

CHESTER COUNTY

# Technical College HIGH SCHOOL

PENNOCK'S BRIDGE CAMPUS

Dear Occupational Advisory Committee Member,

We would like to begin by thanking you for being a part of the Chester County Technical College High School (TCHS). For all new members to the Occupational Advisory Committee (OAC), welcome. To the returning OAC members, your continued support and commitment is greatly appreciated.

The information defined in this guidebook has been designed as a reference to the members of the OACs. OACs are comprised of individuals working together to improve career and technical education. Your input will assist the school in meeting the standards of your business/profession by providing individuals who are taught to become qualified practitioners in your profession. Your efforts can also have a positive influence in assisting students and parents decide that career and technical education is an effective means to ultimately satisfy the needs of the ever-changing workforce.

You have been selected to help in this endeavor because of your willingness, knowledge and experience. Your role as a member of the OAC is to advise the instructional and administrative staff of the Chester County Technical College High School of industry trends and emerging changes in technology so that the instructional programs can be enhanced to address the skill sets that are needed for the student to be successful and for the profession to have a qualified individual.

This guidebook defines the objectives, and framework of the OACs to meet the requirements as an advisory body to the Chester County Technical College High School. Your active participation as an OAC member will be valuable in the success of each of the programs offered at the Chester County Technical College High School.

The OACs will work to provide for programs that are relative to the entire school. We recognize that you are busy, have little time to waste and your participation on the individual OAC needs to be effective and productive.

In closing, please use this guidebook to assist you as an OAC member. Any concerns that arise can be discussed with the individual program instructor(s), or with me, Seth Schram, principal of the Chester County Technical College High School.

Thank you,

Principal  
Chester County Technical College High School

Director - Alan Slobojan  
Principal – Michael J. Katch

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**Local Advisory Committee**

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## **THE ORGANIZATIONAL ROLE OF THE OCCUPATIONAL ADVISORY COMMITTEE**

The Technical College High School (TCHS), a leader in technology and in developing innovative, responsive programs, is to equip all students with the skills, knowledge and attitudes necessary to select, enter and succeed in a career and to anticipate and adapt to change by providing high quality technical instruction and specialized services.

TCHS uses a network of Advisory Committees to assure that we provide quality programs that meet student, community and local business/industry needs. This partnership approach to educational planning is achieved through the efforts of the Occupational Advisory Committee (OAC).

The Occupational Advisory Committee reports findings and recommendations and additionally provides advice to the educators, administrators and the governing board regarding the relevancy and direction of a specific program.

## GOVERNANCE OF THE SCHOOL

### **Joint IU Board**

Policy decisions are made by the Joint IU Board that is composed of members who represent our participating school districts. They meet monthly on the third Wednesday of the month. At these monthly meetings, the IU Board Committee deals with financial, personnel, student recognition, committee and policy.

### **Professional Advisory Committee**

Superintendents of our school districts play an integral role in the TCHS operation. They meet monthly with Dr. Joseph O'Brien, the IU's Executive Director and Dr. Alan Slobojan, Career and Technical Education Division Director, to insure that programs offered at the TCHS meet the needs of their district, make recommendations to the IU Board, and oversee the TCHS plan of operation. In a further effort to assure coordination and articulation of programs, periodic meetings are held with the principals, guidance counselors and special education personnel from the nine participating school districts. These meetings are held for the purpose of sharing information and seeking advice on a variety of administrative procedures.

## **PURPOSE OF THE OCCUPATIONAL ADVISORY COMMITTEE**

The Occupational Advisory Committee is the advisory group that has the most influence in determining the direction of a technical program. Committee members are expected to advise and make recommendations on the current and future human resource needs of the industry. Recommendations are sought for both secondary and adult programs. The committee makes recommendations on what is taught and what resources are needed through several activities:

- curriculum review and validation
- budget review and preparation
- liaison activities between the technical program and the community
- program review and planning

### **Curriculum Review and Validation**

The curriculum of a program consists of duties and tasks which industry representatives tell us are important for a worker to know. Providing advice on curriculum content is vital to the success of a technical program. If a new program is being developed, the OAC will provide input into developing the framework of the curriculum. With an existing program, the OAC helps the educators update and refine the curriculum to meet industry standards. While the educators use their expertise in writing, rewriting and implementing the curriculum, the OAC acts as a review board to insure the relevance of the program. Each program undergoes a comprehensive evaluation approximately once every five years. The Occupational Advisory Committee reviews the evaluation data and makes recommendations concerning the direction of the program based on the data.

### **Budget Review and Validation**

The teachers are responsible for preparing a recommended budget annually. The budget lists items such as the tools, equipment and supplies needed to run the program. The OAC will verify and/or identify tools, equipment, and special supplies that it deems important for the enhancement of the program. The committee can also assist with developing specifications, identifying vendors, determining costs and identifying educational sites for field trips. The final budget recommendations must be approved by the OAC before they are submitted to the IU Board for approval.

## **Liaison Function Between The Program and the Community**

It is TCHS's goal to maintain programs that are responsive to industry needs and permit students to go on for advanced studies. This requires periodic discussions with employers, employees, parents, students, administrators, and faculty from other institutions. The educators alone cannot perform this function adequately. OAC members contribute greatly to promoting the program and the value of technical education through their contacts at work and in the community.

## COMMITTEE MEMBERSHIP

### Profile of an Occupational Advisory Committee Member

Occupational Advisory Committee members are cooperative, responsible, productive people who are interested in the success of career and technical education. Selected members from industry have current, successful work experience in the related occupation and are willing to contribute the necessary time to help strengthen the training program. The ideal OAC candidate will serve to build and improve the technical program as well as promote the program within the community.

### Membership Selection

Occupational Advisory Committees function effectively with 10 to 15 members. The size of the committee should remain constant. A TCHS representative and the teacher of the program serve only as ex officio members of the committee. The selected members should represent a number of publics to include:

- students currently enrolled in a program
- graduates of the program
- parent(s)
- entrepreneurs in the field
- employers for each of the occupational titles identified in the curriculum
- employees in a managerial or supervisory role for each of the occupational titles identified in the curriculum
- employees in a non-managerial role for each of the occupational skills identified in the curriculum
- union members (if appropriate to the vocation)
- representatives from a small (20 employees or less) and a large (20 employees or more) company working in the industry in private and public employment in the field
- representatives working in post-secondary vocational and secondary education

Each member represents a particular segment of the industry and is expected to speak for that segment during discussions. Likewise, if information is needed about that segment, the representative is usually asked to obtain the information.

## **Membership Composition**

The selected members should include quality individuals representing a particular segment of the business or industry. Each member represents a particular segment of the industry and is expected to speak for that segment during discussions. Likewise, if information is needed about that segment, the representative is usually asked to obtain the information.

Note: Maintaining a mix of female, male, minority, non-minority and handicapped members without discrimination to age will help to insure a membership composition that is unbiased.

Each fall the OAC should review its Table of Organization to determine if the segments represented are current and appropriate. By November 1, each chairperson should submit any recommendations to revise the Table of Organization. Proposed revisions should be accompanied by rationales that support each revision.

## **Membership on OAC**

An annual review of committee membership begins with the identification of members who are resigning or members who have been unable to serve in a productive way. This initial review is performed by the chairperson and the educators by the end of April each year. All recommendations are submitted to those members being reappointed (**APPENDIX E**). The Committee Membership Matrix (**APPENDIX A**) should be reviewed prior to the last meeting of the school year to assess the committee composition and also make adjustments for the next school year. Prospective committee members should also be identified and nominated in the Spring and Fall of each year. The OAC New Member Nomination Form (**APPENDIX B**) should be submitted for each prospective member for Local Advisory Committee (LAC) review. The sub-committee meets in May and November each year to review all of the New Member Nomination Forms and make recommendations. Once it is determined that the prospective members qualify to participate on the committee, they will receive a Letter of Invitation (**APPENDIX D**).

## **Orientation of New Members**

To assist in welcoming and orienting new members to the OAC, this process should be followed:

1. A committee chairperson from the occupational program should personally contact new members to welcome them and respond to any of their questions. Arrangements should be made for the new member to visit the school while in session.
2. An orientation meeting involving an administrator, a faculty representative, and all new OAC members will be held each year to accomplish the following:
  - acquaint new members with the key committee figures
  - describe how TCHS serves the sending schools and the business community
  - tour the classroom and school facility
  - distribute the OAC handbook
  - view TCHS public relations video

It is important that all new members attend this orientation meeting so they can participate on their committee as informed, voting members.

## **The Term of Appointment**

All members are appointed for a term of two years. Membership is reviewed by the educators and the committee chairperson prior to the last meeting of the school year and recommendations for members to be reappointed are made. Those who are identified as productive members of the committee will be invited to serve on the committee for a successive term (**APPENDIX E**). There is no limit to the number of terms a committee member may serve. However, new members are asked to make a two-year commitment to the advisory committee.

## **Attendance**

Members are expected to be present at all meetings unless they give prior notification that they are unable to attend. If work, health or personal commitment prevents a member from attending a meeting, a call to the instructor (610-345-1800) is requested. Regular attendance helps to maintain an informed, effective committee.

## **The Role of the Administrative Representative**

Each OAC meeting is attended by an institutional administrative representative or designee. This person serves as a liaison and is not a voting member of the advisory committee. The administrative representative coordinates the new member orientation meeting and serves as a resource person at all OAC meetings.

## **The Role of the Educator**

Educators include all faculty of the program. Their attendance at official OAC meetings is imperative so that they may contribute to and benefit from the OAC process. The following responsibilities are associated with the role of the educator:

- establish and maintain a viable OAC
- orient new committee members
- work in coordination with the committee chairperson and secretary to plan meetings and prepare agendas, minutes, reports and recommendations
- prepare all necessary materials for meetings and mail to members
- contact all members regarding meeting times and dates
- conduct first meeting of a newly organized OAC
- provide the committee with input on curriculum, budget, cooperative education, enrollment and graduate placement
- follow up on OAC recommendations
- involve OAC members in the technical education public relations efforts

Careful attention to the preparation of the agenda can contribute to running effective meetings. The agenda is the plan for the meeting that identifies the items for discussion and their sequence. It should be prepared in advance by the chairperson in cooperation with the educator and mailed to all committee members through the office of the administration one week prior to the meeting. All materials associated with the agenda should be mailed to members with agenda. Appropriateness of agenda items should be reviewed so that committee members' time is used wisely (**APPENDIX F**).

The success of the OAC depends largely upon the ability of the teacher to provide adequate support to the committee. As a non-voting representative, however, it is important that the teacher not dominate committee discussions.

## **The Role of the Student Representative**

The student representative is a voting member of the OAC and is invited to join all official meetings. Student representatives have the responsibility of speaking on behalf of their classmates and acting as a liaison between the classroom and the OAC. Student representatives are expected to share all pertinent information from the committee minutes with their classmates.

## **Selection and Term of Committee Officers**

Committee officers (chairperson, assistant chairperson and secretary) are selected during the close of the school year to function as officers for the following two school years. Officers can be nominated by all voting members and are elected by majority vote. The terms of office are two years for all officer positions. Although officers may be reelected for successive terms, an officer holding a particular position for more than two successive terms is discouraged.

## **The Role of Committee Officers**

### ***Chairperson***

The chairperson's ability to guide the work of the committee will contribute to the effectiveness of the committee. The chairperson has these responsibilities:

- attend annual Fall and Spring OAC chairpersons meeting
- establish meeting dates in coordination with administrators, educators, and committee members
- prepare the meeting agenda with the educators and distribute to committee members prior to the meeting
- assure that background information and necessary documents are available for meetings and sent to committee member in advance where appropriate
- preside at meetings, maintain an orderly process and keep committee on track
- assign tasks to individuals or sub-committees and follow up on their work
- communicate with members, school representatives, governing boards and community
- encourage committee members to engage in public relations efforts in the community
- engage committee members to provide cooperative work experience training stations for students
- encourage committee members to solicit graduation awards from the business community

### ***Assistant Chairperson***

The assistant chairperson works closely with the chairperson on all tasks and may serve as the leader for many committee activities. He/she may be expected to assist with any or all of the tasks listed above as chairperson's responsibilities. In addition to performing specific tasks assigned by the chairperson, the assistant chairperson should consider serving as the next successive chairperson.

### ***Secretary***

***A faculty member should not serve as secretary.*** The secretary is responsible for taking minutes during meetings, preparing and distributing minutes following meetings and preparing and forwarding any other necessary correspondence. Minute taking can be done most effectively if the secretary restricts the note taking to important facts and records the minutes in a brief, impersonal way. The secretary should strive for accuracy to avoid later misunderstanding and confusion. The secretary should not leave a meeting without all of the important facts recorded, even if it requires interrupting the meeting or restating the facts to confirm the information for the records. Although committee members may be identified in the minutes for contributing input during a meeting, the note taking should not reflect verbatim conversation.

A suggested format for minutes is shown in APPENDIX G. The following is a list of facts to be recorded during every meeting:

- date, time and place of meeting
- names of all persons in attendance and those who are absent
- summary of concerns, discussions, decisions and recommendations
- dates of significant correspondence, events, future meetings and subcommittee meetings
- summary of all decisions requiring a vote (include names of members who initiate and confirm the vote)
- date of next meeting
- time of adjournment

Remember, the minutes of each meeting are used for communication both internally, within the OAC, and externally, to other interested persons, administrators and governing boards. Accurate, complete minutes serve as a history of committee activities and accomplishments and must be kept on file for reference in the assistant director's office.

### **List of Current Members**

The secretary is responsible for maintaining an accurate listing of current OAC members. The listing should include a business address and telephone number as well as a home address and telephone number. Changes should be communicated to all voting and non-voting members of the committee. A listing of the current members of the Occupational Advisory Committee on which you are serving can be found in **APPENDIX H**.

## THE OCCUPATIONAL ADVISORY COMMITTEE MEETING

### Meeting Location

Typically, the OAC meeting is held at TCHS in the cafetorium and classroom. The meeting should take place in a comfortable room with adequate seating, writing space and visual aids as needed. Dinner is available since committee members often attend meetings directly after working hours.

### Meeting Time

The typical OAC meeting is held after working hours between the hours of six and ten o'clock p.m. Meetings should have both a beginning and an ending time and should not exceed two hours in length without committee approval. Given the time restraint, all members should recognize the importance of promptness.

Sub-committee meetings typically involve fewer members and are usually less formal meetings. Meeting time and length may vary considerably depending on the purpose of the meeting and the schedules of the participants. A sample letter notifying members of meetings can be found in **APPENDIX I**.

### Frequency of Meeting

The frequency of OAC meetings will depend on the Plan of Work for the year. However, OAC meetings are mandated at least twice a year.

### Meeting Style

Meet no fewer than two times a year to address the major activities outlined in the Occupational Advisory Committee Suggested Timelines (**APPENDIX J2**). There is also an annual Advisory Appreciation. OAC meetings should be conducted in a businesslike manner and structured to run efficiently. Formal agendas should be adhered to and committee officers should always be present to perform their special functions. The committee chairperson should use enough parliamentary procedure to officially document decision-making, recommendations, and to keep discussions focused on the agenda items. However, meetings should be informal enough to promote constructive discussion and creativity.

## GUIDELINES FOR RUNNING EFFECTIVE MEETINGS

### Background

Attributes of a productive OAC include organization, preparedness, effective communication and strong leadership. The efficient use of the OAC meeting time is also vital to being productive and to successfully meet objectives. It is at OAC meetings where concerns are expressed, discussions take place and decisions and recommendations are made. Clearly defined membership roles, established objectives and good leadership will help to make meetings productive.

<b>EDUCATOR ROLE</b>	<b>COMMITTEE MEMBER ROLE</b>
<p>The educator assumes a supporting role to help the chairperson in his/her leadership function. The educator <i>assists</i> with preparing for meetings, providing information and clarity during meetings and following through with communications and recommendations as a result of the meetings. Educators assist the chairperson but do not lead the meeting.</p>	<p>Conducting effective meetings is the primary responsibility of the OAC chairperson. He/she must prepare for the meeting, structure the meeting to achieve expected results and encourage productive participation. Other committee members must attend meetings regularly, stay informed of program issues and contribute in a meaningful way.</p>

### SUGGESTED PROCEDURE

<b>EDUCATOR</b>	<b>COMMITTEE MEMBER</b>
<ul style="list-style-type: none"> <li>• Gather all necessary information and prepare all needed documents for the meeting in an organized, concise fashion.</li> <li>• Meet with the administrative representative prior to meetings to review the agenda and supporting documents.</li> <li>• Prepare agenda in advance so that it will be mailed to all members a week in advance to the meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Chairperson should develop agenda with educator in advance so that it will be mailed prior to the meeting.</li> <li>• Chairperson should contact administrative representative prior to meeting if clarification is needed on agenda items and/or existing policy.</li> <li>• Chairperson should limit the meeting to two hours by establishing a starting and stopping time.</li> </ul>
<ul style="list-style-type: none"> <li>• Arrange for light refreshments to be available during the meeting.</li> </ul>	<p style="text-align: center;">15</p> <ul style="list-style-type: none"> <li>• Chairperson should encourage promptness by calling the meeting to order on time.</li> </ul>

- Make available pencils, paper and visual aids.
- Contact all members prior to the meeting as a reminder of the meeting date/time. Determine if all or most of the members will be in attendance.
- Take minutes or assist the secretary in taking minutes.
- Insure that the minutes are prepared and distributed within a reasonable amount of time following the meeting.

- Chairperson should plan to cover a manageable number of objectives during the meeting.
- The secretary should present the previous meeting minutes. The chairperson should allow members to edit the minutes and/or approve them as presented.
- Chairperson should adhere to the prepared agenda by keeping discussion purposeful (have extra agendas available).
- Chairperson should require a motion, a second to the motion and a vote for all decisions and recommendations.
- Chairperson should encourage contributions from all members by creating an informal atmosphere for discussion and by making all members feel important and useful.
- All members should attend meetings regularly and contribute in a meaningful way.
- Chairperson should adjourn the meeting on time unless there is a committee vote for an extension. Remember, agenda items that time may not allow for can be taken up at the next meeting or occasionally by phone or mail. Respect committee members by respecting their time.

# CURRICULUM REVIEW AND VALIDATION PROCESS

## Background

Rapid changing technology necessitates the continual review and upgrade of the curriculum. Educators work together with the OAC to refine the curriculum so that it continues to serve both the student and industry in a relevant way. It is important to maintain a balance in the curriculum so that it continues to reflect current technology and skills but is not in a constant state of flux.

Two documents used by TCHS to support the competency-based curriculum are:

- Task list with Terminal Performance Objectives
- Certificate of Completion

It is important that all OAC members familiarize themselves with these documents. The following descriptions are designed to give clarity to the purpose and use of these documents in technical education.

### *Curriculum*

The curriculum (**APPENDIX K**) identifies the occupations for which the technical program trains and lists associated duties, tasks and terminal performance objectives to be learned for each occupation. Appropriate tasks are identified under each occupational objective to help focus both the instructor and student on entrance level skills associated with the occupation. Mastery of these skills will qualify the student for placement in an entry-level position in the field.

### **Certificates upon graduation**

Students are awarded their competency certificates at the end of their senior year. There are five levels of achievement:

#### **Distinguished Certificate (platinum seal)**

Students who have completed 95% or more of their program competencies at level 3 with a grade point average of 3.5 or better in their occupational program for the total year at CAT-Brandywine.

#### **Honor Certificate (gold seal)**

Students who have completed between 85-94% of their program competencies at level 3 with a grade point average of 3.0 or better in their occupational program.

#### **Commendable Certificate (silver seal)**

Students who have completed between 75-84% of their program competencies at level 3 with a grade point average of 2.5 or better in their occupational program.

#### **Standard Certificate (bronze seal)**

Students who have completed less than 75% of their occupational program competencies at level 3 with a grade point average of 2.0 or better in their occupational program.

#### **General Certificate**

Students who have completed less than 75% of their occupational program competencies at level 3 with a grade point average of 2.0 or less in their occupational program.

<b>Educator Role</b>	<b>Committee Member Role</b>
The educator does all the designing and editing of the curriculum. He/she supports the OAC in their periodic review of the curriculum by offering input from the perspective of implementation, time management, student caliber, enrollment figures, success of cooperative work experience and graduate placement.	The committee member has the primary responsibility to review program statistics, determine the relevance of the curriculum units and supporting tasks and determine if the curriculum is producing employable graduates.

## SUGGESTED PROCEDURE

EDUCATOR	COMMITTEE MEMBER
<ul style="list-style-type: none"> <li>• Make sure that a copy of the current Curriculum exists in <b>APPENDIX K</b> of the OAC handbooks for the program.</li> <li>•</li> <li>• Establish a meeting date and time in coordination with administrative</li> <li>• Gather information for meeting, i.e., end-of-year grades, graduate placement statistics, cooperative education reports and enrollment figures.</li> </ul>	<ul style="list-style-type: none"> <li>• Committee chairperson should assist in establishing a meeting date and time for curriculum review. (prepare agenda).</li> <li>• All members attend meeting to review background information supplied by educator, i.e., end-of-year grades, graduate placement statistics, cooperative education data and enrollment figures</li> <li>• All members review Curriculum (<b>APPENDIX K</b>) to determine if:               <ul style="list-style-type: none"> <li>○ the occupational objectives are relevant</li> <li>○ the curriculum provides sufficient training for the occupational objectives</li> <li>○ there are revisions needed to improve the curriculum</li> </ul> </li> </ul> <p>The curriculum is articulated with the secondary and post-secondary programs in the area.</p>
<ul style="list-style-type: none"> <li>• Provide history, institutional information and future plans of the school regarding the direction of the program at the meeting.</li> <li>• Make available the terminal performance objectives for the meeting to provide clarity.</li> <li>• Revise curriculum according to OAC recommendations.</li> <li>• Resubmit curriculum for validation signatures.</li> <li>• Submit revised, validates curriculum to the administrative representative</li> <li>• Make available the Certificate of Completion for review by the OAC.</li> </ul>	<ul style="list-style-type: none"> <li>• Vote on the recommended changes to the curriculum</li> <li>• Validate the revised curriculum with signatures from all selected committee members.</li> <li>• Review Certificate of Completion (<b>APPENDIX M</b>) for occupational and task listing changes. Vote on changes to the Certificate of Completion to reflect to the curriculum</li> <li>• Chairperson and educators must fill out one Checklist for Curriculum Review and Validation (<b>APPENDIX N</b>) to verify the completion of the curriculum review process.</li> </ul>

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| <ul style="list-style-type: none"><li>• Make sure that changes in task listing are reflected on Certificate of Completion (APPENDIX M).</li><li>• Fill out the Checklist for Curriculum Review and Validation (APPENDIX N) with the chairperson and submit to the administrative representative</li></ul> |  |
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## BUDGET REVIEW AND VALIDATION PROCESS

### Background

Program teachers at TCHS are responsible for preparing a recommended budget for their programs annually. Teachers typically solicit input from the OAC members while preparing the first draft of their program budget. This process begins in the spring with a review of the program’s equipment needs. The committee is asked to identify possible new/replacement equipment needs. Based on these needs, the committee will identify the most appropriate equipment and research costs. In the fall, the committee reviews and discusses the first draft of the budget. The budget items are each documented on budget Form #45 as seen in **APPENDIX O** and submitted to the Local Advisory Committee (LAC) for review and final recommendation by the LAC to the Joint Committee.

<b>EDUCATOR ROLE</b>	<b>COMMITTEE MEMBER ROLE</b>
The educator prepares and edits the budget based on OAC members’ input. Vendor’s names, addresses, budget item costs or lease/purchase agreements must be secured prior to submitting the budget for review by the OAC.	The committee member must make projections to identify the minimum investment needed to achieve the objectives of the program. In communicating this to the educator, the committee member may also need to define specifications and help in locating appropriate vendors, field trip sites and educational sites for staff development.

### SUGGESTED PROCEDURES

<b>EDUCATOR</b>	<b>COMMITTEE MEMBER</b>
<ul style="list-style-type: none"> <li>• Meet with OAC chairperson to begin budget review process.</li> <li>• Prepare a current equipment inventory for review by the OAC.</li> <li>• Organize a tour of the classroom facility for OAC members.</li> </ul>	<ul style="list-style-type: none"> <li>• Chairperson must meet with educators regarding budget review process.</li> <li>• All members should tour the facility to familiarize themselves with classroom tools and equipment.</li> <li>• Chairperson must establish meeting dates and times for budget review.</li> </ul>

<ul style="list-style-type: none"> <li>• Solicit input from OAC on items to be included in the budget. Remind OAC of program goals and objectives. Be prepared to differentiate between instructional needs vs. production needs of industry.</li>   <li>• Prepare first draft of budget on Budget Form #45 (<b>APPENDIX O</b>). Include: <ul style="list-style-type: none"> <li>○ tools</li> <li>○ equipment – purchase and rental</li> <li>○ computer software – for computer oriented programs only</li> <li>○ contracted services</li> </ul> <p>Simply detail information, i.e.: budget item specifications; vendor name and address; costs; lease/purchase bids and installation fees; item specifications for tools and equipment.</p> </li>   <li>• Submit first draft budget to OAC for review.</li>   <li>• Perform any necessary editing of first draft of budget.</li> </ul>	<ul style="list-style-type: none"> <li>• All members provide input for budget preparation, such as: <ul style="list-style-type: none"> <li>• tools</li> <li>• equipment – purchase and rental</li> <li>• computer software</li> <li>• contracted services</li> </ul> <p>Simply detail information, i.e.: budget item specifications; vendor name and address; costs; lease/purchase bids and installation fees; item specifications for tools and equipment.</p> </li>   <li>• All members assist educators with obtaining bid prices, identifying teacher training/retraining opportunities and identifying field trip locations.</li>     <li>• All members review first draft of budget. Make recommendations for changes.</li>   <li>• Review edited budget and validate. Signatures of educator and chairperson are required.</li> </ul>
<ul style="list-style-type: none"> <li>• Resubmit budget to OAC for final review and validation.</li>   <li>• Submit recommended budget to director’s office to be forwarded to the LAC.</li>   <li>• Fill out Checklist for Budget Review and Validation (<b>APPENDIX P</b>).</li> </ul>	<ul style="list-style-type: none"> <li>• Chairperson transmits recommended budget to the director who forwards it to the LAC.</li>   <li>• Chairperson must fill out Checklist for Budget Review and Validation (<b>APPENDIX P</b>).</li> </ul>

## LIAISON FUNCTION

### Background

The OAC is TCHS’s link to the community and the world of work. Selected OAC members are in the unique position of gaining first-hand knowledge of the technical program and of easily communicating that knowledge directly to their peers in the industry and in the community. The educator can also create opportunities to communicate with parents, students and representatives from other schools to improve public relations and promote a better understanding of the goals of the school and program. The educators and selected OAC members can work effectively, as a team, to promote the school and the program and to solicit external input to improve the program.

<b>EDUCATOR ROLE</b>	<b>COMMITTEE MEMBER ROLE</b>
<p>The educator should project the positive image of TCHS technical education and the program at all times. The educator must create opportunities to promote and market the school and the program to parents, students, guidance counselors, school representatives and community representatives.</p>	<p>The committee member should project the positive image of TCHS, technical education and the program at all times. He/she should create opportunities to promote and market the school and the program to peers in the industry, local organizations, other educational institutions and members in the community.</p>

### SUGGESTED PROCEDURE

<b>EDUCATOR</b>	<b>COMMITTEE MEMBER</b>
<ul style="list-style-type: none"> <li>• Survey local employers.</li>   <li>• Project the positive image of technical training and the TCHS program when communicating with colleagues and the general public.</li> </ul>	<p>All suggested procedures for “Educator” also apply to the committee member. Along with the following:</p> <ul style="list-style-type: none"> <li>• Encourage colleagues and community representatives to provide cooperative education opportunities for students.</li> </ul>

<ul style="list-style-type: none"> <li>• Invite guest speakers from the industry to participate in OAC meetings.</li> <li>• Invite guest speakers to visit the classroom.</li> <li>• Assist with marketing new courser, i.e.: meeting with sending school counselors, designing publications to announce course offerings, and meeting with prospective students and parents.</li> <li>• Communicate with secondary and post secondary representatives and with representatives from other training institutions.</li> <li>• Identify new training programs or changes to existing programs to improve articulation with other schools.</li> <li>• Communicate with organized labor union representatives if appropriate for the program.</li> <li>• Support local, state and federal action to assure that adequate technical programs are provided.</li> <li>• Arrange for supplies, tools and equipment donations.</li> <li>• Assist in serving as judges for local student awards and student contests.</li> <li>• Assist in planning and/or participating in technical education promotions, setting up displays and demonstrations.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote TCHS and the technical program within local organizations.</li> <li>• Encourage colleagues and community representatives to visit TCHS facility.</li> <li>• Encourage colleagues and community representatives to do public speaking in the classroom.</li> <li>• Promote TCHS post-secondary training program within the work environment and the community.</li> <li>• Identify new markets for training programs.</li> <li>• Identify new training programs to meet market demands.</li> <li>• Communicate with representatives from local Chamber of Commerce.</li> <li>• Encourage peers to provide employment opportunities for students.</li> <li>• 22. Participate (when requested) in the process of selecting TCHS program instructors.</li> </ul>
--	---

## PROGRAM REVIEW AND PLANNING

The Program Review and Planning Process was established to provide for a comprehensive review of each program within a five year period. The process involves the collection and analysis of data concerning the program and the generation of recommendations for the program with a corresponding multi-year budget. The involvement of the Occupational Advisory Committee in developing program recommendations and a corresponding budget is central to the process. The process begins with the collection of data for the program undergoing review. The instructor and staff of TCHS compile the data and prepare a report. In addition to the data, preliminary analysis of the data and preliminary responses are prepared by the school staff for review by the OAC. The report contains the following data:

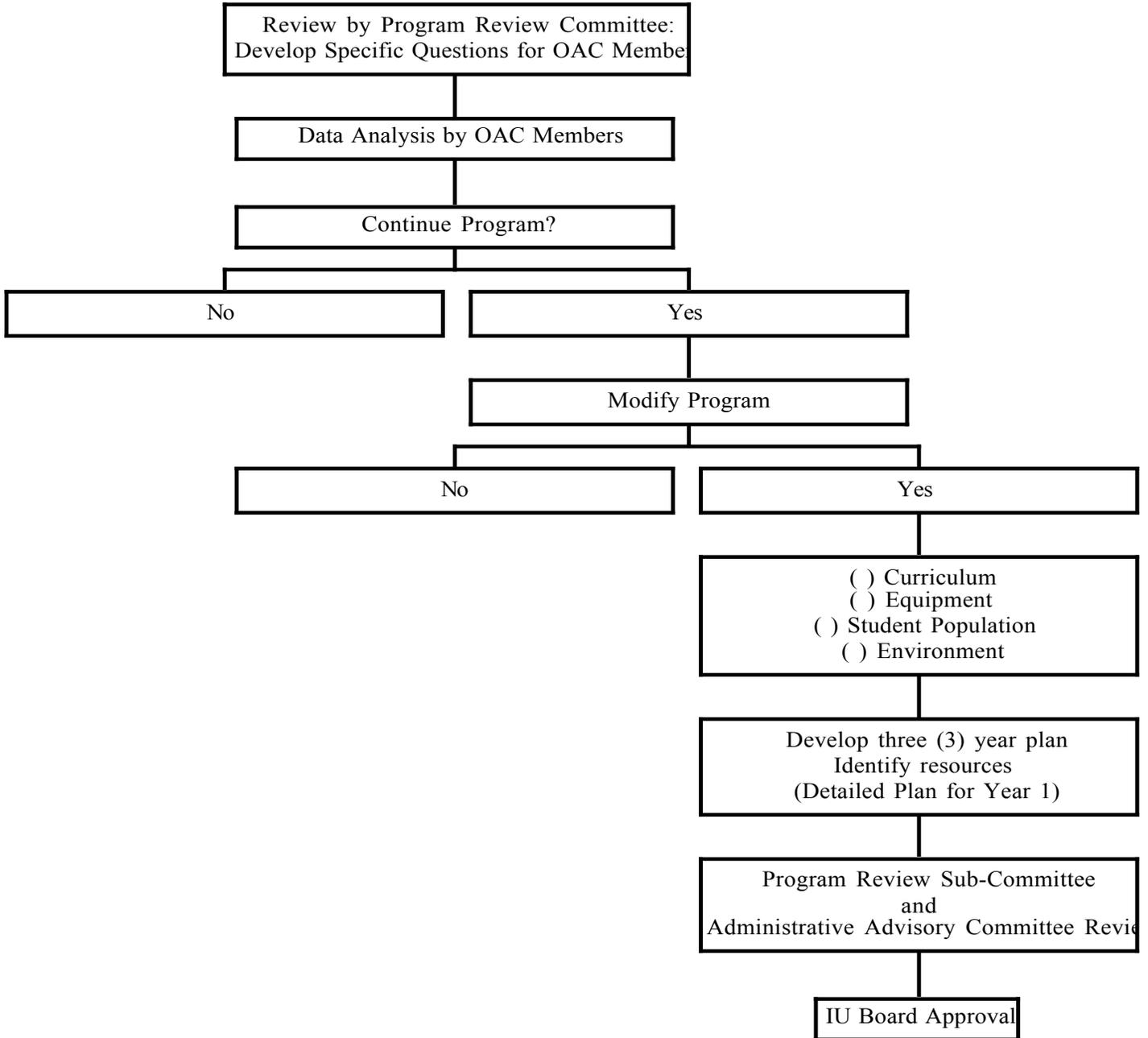
- an analysis of labor market supply and demand data for the program
- graduate placement reports for the last three years summarizing the placement status of students as of October of each year
- TCHS Graduate In-Depth interviews
- summary of the Student Occupational Competency Test results for the most recently completed school year
- program completion rate - enrollment history
- copies of the current curriculum for each of the *Career Objectives*
- employer follow up results
- inventory of program equipment, tools, media and others

Members of the OAC review the various documents developed in preparation for the program review. A series of meetings is conducted for the purpose of presenting and discussing the data. Representatives may attend some or all of these meetings as observers. Following this process, the OAC is asked to augment the data with an analysis of future trends in the industry, develop recommendations for the program, and identify the resources needed over the next three years for implementation. Recommendations for program modification and needed resources will be consistent with the procedure currently followed for capital expenditures; and, ultimately to the IU Board for approval. The Program Review and Planning Model flow and timelines chart on the following pages summarizes this process.

# TCHS

## PROGRAM REVIEW AND PLANNING MODEL

<u>Objective</u>	<b>Date Collection</b>	<u>Evaluative</u>
Current curriculum Equipment and tool inventory Enrollment history Counselor follow-up	<u>External</u> Labor Department supply demand Occupational Outlook handbook trends Certification/Licensure if applicable	Three year graduate placement In depth interviews of former students SOCAT results Program completion rates Employer follow-up



**TCHS**  
**PROGRAM PLANNING AND REVIEW TIMELINES**

- ✓ **Prior to March** -- Background data collected  
Review of data by Program Review Sub-Committee and development of specific questions for OAC members.
- ✓ **March of Each Year** -- Beginning of program review for selected programs. Occupational Advisory Committees will receive background data.
- ✓ **Between March and April of the following year** -- Occupational Advisory Committees will review the data and formulate their recommendations.
- ✓ **By April 15** -- Draft report to be submitted to the Program Planning and Review Sub-Committee. Program Planning and Review Sub-Committee will submit a copy to the Administrative Advisory Committee for review and comment.
- ✓ **By June 15** -- Administrative Advisory Committee comments and recommendations returned to the Program Planning and Review Committee.
- ✓ **By July 15** -- Program Planning and Review Committee will review the recommendations with the chairperson of the Occupational Advisory Committee and discuss any comments or recommendations of the Administrative Advisory Committee.
- ✓ **By October 15** -- Revisions to the report completed by the Occupational Advisory Committee. Submission of final report.
- ✓ **November Local Advisory Committee Meeting** -- Receives and reviews report. OAC chairperson and instructors are invited to this meeting.
- ✓ **December IU Board Meeting** -- Joint Operating Committee receives the Program Planning and Reviews recommendations.

## SUMMARY

The OAC is in a position to alter the course of technical training to benefit both the school and industry. An effective partnership between representatives from the business community and the school will promote more relevant technical training and provide employers with more qualified employees. The following is a list of key factors highlighted from this manual that will help to promote effective OAC operations:

- ✓ maintain a diverse membership within the OAC
- ✓ maintain an active membership within the OAC
- ✓ effectively communicate with administration and other boards within the school
- ✓ effectively communicate with external representatives accomplish expected tasks according to the plan outlined in this handbook
- ✓ elect OAC officers who are seriously committed to their roles
- ✓ operate according to membership roles as defined in this handbook
- ✓ follow recommended procedures to take advantage of committee members valuable volunteer time
- ✓ consistently follow guidelines for running effective meetings
- ✓ use the checklists and self-assessment tools found in the Appendix of this handbook to improve operations

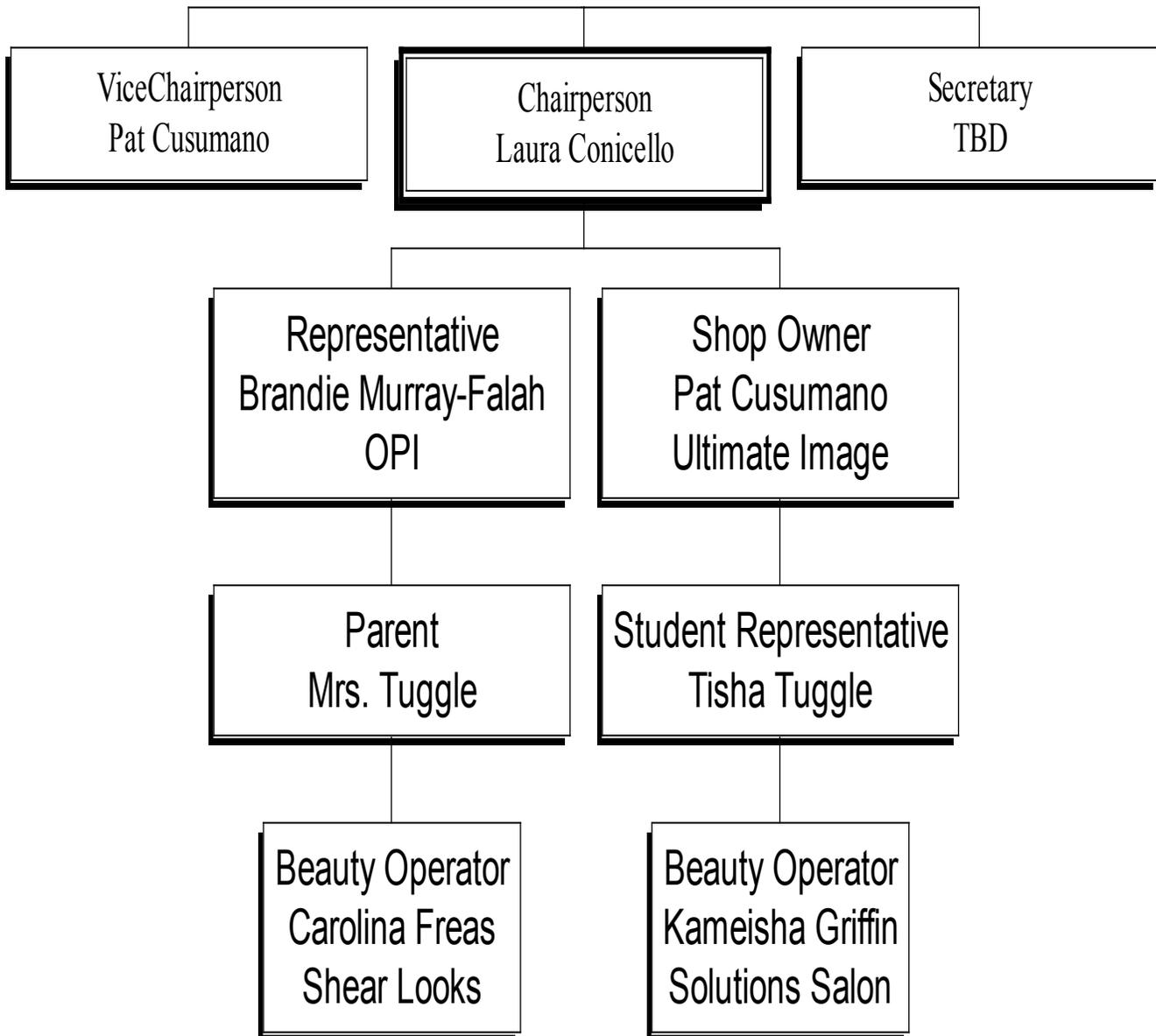
This handbook is designed to provide assistance for accomplishing OAC tasks, promote positive working relationships among OAC members and encourage effective interaction between the OAC and the community. Suggestions for improving the contents of the handbook are appreciated and should be given to the administrative representative who attends your meetings.

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TCHS

**Cosmetology Technology  
Occupational Advisory Committee  
TABLE OF ORGANIZATION**



# APPENDIX B

## TECHNICAL COLLEGE HIGH SCHOOL

<b>OCCUPATIONAL ADVISORY COMMITTEE NEW MEMBER NOMINATION</b>
--

PROGRAM \_\_\_\_\_

### PART I

Name \_\_\_\_\_ Date \_\_\_\_\_

Home Address \_\_\_\_\_

\_\_\_\_\_ Phone \_\_\_\_\_

Company Name \_\_\_\_\_ Position \_\_\_\_\_

Company Address \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

Type of Business \_\_\_\_\_ No. of Employees \_\_\_\_\_ M \_\_\_\_\_ F

When is the best time for you to meet on the committee?

**Days Available**

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

**Please check as many as appropriate**

- Early morning
- Luncheon Meeting
- Late Afternoon
- Evening

### PART II

Nominated by: \_\_\_\_\_

To Represent: \_\_\_\_\_ (Refer to current Table of Organization to identify  
Industry segment represented)

Describe how this nominee can contribute to the Occupational Advisory Committee:

\_\_\_\_\_  
\_\_\_\_\_

Recommended by \_\_\_\_\_ (OAC Chairperson)

Recommendation: \_\_\_\_\_

Return to: Mr. Michael J. Katch, Principal  
Chester County Technical College High School  
280 Pennock's Bridge Road  
West Grove, PA 19320

# APPENDIX C

## Sample Letter of Invitation

October 28, 2007

Ms. Jones  
2211 Jones Street  
Plymouth Meeting, PA 19462

Dear Ms. Jones,

SUBJECT: OCUPATIONAL ADVISORY COMMITTEE INVITATION

You have been recommended and may serve as a valuable resource for your workplace and community. We believe that you could perform an excellent service for the students of the Technical College High School (TCHS) as a member of the Occupational Advisory Committee (OAC) for the Auto Collision Technology program. Your time, dedication and expertise are what we are asking for. In return, your efforts will help provide better programs for the students studying to be in the Auto Collision Technology field.

The OAC is made up of a cross section of people who have a common desire to help in “shaping today’s students for tomorrow’s careers.” The efforts of the OAC are directed at bettering the quality of programs provided for the students in our community. Please refer to the OAC manual for more details and information.

Please fill out the OAC nomination form enclosed, and return the form in the self-addressed return envelope provided. There will be a new member orientation in May of 2008. We will contact you with more details.

Thank you for your interest in TCHS and its students. Your work will be valued, and a measurable difference will be noticed with your dedication.

Sincerely yours,

Mr. Michael J. Katch  
Principal  
Chester County Technical College High School  
280 Pennock’s Bridge Road  
West Grove, PA 19320

**Sample Letter of Appointment**

**APPENDIX D**

DATE

Ms. Sara Johnson  
1234 First Street  
Philadelphia, PA 19111

Dear Ms. Johnson:

Thank you for agreeing to serve on our \_\_\_\_\_ Occupational Advisory Committee (OAC) at the Technical College High School (TCHS). We sincerely appreciate you sharing your time and expertise representing the segment of \_\_\_\_\_ on this advisory committee. The term of service is \_\_\_\_\_.

The ultimate objective for the advisory committee is to improve and expand opportunities in education. Your active interest and participation will be influential in helping to make this community a better place in which to live and work. We realize that your time is limited and we will make every effort to have meetings and other business prompt, precise and purposeful.

You will be invited to an orientation meeting on \_\_\_\_\_ for all new Occupational Advisory Committee members and for OAC members who were unable to attend the spring/fall in-service. The purpose of this meeting is for the school staff to provide you with information and materials designed to make your role as an OAC member rewarding and productive. The meeting will begin at 7:00 PM in the restaurant at TCHS. We understand your time is valuable, so we will end the meeting no later than 9:00 PM.

We appreciate your support of the Technical College High School.

You will be receiving copies of agendas and minutes for \_\_\_\_\_ OAC meetings.

Sincerely,

William Lotz, Chairperson

/mm

cc: OAC secretary  
OAC chairperson

**Occupational Advisory Committee  
Member Reappointment**

**APPENDIX E**

**TECHNICAL COLLEGE HIGH SCHOOL**

**OCCUPATIONAL ADVISORY COMMITTEE  
MEMBER REAPPOINTMENT**

\_\_\_\_\_  
Program

\_\_\_\_\_  
Chairperson

**PART I**

List the names and industry segments (from your current Table of Organization) represented for each current OAC member recommended for reappointment.

Factors for consideration:

- . Attends meetings regularly. Interested in serving another term
- . Contributes to OAC activities. Able to represent industry segment

NAME

INDUSTRY SEGMENT REPRESENTED

---

**PART II**

List the names and industry segments represented for each current OAC member who will not be remaining on the OAC.

NAME

INDUSTRY SEGMENT REPRESENTED

Return to: Mr. Michael J. Katch, Principal  
Chester County Technical College High School  
280 Pennock's Bridge Road  
West Grove, PA 19390

**Brandywine Center for Arts and Technology  
Computer Network Administration  
Occupational Advisory Committee**

**Monday, August 21, 2007  
6:30pm Restaurant**

**Agenda**

---

- I. CALL TO ORDER
- II. ROLL CALL
- III. APPROVAL OF MINUTES
- IV. UNFINISHED BUSINESS
  - Instructor Certification Status
  - Election of Officers, Review of Membership
  - Curriculum Review
  - CISCO Program – Implications for TCHS
- V. NEW BUSINESS
  - Adopt Plan of Work
  - Discuss plans for Parents Night
- VI. DATE OF NEXT MEETING
  - September 11, 2007
- VII. ADJOURNMENT

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LANDSCAPING AND FLORAL DESIGN

Occupational Advisory Committee

Wednesday, September 20, 2007

MINUTES

---

The meeting was called to order at 7:15 p.m. Those members in attendance were:

Joe Davis	Joe Sauers
Frank Tinari, Jr.	Mark Mercaldo
Paul Saywell	Rich Batcho
Cheryl Wilks	David Zieger
Matt Piracci	John Story
Anne Meyer	Steve Seu
Chris Wiley	Eva Monheim
Brandon Earp	

Member of this committee not in attendance were: Shaun Kass

---

APPROVAL OF MINUTES

Reviewed and approved minutes of the 7/29/00 meeting.

UNFINISHED BUSINESS

A **pizza party** was sponsored by the OAC for students and parents. Most students and parents attended from 6:00 until 7:15, in conjunction with **Parent's Night**. Paul gave a presentation about the Program. Several *Parent Connect* programs were also given in the Seminar Room by Mr. Giardine for interested parents.

**Membership Matrix**

The **Student Representative**, Brandon Earp, and **Former Student Representative**, Joe Sauers, were acknowledged. The committee introduced themselves. Mary Concklin (**Education**), Joe Sauers (**Former Student**), and Brandon Earp (**student representative**) have accepted our invitation to serve on the committee; Kevin Burke could not at this time. Bill Johnston and Phyllis Jabonowski were contacted, but could not attend this meeting. Paul will contact them again by the next meeting. Student and OAC contact lists were distributed during the social hour.

**Instructional Program Update**

Paul gave an update of **student activities**. Current enrollment for half-day students is 12, Landscape minis total 15; Flower minis total 14 at this time. School distributions follow similar pattern from previous years; UM is especially strong in the morning. Enrollment is down for seven programs this year. Data is being gathered to figure out why. There are many new superintendents, principals, and other key positions across the districts. Our June graduates are all either employed in the field or in college, as per the July report, except for one, who quit the country club and will attend Mont. C.C.C. in January.

**Night school** has a full house enrolled for the basic floral course, with Cheryl teaching on Tuesday evenings until another instructor can be secured. She will also offer a couple single sessions on selected topics.

**NEW BUSINESS****Budget**

Budgeted items recommended by the OAC and approved last year have been purchased.

**Plan of Work/Calendar/Schedule**

The calendar of meeting dates was reviewed and approved. Members are reminded to add these dates to their personal calendars for the year.

Paul reviewed the **Industry Visitation** program, and will continue it this Fall and Spring. This should be stressed in the Parents' Night presentation.

Contacts have been made with Round Meadow and Glenside Green for **partnership projects** this year. Paul will contact Steve Monheim to follow through and schedule a date. Same for RM. The Abington Public Library has also contacted Steve Seu re suggestions for planter boxes. Cheryl requested that Springhouse Estates be put into the rotation for a partnership.

The committee felt that re-establishing a contact with the OYRGC would be beneficial. Paul will contact Helen Breslin, and stress a community service tie-in. He will also attend a meeting, or suggest that they have a meeting here.

David Hensley, the Department Head of Landscape Architecture and Horticulture at Temple Ambler left in early summer. A replacement has not been found. BRANDYWINE should finalize our **articulation agreement** as soon as possible, so it can be included in course descriptions for the next school year.

**Trends/News**

The committee approved changing the name of the Floral Design Award to the **Joanne Peale Memorial Award for Excellence in Floral Design**. Donations collected will be put to that fund. The committee also contributed money to pay for the gourmet basket that was sent to Michael. The acknowledgement that we sent him, his thank you note, and the funeral program was distributed.

TruGreen has sold their interiorscape division to Rent-to-Kill. They have kept the exterior division. Congrats to Rich, who recently returned from California and Ohio shows, where he received a merit award. He also has written an article for Interior Business magazine. Primex has added 1000 square feet of gift and hardgood space to their operation. Eve is working on a book about community gardening for adults and children. She leave for London on Tuesday. We wish her well! The lawn and landscape season has been bustling with record rainfall and cool temperatures all summer.

**DATE OF NEXT MEETING**

The date of the next meeting is October 17, 2007, 7:15 p.m. in the Restaurant.

**ADJOURNMENT**

The meeting was adjourned at 8:30 p.m.

**EACH NEW COMMITTEE MEMBER WILL RECEIVE A  
LIST OF COMMITTEE MEMBERS**

**Sample Memo of  
Notification of Meetings**

**APPENDIX I**

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**TO :** OAC Member  
**FROM:** Instructor  
**DATE:** March 5, 1998  
**SUBJECT:** OAC Meeting

---

This memo is to remind you of the \_\_\_\_\_ Occupational Advisory Committee meeting to be held on \_\_\_\_\_ at \_\_\_\_\_ in the \_\_\_\_\_.

Enclosed you will find a copy of the agenda for this meeting and any other related material.

We look forward to seeing you on the \_\_\_\_\_. Please advise me if you will be unable to attend. I can be reached at 610-345-1800, ext. \_\_\_\_\_.

Thank you.

# APPENDIX J

TECHNICAL COLLEGE HIGH SCHOOL  
OCCUPATIONAL ADVISORY COMMITTEE  
PLAN OF WORK  
2008-2009

---

**Please identify the major activities that the OAC will undertake during the coming year in support of Technical College High School and the program.**

1. Assist in the re-writing of the communications curriculum (concerning telephony).
2. Implementation of instruction on new telecommunication equipment, assisted by OAC members.
3. Expansion of Asafety instruction with assistance of OAC specialist to help identify further safety materials.
4. Implementation of all aspects of Acategory 6" cabling. Gigi-speed technology, Afiber lighting and related new Atesting equipment.

**Please identify emerging technologies goals/activities:**

ASmart House Technology - including everything from lighting and power control, including advanced telephony systems as well as security systems.

---

Electrical Technology, Jim Flanagan, Chairperson  
Occupational Advisory Committee

**Please complete and return by May 31, 2007 to: Seth Schram, Principal**

# APPENDIX J1

## TCHS OAC YEARLY MEETING SCHEDULE

### SUGGESTED MEETING SCHEDULE/TIMELINES FOR ALL PROGRAMS

#### **FALL (date TBD)**

- Elect committee officers
- Adopt a plan of work for the year
- Review and adopt curriculum changes
- Review enrollment figures
- Determine course changes
- Identify co-op and intern opportunities
- Discuss promotional activities
- Discuss open house and plans for future open houses
- Suggest all equipment recommendations
- Discuss Tech Prep
- Discuss competitions and standardized testing
- Discuss meeting schedule for the spring

#### **SPRING (date TBD)**

- Investigate potential business partners
- Discuss awards night
- Identify new marketing ideas
- Discuss OAC membership and needs
- Report on OAC chairperson's meeting
- Report on LAC meetings
- Discuss competitions and standardized testing
- Evaluate co-op and intern activities
- Discuss tech prep
- Discuss meeting schedule for the following year

## TECHNICAL COLLEGE HIGH SCHOOL

### Occupational Advisory Committee Suggested Timelines

The major activities applicable to most Occupational Advisory Committees are summarized below, along with suggested timelines:

- Discuss and develop a Plan of Work for the next year (spring)
- Orientation meeting for new OAC Members and Chairpersons (fall and spring)
- Review committee Table of Organization. Are all segments of industry represented? (fall)
- Submit Table of Organization changes with rationale to \_\_\_\_\_ (fall)
- Nominate new OAC members for any vacancies (ongoing activity)
- Review/validate program curriculum (early fall)
- Review/recommend program budget (fall)
- Review program enrollment (fall)
- Review graduate placement/follow-up report (November)
- Review Student Occupational Competency Assessment Test [NOCTI] (results spring)
- Review student awards program (March/April)
- Review committee membership/reappointment (spring)
- Submit membership nominations to LAC
- Recommendations for new members
- Recommendations for reappointment
- Elect committee officers (spring)
- Identify possible new/replacement equipment and tools - research costs (spring)
- Identify Student Occupational Competency Assessment Test (SOCAT) performance judges (winter)
- Annual Advisory Appreciation dinner (spring)

**EACH NEW COMMITTEE MEMBER WILL RECEIVE  
A COPY OF THE CURRENT CURRICULUM**

Reserved

## APPENDIX L

Sample  
Certificate of Completion

**APPENDIX M**

**Sample Checklist for  
Curriculum Review &  
Validation**

**APPENDIX N**

CHECKLIST FOR CURRICULUM REVIEW & VALIDATION

The chairperson and educators should use the following checklist to make sure that the curriculum review process was completed according to the recommended procedure. This instrument should be used as an aid, not as a reporting document. This checklist does not need to be submitted to administration for review.

<u>Educator Responsibilities</u>	Check When Completed
1. Include a current curriculum in <b>Appendix K</b> of every handbook.	_____
2. Provide information i.e.: end-of-year grades; graduate placement statistics; cooperative work experience reports and enrollment figures for curriculum review meeting.	_____
3. Review curriculum according to OAC recommendations.	_____
<u>Committee Member Responsibilities</u>	
1. All members review background information i.e.: end-of-year grades; graduate placement statistics; cooperative work experience; enrollment figures.	_____
2. Analyze curriculum for the following:	
a. Are the occupational objectives relevant?	_____
b. Does the curriculum provide sufficient training for the occupational objectives?	_____
c. Identify all additions and deletions needed to improve the task listing.	_____
d. How well is the curriculum articulated with the other secondary and post-secondary programs in the area?	_____
3. By formal vote, recommend changes to the curriculum.	_____

**Sample  
Budget Form #45**

**APPENDIX O**

**TECHNICAL COLLEGE HIGH SCHOOL**

To: The Local Advisory Committee

Date:

From:

Recommended Item:

Rationale:

---

**Check ONE in Each Column**

- New Equipment
- Replacement

- Safety Improvement
- Curriculum Revision
- Obsolete/Outdated

Estimate Cost \$  
Include installation charges, if any

Suggested Vendors:

Signed - Chairperson: \_\_\_\_\_ Date:

Instructor: \_\_\_\_\_ Date:

- Approved
- Not Approved
- Approved with Conditions
- \* Referred for Additional Information

Conditions or Explanations:

Forwarded to Joint Committee: NO  YES  Date:

Referred to: \_\_\_\_\_ Date:  
Specify

Signed - Chairperson: \_\_\_\_\_ Date:

**Sample Checklist for  
Budget Review & Validation**

**APPENDIX P**

**CHECKLIST FOR BUDGET REVIEW & VALIDATION**

The chairperson and educators should use the following checklist to make sure that the budget review process was completed according to the recommended procedure. This instrument should be used as an aid, not as a reporting document. This checklist does not need to be submitted to administration for review.

<u>Educator Responsibilities</u>	Check When Completed
1. Prepare a current equipment inventory listing for review by OAC.	_____
2. Organize a tour of classroom facility by OAC.	_____
3. Solicit a list of proposed budget items from OAC.	_____
4. Prepare initial draft of budget on Budget Form #45. Supply detailed information i.e. budget item specifications, suggested vendor name & address, costs, lease/purchase prices, and installation fees.	_____
5. Submit initial budget draft to OAC for review. Revise draft according to OAC recommendations.	_____
6. Submit final recommended budget to assistant director's office.	_____
 <u>Committee Member Responsibilities</u>	
1. All members tour classroom facility.	_____
2. All members assist educators with obtaining all budget information.	_____
3. Chairperson must make sure that recommended budget is validated with appropriate signatures and voted upon.	_____
4. Chairperson must make sure that recommended budget is submitted to the assistant director's office.	_____