all students.
Results Achieved:	<ul style="list-style-type: none"> • Internships for our students • Curriculum • Political support • Donated equipment and supplies (automobiles, lifts, training boards, etc. • Jobs for our graduates • Provide entry level skills expectations • Dealers provide video and on-line training for both teacher and students • Mitchell Community College's DMV Safety and On-Board Diagnostics (OBD) inspection classes are taught at our Automotive Center. We provide the facility and the instructor. Mitchell provides the equipment and pays for the instructor. <u>Many of our students obtain their NC Safety and OBD License while still in high school through this program at no cost.</u> • We are presently working on a joint project with NASCAR TECH in restoring US Senator Richard Burr's 1936 Dodge Truck. Surry County Community College has also been involved with the project. • Our Collision Repair Program is very involved with I-CAR, the national training and certification organization for the collision industry. • Monthly I-CAR training classes are held at our center. <u>Our students can attend FREE.</u> • We operate a mini-parts store for our students and school system employees.
How can I learn more?	<p>Judy Honeycutt, Career Development Coordinator 704-978-2791 Jhoneycutt@iss.k12.nc.us</p> <p>Website: http://iss.schoolwires.com/Page/31426</p>

Partnership Best Practices

Program Title:	LINC for Students
School District:	McDowell County Schools
Partners:	Bobbie Young McDowell County Chamber of Commerce McDowell Technical Community College Various businesses and industries
Length of Partnership:	0-3 years
Program Description:	LINC has been a very successful program for our students during the previous two summers. This program is sponsored by the Chamber of Commerce, McDowell Technical Community College and local government and industry. It builds leadership skills of our rising juniors and seniors. The students are nominated by their teacher. They must show leadership or have leadership potential that just needs to be awakened.
Results Achieved:	Very successful. Students learn an overwhelming amount of information about the county. They also form a relationship with various businesses and industry representatives that can be used in the future.
How can I learn more?	Ben Talbert, Principal 828-652-7920 ben.talbert@mcdowell.k12.nc.us

Partnership Best Practices

Program Title:	North Carolina Southeast Workforce Analysis Initiative (NCSE)
School District:	Bladen, Brunswick, Columbus, Cumberland, Hoke, New Hanover, Pender, Richmond, Robeson, Sampson, and Scotland
Partners:	<p>Cape Fear Community College Brunswick Community College Bladen Community College Fayetteville Technical Community College Southeast Community College Fayetteville State University UNC-Wilmington UNC-Pembroke All Public School Systems in Region Local Economic Developers Workforce Development Boards Regional Business and Industry</p>
Length of Partnership:	0-3 years
Program Description:	<p>NCSE is conducting a regional workforce analysis to thoroughly evaluate the strengths and weaknesses of the workforce based on the region’s business and industry clusters. Since a full analysis of the workforce in the southeast region has never been done, this project will be important in making decisions for most aspects of economic development planning in the region. Most companies now rank the workforce of an area as one of the top three considerations in their criteria for locating a business or industry.</p> <p>Key Points Concerning the Workforce Analysis:</p> <ul style="list-style-type: none"> • All current characteristics of the workforce will be examined, including overall strengths and weaknesses, available skills sets within industry sectors, gaps and deficiencies tied to specific industry sectors, and the region’s ability compete for jobs and companies in these industry sectors. • The analysis will look at skills levels within declining industry sectors that could potentially be transitioned to emerging industry sectors in the region, such as helping workers transition from textiles to automated food processing, or a woodworker machinist to an advanced manufacturing position or a position in the energy sector.

	<ul style="list-style-type: none"> • The business and industry sectors that will be analyzed for workforce characteristics are: transportation/logistics, energy (including renewable energy), boatbuilding and marine trades, building product materials, food production, agri-industry, and metalworking. • The aerospace sector will be included, as NCSE is currently examining this as a targeted industry sector for job creation, based on existing assets in the region and the region’s proximity to other aerospace assets. • Biotechnology and defense contractors are important clusters in the region and will be touched on, but there are currently significant state efforts on workforce development in these sectors. • The study will compare the present and future workforce needs to the current and future education and training capabilities of the workforce development system to identify gaps. • The study will identify and describe the K-12 education, community college and university programs that are producing skilled workers for the cluster, including curriculums in the universities, STEM (Science Technology Engineering Math) and Career Technical Education (CTE) programs in K-12, and existing workforce training programs in the community colleges. • The study will lead to the development of a strategic action and implementation plan for the region to meet present and future workforce needs.
<p>Results Achieved:</p>	<p>A series of goals and strategies will be developed for implementation within the region. Funding will be sought to produce a sustainable model for regional implementation by all partners.</p>
<p>How can I learn more?</p>	<p>Steve Yost, Southeast President 910-862-8511 stevey@ncse.org</p> <p>Website: http://www.ncse.org/</p>

Partnership Best Practices

Program Title:	NASCAR Hall of Fame
School District:	Anson County, Cabarrus County, Charlotte-Mecklenburg Schools, Gaston County, Hoke County, Kannapolis City Schools, Lee County, Lincoln County, Montgomery County, Moore County, Richmond County, Robeson County, Rowan-Salisbury Schools, Scotland County, Union County
Partners:	NASCAR Hall of Fame
Length of Partnership:	0-3 years
Program Description:	The NASCAR Hall of Fame and the school systems of the Southwest Region have developed a business-education partnership. The purpose of the partnership is to develop educational opportunities for the CTE students at the various stations located in the NASCAR Hall of Fame. The CTE Administrators and selected teachers from the Southwest Region are in the process of developing lessons and graphic organizers to lead students through an educational experience in the NASCAR Hall of Fame.
Results Achieved:	<p>The CTE Administrators in the Southwest Region have met at the NASCAR Hall of Fame in order to evaluate the educational opportunities within the Hall. CTE administrators along with CTE Regional Coordinator, Eric Leazer and NASCAR Hall of Fame Education-Sales Manager, Teresa Robertson, led the group in a brain storming session to align the various stations in the Hall to the CTE Career Clusters and Program Areas. An education sub-committee has been formed and is in the process of further defining the educational opportunities and developing lesson plans and graphic organizers to lead students through an exciting educational experience at the NASCAR Hall of Fame.</p> <p>Teresa Robertson has secured funding from the Kasey Kahne foundation to provide financial assistance for participating schools. To date, students from, Kannapolis City, Lincoln County, and Rowan County have already taken advantage of this opportunity.</p>
How can I learn more?	Eric Leazer, Southwest CTE Regional Coordinator 704-857-0099 eric.leazer@dpi.nc.gov

Partnership Best Practices

Program Title:	Wake County School-to-Career
School District:	Wake County Schools
Partners:	Businesses, Post-secondary Education, Local Government
Length of Partnership:	Greater than 10 years
Program Description:	<p>Preparing students to be college, career, and citizenship ready!</p> <p>School-to-Career prepares every student to make knowledgeable career choices through academic rigor and work-based learning experiences. STC links the business community to WCPSS students in order to prepare them to make informed career choices. As a result students graduate college and career-ready.</p> <p>The Career Development Coordinators work within STC to infuse relevant and realistic experiences into classroom curriculum.</p>
Results Achieved:	Increased Academic and Technical Attainment
How can I learn more?	<p>Joy Frankoff, School-to-Career Coordinator 919-431-7677 lfrankoff@wcpss.net</p> <p>Website: http://www.wcpss.net/school_to_career/index.html</p> <p>Xtreme Beginnings video (<i>may take several seconds to load</i>): http://dss.wcpss.net:8080/c/staff/general/public/cte/xtreme-beginnings.mp4</p> <p>Great Explorations Career Fair video (<i>may take several seconds to load</i>): http://www.wcpss.net/school_to_career/video/Great%20ExplorationsFinal.mov</p>

Partnership Best Practices

Program Title:	Construction Career Days
School District:	Winston Salem Forsyth County Schools
Partners:	Construction Industry Council of Winston Salem North Carolina Department of Transportation
Length of Partnership:	4-7 years
Program Description:	The Construction Career Days event is designed to expose 10th -12th grade students from 18 different counties to the exciting opportunities and career paths available in the construction field. In an effort to showcase the industry benefits, including high pay, opportunities for entrepreneurship and high growth potential, the Chamber, the school system and the DOT assembled area industry professionals to showcase career pathways. Each day, students have the opportunity to operate heavy equipment and test their skills in many hands-on exhibits and competitions. The three-day event features one on one discussions with trade professionals, career information, school programs and resources, hands-on activities, heavy equipment display, door prizes and more.
Results Achieved:	Students have participated in this career awareness event since 2006.
How can I learn more?	<p>Bruce Sherman, CTE Administrator 336-748-4000 bsherman@wsfcs.k12.nc.us</p> <p>Dr. Shirley Bynum, CTE Administrator 336-748-4000 sdbynum@wsfcs.k12.nc.us</p> <p>Visit the following video link to learn more: http://www.youtube.com/watch?v=n9IDW-5GUhs</p>

Partnership Best Practices

Program Title:	Winston Salem Forsyth County Educational Alliance Committee
School District:	Winston Salem Forsyth County Schools
Partners:	Winston Salem Forsyth County Schools; Winston Salem Chamber of Commerce; Forsyth Technical Community College
Length of Partnership:	Greater than 10 years
Program Description:	These are the three main partners who collaborate on various programs and activities for the schools. However, there are many businesses and other institutions of higher education that participate in various committees as well.
Results Achieved:	Construction Career Fair; First Lego League; Bio-Summer Camp; Support for academies (advisory board, internships, guest speakers, job shadowing, etc.); STEM and STEAM initiatives.
How can I learn more?	<p>Bruce Sherman, Cheryl Cox and Shirley Bynum CTE Co-Directors and School to Career Coordinator 336-727-2210 Ext 2</p> <p>bsherman@wsfcs.k12.nc.us cccox@wsfcs.k12.nc.us sdbynum@wsfcs.k12.nc.us</p> <p>Website: www.winstonsalem.com, www.wsrobotrun.com</p>

Part II:

Advisory Committees

CTE Advisory Committees

An advisory committee, is a board or council that meets frequently, develops a program of work and engages partners will strengthen your overall partnerships and provide guidance for program improvement.

Types of Advisory Committees

Local advisory committees are designed to increase the participation of the public in local career and technical education programs and provide greater cooperation between career and technical education and the private sector by:

- Making career and technical education more responsive to, and reflective of, both the labor market and business/industry.
- Promoting quality career and technical education.
- Preparing individuals for post-secondary education and employment.

Statewide Business Network

In 2009, with the assistance of local CTE administrators, a statewide network of approximately 250 North Carolina business and industry representatives in support of Career and Technical Education was developed. The purpose of this network is to strengthen the connection between education and the workplace helping meet our Career and Technical Education Mission of empowering all students to be successful citizens, workers and leaders in a global economy.

The purpose of the North Carolina Career and Technical Education Business Network is to:

- Create and maintain a business-education advocacy group that addresses Career and Technical Education issues on a regular basis, and
- Establish a permanent liaison between business and education that provides for structured continuous communications at multiple levels for Career and Technical Education.

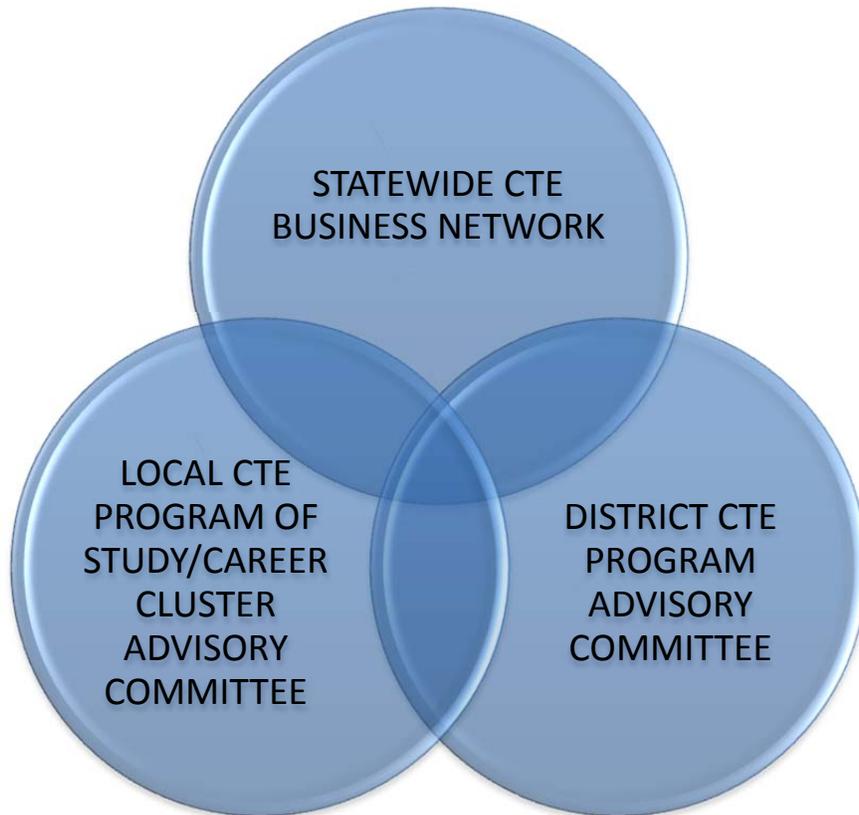
The Business Networks' strength is the work that is completed at the grassroots level with their local school systems. However, all Business Network members receive periodic pertinent information pertaining to CTE and are provided various opportunities to participate and provide input in state level initiatives.

District CTE Advisory Committee

A district CTE advisory committee is appointed for the specific purpose of advising faculty and administration on the maintenance, extension and improvement of the total career and technical education program. Through input, the committee members help to maintain quality and relevance of career and technical education and help strengthen support from the community.

Program of Study/Career Cluster Advisory Committee

A program of study/career cluster advisory committee works with the individual program of study, career cluster or discipline level and is concerned with matters such as curriculum content, equipment, facilities and placement of graduates. Members should represent the occupational area that is served by the program. This advisory committee should have representation or a reporting mechanism to the district advisory committee.



The Statewide CTE Business Network, District CTE Program Advisory Committees and Local Program of Study/Career Cluster Advisory Committees program of work should align to ensure continuous Career and Technical Education program improvement.

*Does your partnership **Mission** align with the state CTE Strategic Plan?*

*Does your partnership **Vision** align with the state CTE Strategic Plan?*

*Does your partnership **Core Values** align with the state CTE Strategic Plan?*

Establishing an Advisory Committee

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 or administrator is spearheading the drive to form an advisory committee. The information on each point contained in this handbook can be adapted to the local situation in developing advisory committees 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 system or 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.

The committee should be a well-organized group with specific goals.

-Business Network Member

When a favorable attitude exists, inform the appropriate administrator(s) that establishment of an advisory committee is crucial to the success of the program.

The size of an 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 community or occupation, etc. All job specialties 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 business and 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.

Selecting Members

Advisory committees represent the views and needs of the public in the design of Career and Technical Education programs. All segments of the involved population must be included in the membership. Members should be knowledgeable of the Workforce Development needs of the community. A school system is not being fair to itself or its constituency if it designs Career and Technical 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 Career and Technical Education programs enjoy greater benefits when the general advisory committee members represent the community leaders at-large or influential members of the community. The advisory committee benefits when both workers and supervisors are represented on the committee. 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.

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

- Business and Industry (business owners, Human Resource Directors, employees, employee supervisors, management)
- Economic Development Organizations
- County Commission
- School Board
- Employment Security Commission
- Vocational Rehabilitation
- Communities in Schools
- Local Colleges and Universities
- Workforce Development
- Chamber of Commerce
- Special Populations
- Parents of students
- CTE Director
- CDCs
- Teachers
- School and District Administrators
- Workforce Development Boards
- Chamber of Commerce

Individuals who serve on the advisory committee should represent a community cross-section in terms of gender, race, occupation and socio-economic status. Three other important factors to consider when nominating members for the committee are their capability, available time and level of interest. An effort should be made to select advisory committee members who have some direct relationship to career and technical education.

Terms of Service

It must be decided the length of appointments for advisory committee members. Many effective ways to determine length of terms are in use. A preferred method is to set a time limit and to define the size of the committee in writing. This procedure promotes a continuing flow of new ideas that help 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 system or school will want to continue their appointments. A policy of reappointment after a time lapse (usually of one year) can allow for these situations.

Roles of the Committee

Advisory committees have three major roles:

To advise — the advisory committee assesses specific areas of the career and technical education program and makes suggestions and recommendations designed to improve that specific area. Such recommendations could include program and sequence of courses offered, purchase of new instructional materials and equipment or adoption of a new safety policy.

To assist — the advisory committee helps the instructor(s) and/or administrator carry out specific activities. These activities could include judging competitive skill events, setting up a scholarship program or obtaining media coverage for special events.

To support and advocate — the advisory committee promotes the career and technical education program throughout the community. Promotion or marketing could include talking to legislators, speaking for career and technical education at board meetings, writing articles for local newspapers or arranging publicity.

Responsibilities of the CTE Administrator

The administrator must provide leadership in establishing and maintaining Program Advisory Committees and give the necessary support and assistance to CTE instructors and support staff as they carry out their duties and responsibilities. Realizing the important contributions that business and industry participants can make to improve the total education process, the CTE/school administrator should place a high priority on developing and maintaining effective partnerships.

Responsibilities of Committee Officers

Chairperson

The chair's leadership is key to the success of the advisory committee and works closely with the CTE Administrator. It is suggested that a member other than a school representative assume this role. The chair should possess skills and characteristics such as:

- Experience in business/industry in the community served by the program

- Ability to manage meetings, plan and adhere to schedules, involve members in ongoing activities and reach closure or consensus on issues.
- Skill in oral and written communications as well as willingness to make appearances before school and community representatives.
- Experience as a committee member
- Ability to delegate responsibility as well as willingness to accept responsibility for the committee's actions.
- Personal characteristics such as empathy, fairness, tolerance and sound judgment

The responsibilities of the Chairperson include:

- Work with CTE administrator(s), school and community representatives to plan and carry out the committee's program of work (Appendix D).
- Prepare agendas and assist the instructor in handling details regarding meetings
- Preside at meetings
- Arrange for presenting of background information and reports to the committee
- Represent the committee at official meetings and functions
- Submit recommendations of the committee to appropriate administrators and groups
- Follow-up on committee recommendations or actions

Vice Chairperson

The skills and responsibilities of the vice chair are identical to those of the chair. The vice-chair takes charge when the chair is absent or cannot serve.

Secretary

The secretary records meeting minutes and performs other clerical duties. Committees may use a school representative in this position because of their access to computers and reproduction facilities.

The responsibilities of the secretary include:

- Take minutes at meetings; prepare and distribute minutes
- Mail agenda, announcements, minutes and other information to members
- Help assemble and distribute necessary background information to members
- Correspond with representatives of school and community as needed

Ideas for Business Partnerships and Advisory Committees

Business partnerships and advisory committees can perform a wide variety of functions. Partners serve without pay and have no legal status to change or implement policy. CTE Administrators should work with the partners to determine appropriate roles and direction on an annual basis. The following lists include activities that may provide direction on how business partnerships and advisory committees help improve CTE programs.

CTE Program Committee

- Focus on reform publications such as Crisis of Relevance, Reflect, Lead and Change, etc. (Appendix A)
- Consider developing and implementing a local strategic plan aligned to the North Carolina CTE Strategic Plan
- Focus on Local Planning System as it relates to strategic planning for continuous improvement.
- Develop strategies to ensure assurances in the Local Planning System are adhered to.
- Consider participating in CTE Program Review process

Curriculum Committee

- Compare content with occupational competencies and tasks
- Analyze course content and sequence
- Advise on labor market needs and trends
- Review and recommend instructional materials, as well as assist in obtaining them
- Recommend safety policies and procedures
- Promote and assist in maintaining quality programs
- Review curriculum to ensure that it meets business needs and industry standards
- Assist with incorporating employability skills in the curriculum
- Review technology standards in the curriculum
- Endorse new program applications as appropriate
- Assist in the development of local articulation agreements
- Review CTE data such as enrollment, performance indicators, etc.
- Seek to ensure non-discrimination and equity in CTE programs
- Develop student credential attainment opportunities
- Review current facilities, equipment, software and materials
- Consider the development of a local course option if a need is determined
- Encourage and promote secondary/post-secondary collaboration
- Student mentoring (electronic or face-to-face)

CTE Program Review Committee

- Participate in CTE Program Review
- Tour and observe facilities
- Hold focus groups to determine strengths, weaknesses, opportunities for improvement and threats to the program (SWOT Analysis)
- Develop taskforce committees to review CTE program
- Review and implement taskforce recommendations

- Participate in program evaluation and recommend evaluation criteria
- Assess student performance standards to ensure they are in line with business and industry standards
- Assess, recommend, and/or provide equipment and facilities
- Conduct community and occupational surveys
- Identify new and emerging occupations
- Recommend new programs or elimination of obsolete programs
- Participate in long-term planning
- Assist in short and long-term planning for program improvement

Work-Based Learning Committee

- Notify instructors of entry-level job openings for students
- Provide or obtain cooperative work experiences, internships/externships, work/study or work-based learning opportunities for students
- Assist students in developing resumes and interviewing skills
- Develop strategies to recruit non-traditional students and expand placement opportunities

Student Organizations Committee

- Assist in developing and judging leadership/CTSO competitive skill events
- Sponsor student organization activities
- Conduct leadership development activities
- Assist students with career development
- Evaluate student portfolios
- Provide sponsorship opportunities and funding through your organization for students to attend competitions

Staff Development Committee

- Invite CTE instructors to participate in industry professional development activities
- Provide instructors with retraining/back-to-industry and summer opportunities for technical upgrading
- Review professional development plans
- Support staff attendance at conferences
- Conduct workplace tours

Community/Public Relations Committee

- Promote the CTE program to employers, communities, and the media
- Assist in recognizing outstanding students, teachers, and community leaders
- Assist in developing a marketing plan and campaign (brochures, presentations, videos)
- Set up and support a scholarship program

Resources Committee

- Provide tours and field trips, job shadowing experiences and speakers
- Leverage community resources and broker community partnerships
- Provide input on budget, facilities and equipment needs
- Promote awareness of career opportunities

- Participate in career fairs
- Secure financial donations
- Secure in-kind donations
- Facility sharing

Legislation Committee

- Advocate for CTE programs with legislators
- Arrange tours of programs for legislators
- Involve legislators in program events

Planning and Conducting Quality Meetings

Once a committee is convened, it is imperative to provide a structured, focused, outcome oriented meeting to ensure effectiveness of the partnership.

1. Identify need(s) or topic(s) that you would like to focus on for improvement.
2. Articulate the need to the advisory group and provide further background information to provide a foundation for input and decision making. For example, if determining an implementation of a sequence of CTE courses, it is important for the committee to understand the courses available. Other foundational information may include economic development data, labor force needs, etc.
3. Establish a purpose that is results oriented. Discuss ways to address the need and utilize foundational information as it relates to best practices, data and research.
4. Develop sub-committees if necessary and provide time for committees to discuss and develop recommendations.
5. Develop and record a consensus of recommendations to address the need.
6. Present to leadership for consideration.
7. If accepted, develop a timeline and plan of action.
8. Implement plan of action.
9. Assess the program of work.

A successful advisory council meeting updates and informs members and motivates members to work to achieve the objectives of the council. It also provides opportunities for each member to add value.

-Business Network Member

Program of Work



A common process for developing a clear and concise plan of action is through the development of SMART goals. SMART goals are Specific, Measurable, Attainable, Results-Oriented and Timely.

Specific: What are the specific needs that must be addressed? This area of need exists where there are the largest gaps between your vision and what the current reality is.

Measurable: How will you know when the goal is accomplished? Establish criteria or benchmarks to measure your progress towards the attainment of the goal.

Attainable: Goals that are too far out of reach will not motivate the partnership to achieve the goal. Goals should stretch the partnership to reach high levels of success. Unattainable goals will frustrate those involved and produce negative results.

Results Oriented: What evidence will you have that your partnership program of work positively impacts your Career and Technical Education program?

Timely: Without a timeline, there is no sense of urgency to achieve the goal. Timelines must also be attainable and realistic.

Partnership Program of Work/Action Plan

Identified Need(s)	Specific Objectives/Goals	Strategies (Priority Activities)	Resources Needed	Person(s) Responsible	Timetable/ Status	Evaluation: Results

Utilizing CTE Funds to Support Partnerships and Advisory Council Activities

In the absence of local funding and/or partnership donations, CTE funding may be utilized to support partnership/advisory council activities. The [Office of Management and Budget](#) provides [OMB Circular A-87](#) that establishes principles and standards for determining costs for federal awards carried out through grants, cost reimbursement contracts, and other agreements with state and local governments and federally recognized Indian tribal governments (governmental units).

The following items speak to the appropriate use of **PRC 017** funds to support CTE advisory councils and partnership related activities.

Item #2: **Advisory councils.** Costs incurred by advisory councils or committees are **allowable** as a direct cost where authorized by the federal awarding agency or as an indirect cost where allocable to Federal awards. The expenditure must directly relate to the improvement of Career and Technical Education.

Item #3: **Alcoholic Beverages.** Costs of alcoholic beverages are **unallowable**.

Item #14: **Entertainment.** Costs of entertainment, including amusement, diversion, and social activities and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities) are **unallowable**.

Item #27: **Meetings and conferences.** Costs of meetings and conferences, the primary purpose of which is the dissemination of technical information, are **allowable**. This includes costs of meals, transportation, rental of facilities, speakers' fees, and other items incidental to such meetings or conferences.

Item #42: **Training costs.** The cost of training provided for employee development is **allowable**.

It is important to note that **PRC 014** funds are used to meet federal cost sharing or matching requirements and, therefore, assume the characteristics of federal funds. Supplant means to take the place of. Federal funds must supplement and not supplant state or local funds. Federal funds may not free up state or local dollars for other purposes, but should create or augment programs to an extent not possible without federal dollars. The following items from the [Office of State Budget and Management](#) provide state requirements and limitations when state funds are utilized.

- The meeting is planned in detail in advance, with a formal agenda.
- There is a written invitation to participants.
- Excess travel subsistence is **unallowable** and such meetings must be held in state facilities when available.
- State funds to provide promotional or gift items to be distributed are **unallowable**.
- State funds to support or underwrite a rally, celebration, reception, employee appreciation activity, or similar functions are **unallowable**.

- State funds to support or underwrite a meeting, assembly, conference, seminar, or similar function by whatever name called that promotes any cause or purpose other than the mission and objective of the department are **unallowable**.

Although Circular A-87 and the North Carolina State Budget Manual provide these regulations, it is important to note that local education agencies may be more restrictive in program implementation. Refer to the Fiscal and Policy Guide for further information.

Assessing the Program of Work of an Advisory Committee

Like the career and technical education program itself, the work of the advisory committee should be reviewed periodically. The primary reasons for this review are to determine:

- ✓ The extent to which the committee is accomplishing the program of work.
- ✓ The extent to which the recommendations and actions have strengthened and improved the career and technical education program.
- ✓ The future direction, functions and activities for the committee.

It is suggested that assessment be part of the agenda for the advisory committee's final meeting of the school year. Assessment of the program of work might include answering the following questions:

Were annual priorities established? To make an impact on the career and technical education program, build the advisory committee program of work around the function(s) that have the highest priority for that year.

Did the activities or projects help to carry out the established priorities? As advisory committees begin developing their plans, it is easy to forget that individual projects that help carry out the overall priority for the year are likely to have a greater impact than an equal or larger number of projects that do not relate to a common goal.

Was the program of work realistic in scope? An enthusiastic committee may develop an ambitious program of work and then find that they cannot complete or even begin all the tasks they have set for themselves.

Were specific timelines established for each planning task? Timelines help to keep committee members on task. In complex projects or those that require several months to complete, setting intermediate timelines can help members see progress even when the ultimate goal has not been reached.

What impacts has the committee seen as a result of the program at work? It is important to recognize successes of any size. *Did the brochure on cooperative education*

I would like to hear firsthand from students and teachers alike how the committee's actions affected them, whether it is positive or negative. It's important to get feedback from the participants, not just the committee making decisions but seeing and hearing the actual results.
-Business Network Member

recruit or stimulate interest of prospective employers? Have two new pieces of equipment been donated to the program as a result of publicity about program needs? Celebrate your successes—they help to maintain enthusiasm among advisory committee members.

Public Recognition of Committee Members

When individuals volunteer their time, appropriate recognition can let business partners/advisory committee members know that their investment of knowledge and time is worthwhile and appreciated.

Recommendations are given careful consideration

Knowing they make a difference can inspire advisory committee members. Therefore, inform the advisory committee when recommendations are implemented.

Recognize outstanding members

Rewards encourage attendance and involvement. Recognition activities also attract the attention and interest of other qualified people who may someday serve on the advisory committee. They also bring public attention and goodwill to the organization because they demonstrate that the organization appreciates the efforts of its members.

Members are not paid for their efforts; therefore, rewards and recognition are especially important to advisory committees. Rewards should not be given indiscriminately but should be based on actual contribution to the committee's activity.

The best types of rewards or recognition are those that can stimulate productivity, improve committee interaction and increase member satisfaction. Most members are willing to attend regularly and work hard as long as their expertise and talents are used, their recommendations are seriously considered and they are given feedback concerning their efforts.

The following are some ways to recognize your committee members:

- ✓ Issue press releases announcing member appointments
- ✓ Report periodically at meetings and in the media on the results of committee recommendations and the ways the committee has been of service
- ✓ Invite members to visit programs to see the results of their recommendations
- ✓ Invite members to attend special career and technical education events
- ✓ Introduce advisory committee members at program or CTSO meetings or events
- ✓ Send a letter of appreciation to the program advisory member's supervisor.
- ✓ Send members personal letters of appreciation upon completion of tasks at the conclusion of the terms of service.
- ✓ Award members a framed certificate of appreciation or plaque at the conclusion of their service.
- ✓ Hold a recognition dinner each year to thank members.
- ✓ Invite members to program events such as student banquets, competitions, or graduation.
- ✓ Display members' names on a plaque in classroom or lobby of school.
- ✓ Recognize Program Advisory Committee members at Board of Education meeting.

Best Practices

The following represent Advisory Council best practices across the state. Many of the LEAs listed may have additional resources to assist you in developing or strengthening your local advisory council.

Program Title:	Aquaculture Advisory Council
School District:	Brunswick County Schools
Partners:	Progress Energy (Southport) North Carolina Marine Fisheries (Wilmington and Morehead)
Length of Partnership:	Greater than 10 years
Program Description:	Teaching the art and science of Aquaculture
Results Achieved:	Opens the eyes of the public to the benefits of fishery stock enhancement and provide students the opportunities to learn about aquaculture.
How can I learn more?	<p>Darrell Cheers, CTE Director 910-253-1064 dcheers@bcswan.net</p> <p>The following link is an overview of the program that was a component of the Sea World Environmental Excellence program. It has also been shared with the University of Arkansas - Pine Bluff Fisheries Biology program to assist students with scholarship opportunities.</p> <p>http://www.youtube.com/watch?v=Y8deV8MQG9w</p> <p>The following video link describes Brunswick County Schools “Raising Flounder” initiative:</p> <p>http://www.teachertube.com/viewVideo.php?video_id=245495&title=Raising_Flounder</p>

Business Education Alliance Best Practices

Program Title:	Business Education Alliance
School District:	Cleveland County Schools
Partners:	Cleveland County Chamber of Commerce Several local businesses participate Cleveland Community College Gardner-Webb University Cleveland County Schools
Length of Partnership:	Greater than 10 years
Program Description:	The Business Education Alliance (BEA) is a partnership under our local chamber of commerce within the Education Division. This division is currently chaired by the Career and Technical Education Director of Cleveland County Schools. This partnership started in 1990 as a JobReady Partnership. We meet monthly to discuss how we are implementing our current goals and how we can work together in accomplishing these goals.
Results Achieved:	Recent activities include: Local businesses have hosted teachers and administration for tours and meetings to discuss how to prepare students and how to provide work-based learning opportunities. Kitchen Ventilation provided different high schools the opportunity to send teams to their facility to develop, design, and build a project with their staff and equipment. An annual ninth grade career event is provided each fall with over 65 local business people presenting about careers and their organizations. A video is being developed through the BEA to emphasize the importance of "soft-skills" for gaining and maintaining employment. Local business leaders are interviewed for the video. This will be shown to high school and college students.
How can I learn more?	Tony Fogleman, CTE Director 704-476-8035 tfogleman@clevelandcountyschools.org Website: http://ccsbea.org

Business Advisory Council Best Practices

Program Title:	Elkin City Schools Business Advisory Council
School District:	Elkin City Schools
Partners:	Local Business Partners Parents School Administrative Personnel
Length of Partnership:	4-7 years
Program Description:	<ul style="list-style-type: none"> -Business Advisory Council meets 4 times a year -Luncheon prepared by food classes and business meeting -Highlight school activities and try to include teacher and students at each meeting -Council members participate in various school programs such as kitchen table discussions, reality workshop, graduation project presentations, intern presentations, 8th grade job shadowing, career fairs -Council members are invited to special functions such as county council meeting hosted by the high school, community tailgate party
Results Achieved:	<ul style="list-style-type: none"> -Council is active and involved in the school -Council provides good public relations for the school by being involved -Survey of council members show they are happy to be involved with the school
How can I learn more?	Barbara Long, CTE Director 336-835-3858 longb@elkin.k12.nc.us

Advisory Council Best Practices

Program Title:	McDowell County CTE Advisory Committee
School District:	McDowell County Schools
Partners:	MTCC, MCS, ESC, Isothermal Regional Planning Commission, McDowell County Commissioners, McDowell County Board of Education, Parents, Business and Industry Partners from the local community
Length of Partnership:	Greater than 10 years
Program Description:	The committee gives input to CTE staff and administration about programs offered in McDowell County Schools. They make CTE staff and administration aware of the economic climate within the county and any trends or issues we need to be concerned about or address. They are one of our chief advocates for the CTE programs in McDowell County.
Results Achieved:	<ul style="list-style-type: none"> • Workplace Leadership Program • Numerous field trips • guest speaker opportunities for our students • Numerous donations of materials and supplies for our classes • Metals Awareness night through Baldor Inc. • Connections and resources for our NATEF and NCCER teachers and committees • Have had members give input to state staff through statewide forums and surveys
How can I learn more?	Doug Gouge, CTE Director 828-659-3667 doug.gouge@mcdowell.k12.nc.us

Advisory Council Best Practice

Program Title:	Career Bridge Advisory Council
School District:	Mooresville Graded School District
Partners:	http://www.mgsd.k12.nc.us/mgsd/Career_Bridge_files/Career%20Bridge%20Advisory%20Council%20Members%202010-11.pdf
Length of Partnership:	4-7 years
Program Description:	The Career Bridge Advisory Council is organized to create a vibrant school-community partnership guiding students toward career preparation by connecting business/industry and education. Its mission is to prepare students to become globally competitive for the 21 st Century workforce.
Results Achieved:	<p>Examples include:</p> <ul style="list-style-type: none"> • Hold annual Economic Summit designed to inform parents and middle/high school students of the benefits of career and technical education. • Provide opportunities for business and industry to become guest speakers; allow students/teachers to tour businesses; provide work-based learning experiences for student; discuss industry updates with teachers, mentor senior students in the senior graduation project. • Support students financially in obtaining credentialing or certifications • Support students financially in participating in CTSO events
How can I learn more?	<p>Mr. Bill Parker, Executive Director of Instruction & CTE 704-658-2530 wparker@mgsd.k12.nc.us</p> <p>Julie Blocker, Assistant CTE Director 704-658-2528 jblocker@mgsd.k12.nc.us</p> <p>Website (including Career Bridge Advisory Council Handbook): http://www.mgsd.k12.nc.us/mgsd/Career_Bridge.html</p>

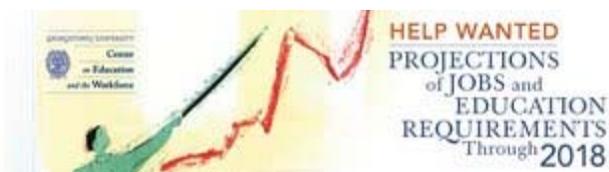
Advisory Council Best Practice

Program Title:	Richmond County Schools CTE Advisory Council
School District:	Richmond County Schools
Partners:	Business Community Leaders (including County Commissioners, County Manager, and representatives from all business areas), Board of Education Member, Richmond County Schools Administrators (all four Superintendents), High School Principal, Guidance Counselor, Public Information Officer, Richmond Community College President, Richmond Community College Recruiter, Richmond Community College and Career & College Promise Liaison. Each meeting, all Board of Education members as well as the CTE Regional Coordinator are notified of the meeting location and time. Also, selected guests are invited to each meeting. We have included partners from our College Tech Prep Consortium, targeted Middle School Principals, guidance counselors and CTE teachers, as well as high school CTE teachers and guidance.
Length of Partnership:	8-10 years
Program Description:	The Richmond County Schools CTE Advisory Council is an active, functioning committee whose commitment is to support and promote Richmond County Schools Career and Technical Education programs. Three (3) Advisory Council meetings are held each semester, for a total of six (6) per school year. Different meeting locations are selected within the county, and always during the lunch hour. The program for each meeting is planned around the Considerations for Continued Excellence for CTE in the Richmond County Schools identified in the CTE Program Review.
Results Achieved:	Through the support of the CTE Advisory Council and our district administration, we have developed a strong alliance for CTE in our county. Advisory Council members are committed to attending meetings and are asked for their input, ideas, and suggestions. Members see value in participating, presentations are applicable and timely, the Community College always has a place on the agenda, and we give our business partners the opportunity to share updates from their organization.
How can I learn more?	Sharon S. Johnson, CTE Director 910-582-5860 sharonjohnson@richmond.k12.nc.us

Part III:

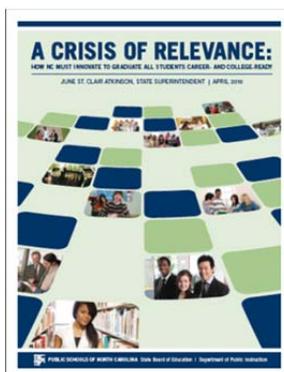
Appendices

Articles and Reports



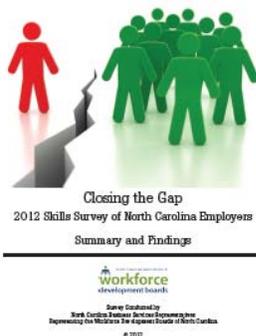
The Center on Education and the Workforce affiliated with Georgetown University set out to provide a detailed forecast of jobs and their education requirements for two reasons: 1-The ability of individuals to

connect education, training, and careers has become key to employability and to attaining and maintaining middle class status. 2-In spite of its growing importance, our ability to match education alternatives with career options is woefully underdeveloped. [Help Wanted: Projections of Jobs and Education Requirements Through 2018](#) is comprised of an executive summary, a national report and a state-level analysis. It provides comprehensive industrial and occupational forecasts of where jobs will be and what kinds of preparation they will demand of their workers.

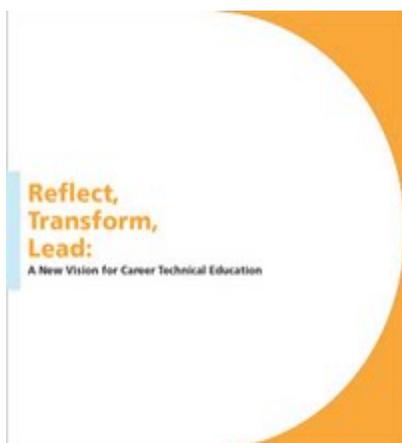


Commission members, including business leaders, state legislators, public school superintendents, principals, teachers and counselors, leaders from the state's public university and community college systems, as well as representatives from the Governor's Office, Lieutenant Governor's Office and local, regional and state education and business and economic development organizations, identified an overarching crisis affecting North Carolina's public schools. Too many students are failing to make connections between what they learn in school and their career goals. These students are not engaged in or inspired by what they are learning and have no clear plan for the future. Some drop out. Others graduate unprepared for college or other training

and are unqualified for most of the jobs available today. This is the "[Crisis of Relevance](#)." To address this crisis, six policy goals and corresponding action recommendations were developed to guide local, regional and state leaders in education reform efforts.



[Closing the Gap: 2012 Skills Survey](#): While stakeholders across North Carolina have made great strides to address some of the issues raised in the 2007 Skills Survey of North Carolina employers, we now have fresh data that will be valuable as we begin to address the current skills needs identified. The information in this report is only a snapshot of what is happening in North Carolina but it is indicative of the issues local employers are facing daily as they attempt to employ the best workers. This document is intended to familiarize the readers with the survey questionnaire, the key findings of the survey, and to provide a template for discussion.



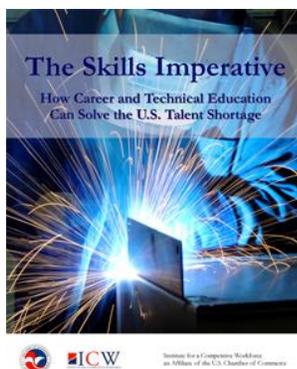
The United States has long held its leading economic status in the world. Propelled by innovation, the competitive character of capitalism, and the spirit of entrepreneurship, our nation thrived as a power house setting both the standards and the pace for the world economy. On the heels of a national fiscal crises, a flattening globe, and the challenges and opportunities brought on by technology, [Reflect, Transform, Lead: A New Vision for Career and Technical Education](#) is a national commitment to take a hard look at how our workforce is prepared if the United States is to retain leadership position in the dynamic global economy.



In this report, [Preparing the Workers of Today for the Jobs of Tomorrow](#), the President's Council of Economic Advisers (CEA) presents a projection of potential developments in the U.S. labor market over the next five to ten years and discusses the preparations necessary to develop the 21st century workforce.



[Partnership is a Two Way Street: What it Takes for Business to Help Drive School Reform](#): American K–12 schooling is in need of transformative improvement, and business can play a valuable role in retooling school systems for the new century. Business can provide the leverage, expertise, and leadership that will help educators and public officials make tough decisions and take hard steps they may not take on their own.



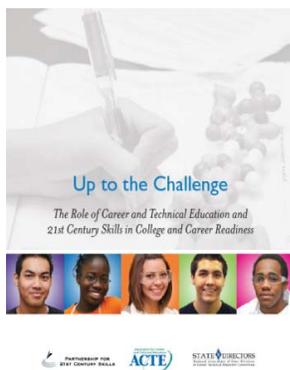
Because of the growing need of increased skill levels requiring more math, science, communications, and problem-solving skills, the [U.S. Chamber of Commerce's Institute for a Competitive Workforce](#) has published a white paper on career and technical education (CTE). This report outlines the economic context of CTE, the opportunities for the business community to get engaged, case studies and examples where CTE is part of a skill-attainment solution, next steps and recommendations, and further resources for CTE information. A new education and training system with more integration of CTE and core academic courses will be necessary to adequately prepare students for the challenges of their postsecondary training programs.



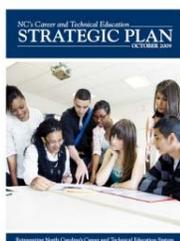
There has traditionally been a disconnect between the business people who create jobs and the education professionals who provide high school students and others with the knowledge and skills they need to be successful as employees. For the most part, business professionals and educators live and operate in two very different worlds. [*Developing Human Capital: Meeting the Growing Global Need for a Skilled and Educated Workforce*](#) focuses on business and education working together to reduce barriers to employment and create new pathways to career development and job growth.



[*The Business/Education Partnership Forum*](#) was created to help partnership professionals of all experience levels, from the worlds of both education and business, to find the information and resources they need to build strong, sustainable, and successful collaborations. The Forum outlines the challenge and discusses the returns that partners need to realize in order to make collaborations worthwhile. They outline numerous options in partnership development and point to current practices in the field.



The Association for Career and Technical Education (ACTE), National Association of State Directors of Career Technical Education Consortium (NASDCTEc) and P21, released a report that highlights the demand for skills in the global economy and the ways in which educators can meet this demand by drawing on both career and technical education (CTE) and 21st century skills. According to the report, [*Up to the Challenge*](#), fusing the four Cs (critical thinking and problem solving, collaboration, communication and creativity and innovation) and CTE can make college- and career-readiness a reality for every student.



Over a period of two years, a group of CTE leaders came together to outline the need for reinvention and the outcomes necessary to make North Carolina's Career and Technical Education system a resource and asset to be counted on. This planning process produced the [*North Carolina's Career and Technical Education Strategic Plan*](#).

Sample Advisory Committee Letter

[Date]

Mr. Joseph Jackson, President
First National Bank
1555 Towaway Road
Raleigh, NC 43434

Dear Mr. Jackson:

[School District] is in the process of selecting individuals with workplace knowledge and experience to assist in improving our Career and Technical Education (CTE) program. We are seeking advice and assistance from key partners to keep our CTE programs relevant.

We would like to invite you to become a member of our CTE advisory committee, which meets a **minimum** of two (2) times a year. The purpose of the advisory committee is to provide assistance and recommendations for the continuous improvement of career and technical education programs.

I will be contacting you in the near future to discuss this opportunity. If you have any questions or concerns, please contact me at [phone number] or [email].

Thank you for your consideration.

Sincerely,

CTE Administrator
[School District]

Sample of Appointment to CTE Advisory Committee Letter

Date

Ms. Jane Jones
213 Cedar Avenue
Somewhere, NC 68000

Dear Ms. Jones:

Congratulations on your three-year appointment to the CTE Advisory Committee for (School District). Thank you for your willingness to serve. Your contribution will keep the program effective and up to date as well as help to make our community a better a place in which to live and work.

Your first meeting as a committee member is scheduled for (date) at (time) in the (room, name and address of school). You will be contacted soon with a tentative agenda and other committee member materials.

We look forward to working with you. If you have any questions, please call.

Sincerely,

CTE Administrator

Sample of Meeting Notification Letter

Date

Name
Company
Address
Somewhere, State ZIP

Dear (Name):

The next meeting of the Career and Technical Education Advisory Committee will be (time/date) at (location). Enclosed is a copy of the agenda for the meeting. We plan to tour the facility and discuss curriculum concerns.

We look forward to seeing you. Please notify me if you cannot attend. Phone: (555-0000)
Email: (——).

Sincerely,

Committee Chair

Sample of CTE Advisory Committee Agenda

**CAREER & TECHNICAL EDUCATION ADVISORY COMMITTEE
(LOCATION)
(DATE — 7-9 p.m.)**

Call to Order (Committee Chair)

Welcome and Introduction of Members and Guests (Committee Chair and Program Instructor)

Approval of Minutes

Role of the CTE Advisory Committee

Overview of the CTE Program and Tour of Facility (Instructor)

Unfinished Business

Report of Response to Previous Committee's Recommendations

Update on Program of Work for Year

New Business

Discussion of Program of Work

Establish Time, Date and Location of Next Meeting

Assess Equipment and Facilities

Scheduling of Next Meeting (Committee Chair)

Adjourn

*Sample Invitation to Business Partners to Present
In the Classroom*

Date

Contact Person
Organization
Address
City, ST Zip

Dear Program Advisory Committee Member:

I currently teach [subject]. One of my goals this year is to provide my students with top-quality lessons by professionals in the field they want to pursue.

One unit/skill that is very important to my students is the area of [topic]. I would like to invite you to come to my class to give a lesson on [topic]. You are welcome to bring your own equipment, or you can use the classroom equipment we have in our lab. I believe learning about [topic] from someone in the field would offer more depth and significance for these students than a traditional lesson could provide.

If you are willing to provide a lesson/demonstration, please call me at [phone number] to schedule an afternoon that is convenient for you. We can also discuss what sort of preliminary knowledge my students would need and/or any tasks my students should complete prior to your arrival.

Thank you for sharing your time and experience. For your information I am also enclosing a flyer about [school name]'s programs, and I would welcome any other suggestions you might have for how you might share your expertise. I look forward to hearing from you soon.

Sincerely,

[CTE Instructor's Name]
Email Address
School Address
Phone Number

Sample Operational Guidelines and Bylaws

I. Name

The name of the committee shall be the [School/Institution] Career and Technical Education Advisory Committee.

II. Purposes

The purpose of this committee shall be to advise, assist and support, and advocate for the Career and Technical Education program on matters that will strengthen instruction and expand learning opportunities for students.

III. Tenure of the Committee

The advisory committee shall continue until dissolved by a majority vote of the Board.

IV. Membership

- A. The committee will consist of at least [Number of members], including [specify representation].
- B. Nominations to the committee shall be made to the chairperson and Director of Career and Technical Education and approved by the committee.
- C. Committee appointments shall be for a period of three (3) years beginning on the date of approval and extending until July 1 of the year of the appointment and extending until June 30 of the third year. Committee members may be reappointed.
- D. Resignation from committee shall be submitted in writing to the Director of Career and Technical Education and chairperson of the committee.

V. Executive Committee

- A. The Executive Committee, when not in session, shall coordinate the activities of committee with the Director of Career and Technical Education. The Executive Committee, in consultation with the Director of Career and Technical Education, shall assist in planning the agenda for committee meetings, identify items to be considered by committee, assist in conducting the work of and function performed by committee, and perform other responsibilities as designated by committee.
- B. The chairperson, vice-chair, secretary, treasurer and immediate past chairperson shall constitute the Executive Committee. The Director of Career and Technical Education shall be an ex officio member of the Executive Committee.

VI. Officers

- A. The officers will consist of a chairperson, vice-chairperson, treasurer, and a secretary. These officers will be elected annually by the committee and together with the immediate past chairperson, will constitute the Executive Committee.
- B. Officers shall be elected from the committee no later than January 30 of each year for a one- year term.
- C. In the event of an officer vacancy, the committee shall elect a successor at the next regularly scheduled meeting following the date the vacancy occurred.
- D. Duties of the Officers:
 - 1. The chairperson shall preside at all meetings of committee and Executive Committee and report to the School Board at least on an annual basis. The chairperson shall perform all duties assigned to that office.
 - 2. The vice chairperson shall perform all duties assigned to that office. The vice chairperson shall assist in the development of the agenda for committee meetings, and shall preside at committee meetings in the absence of the chairperson.
 - 3. The secretary shall perform all duties assigned to that office. The secretary shall ensure that minutes of all committee proceedings are properly recorded, maintained, and disseminated to members and other interested parties. The secretary shall be responsible for communications to and from the committee.
 - 4. The treasurer shall perform all duties assigned to that office. The treasurer shall have charge and be responsible for all funds of the committee; receive and give receipts for money due and payable to the committee and deposit all money in the name of the committee in such bank selected by the committee.

VII. Subcommittees

- A. Subcommittees may be established and discharged by a majority vote of the committee.
- B. Each subcommittee shall elect its own chairperson and secretary.
- C. The Executive Committee or committee may establish ad hoc committees as needed to conduct the work of committee.

Appendix C

- D. Each committee shall maintain records of all proceedings and shall provide periodic reports to the committee as requested by the committee chairperson or member of the Executive Committee.
- E. A Bylaws Committee, consisting of three members including a chairperson, shall be appointed to review, edit, and make recommendations on by-laws amendments.
- F. A Legislative Committee, consisting of three members including a chairperson, shall be appointed to educate members on the legislative process, provide direction on contacts with members of the state and federal legislatures on matters pertaining to Career and Technical Education, communicate and coordinate political actions of committee with those of other Career and Technical Advisory Committees, and keep members of committee informed regarding pertinent legislative matters. The committee chairperson shall be elected for a two year term.
- G. A Marketing Committee, consisting of three members including a chairperson, shall be appointed to assist in the development and maintenance of a marketing program for Career and Technical Education, and to cooperate with the state marketing efforts.

VIII. *Program*

- A. The Executive Committee shall formulate the proposed annual program of work for consideration and approval of committee at the September meeting.
- B. The committee shall implement an annual program of work based on the needs of Career and Technical Education in the district.

IX. *Operating Procedures*

- A. The committee shall meet monthly or as designated by the Executive Committee. All meetings shall be open unless committee determines, by majority vote of members present, to enter into closed session.
- B. Special meetings may be called, or regular meetings may be cancelled, by a majority vote of the committee or by action of the Executive Committee.
- C. The Executive Committee, in consultation with the Director of Career and Technical Education, will be responsible for planning the agenda of individual meetings.
- D. Each meeting will begin at the announced time and will continue for not more than an hour and a half. Meetings should be conducted in a manner such that all members are afforded an opportunity to present their views. All opinions should be considered before actions are voted upon. The chairperson of the meeting should undertake this responsibility.

Appendix C

- E. Committee minutes, including committee reports and/or minutes, shall be disseminated to all members and other interested parties. A permanent record of all committee transactions shall be maintained by the executive secretary.
- F. Committee shall not engage in the consideration, deliberation, or negotiation of matters pertaining to employment, promotion, transfer, dismissal, or salary of School Board employees; political activities relating to School Board appointments; development, enactment, or execution of School Board policy; and other issues which are clearly not in the mission of the committee. It may, at the invitation of the School Board or their designated representatives, suggest policy proposals and may review policy proposals submitted to committee.
- G. Discussion leading toward a consensus of the members will be prevailing procedure in committee meetings. Parliamentary procedures will be used when a decision of the committee is to be recorded or transmitted.
- H. Committee members who fail to attend three (3) consecutive meetings, without just cause, shall be considered to be inactive members and their resignation shall be requested.

X. *Responsibilities of Members*

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

XI. *Amendments to Bylaws*

- A. Proposed amendment(s) to the bylaws shall originate from members of the committee and shall be presented to the Executive Committee.
- B. Following review by the Executive Committee, proposed amendment(s) shall be forwarded to the Bylaws Committee for review, editing, and recommendation to committee. They shall be presented in print form to committee members at least thirty days prior to committee deliberation on proposed by-law(s) change.
- C. The Bylaws amendment(s), if approved by a two-thirds vote of committee members presents, shall become effective immediately after the close of the committee meeting.

Partnership Request for Action Form

1. Determine actions in which you are willing to participate, sponsor, or solicit involvement from other professionals or community members.

2. Record your action choices by checking the box beside an action.

- Host a shadowing student
- Host a Business Advisory Council meeting
- Be a guest speaker/demonstrator in a classroom
- Judge a Career and Technical Education student club competitive event
- Sponsor an externship (work-based experience) for a CTE teacher
- Be a member of a CTE program area advisory board
- Proctor for CTE end-of-course exams
- Host a field trip for a CTE classroom
- Be a CTE Leadership Retreat presenter
- Sponsor a CTE Leadership Retreat
- Participate in a middle school or high school career development event
- Accept a summer or school-day internship student (non-paid)
- Invite a CTE educator and/or student to serve on a professional board or committee
- Sponsor an apprentice
- Initiate/sponsor a scholarship

3. Brainstorm other potential actions with your group members.

4. In the section marked *Other Potential Actions* (below), record the results from your group discussion.

5. Place a check beside any of the *Other Potential Actions* you are willing to undertake.

Other Potential Actions

- _____
- _____
- _____
- _____

Name: _____ **Business/Industry:** _____

Partnership Request for Action Form

How Can I Help?

- I would like to become a partner and/or join the CTE Advisory Council
- I would like to serve on a sub-committee*
- I will encourage other businesses to partner and/or join the CTE Advisory Council
- I will speak/would like to have a speaker share partnership opportunities and/or the CTE Advisory Council at my civic organization, club or chamber meeting
- I will make a donation (tax deductible)
- I would like to discuss providing a Youth Apprentice experience
- I would like to discuss providing an Internship experience
- I would like to discuss providing a Job Shadowing experience
- I will allow students/teachers to tour my business
- I would like to participate in the career fair
- I will be/provide a guest speaker for a class/classes at the following levels:

Elementary Middle Grades High School

- I would like more information about partnership opportunities and/or the CTE Advisory Council and concept
- I will pay for a student to participate in a Career and Technical Student Organization event.
- I will pay for a student to take a credentialing exam.

- Other _____

Name: _____ Business: _____

Address: _____ City: _____ State: _____

Tel: _____ Email: _____

*I would like to serve on the _____ Committee.

Committees: ♦ Career Planning ♦ Curriculum ♦ Marketing/Membership
 ♦ Program Evaluation ♦ Resources

Return to: *(contact name, address, email address, phone, fax number)*

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