Advisory Committee Guidance Handbook

An Information Guidebook developed to assist Local Education Agencies comply with Cluster/Pathway approval.

KANSAS STATE DEPARTMENT OF EDUCATION

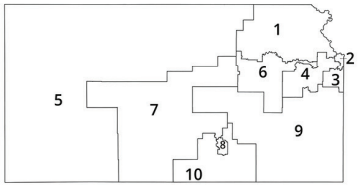
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May, 2026

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A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success

Kansans CAN

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

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July 1, 2025

ADVISORY COMMITTEE GUIDANCE HANDBOOK

Contents

CONTENTS 1

INTRODUCTION 1

PRELIMINARY STEPS 2

GOALS, OBJECTIVES AND ACTIVITIES OF ADVISORY COMMITTEE 4

TIPS FOR RECRUITING ADVISORY COMMITTEE MEMBERS 10

PARTNERSHIP VS. SPONSORSHIP 11

ORGANIZATION AND OPERATION OF AN ADVISORY COMMITTEE 12

POLICIES AND PROCEDURES 15

RECOGNITION OF COMMITTEE MEMBERS 17

KSDE REPORTING PROCEDURES 18

CONCLUDING ADVICE 19

APPENDIX 20

- Selecting Members of the Career and Technical Education Advisory Committee 22
- Sample Letter of Invitation 27
- Sample Letter of Intent 28
- Sample Operational Guidelines/Constitution 29
- Suggested Agenda for First and Second Meetings of Advisory Committee 31
  - First Meeting Agenda 31
  - Second Meeting Agenda 32
- Sample Advisory Committee Minutes 33
  - Architecture and Construction Advisory Committee 33
- Sample Advisory Committee Minutes 34
- Definitions 35
- Creating S.M.A.R.T. Goals for the Pathway Improvement Plan 39
  - Final SMART Goal Example 41

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ADVISORY COMMITTEE GUIDANCE HANDBOOK

Introduction

To maintain Career and Technical Education (CTE) programs that meet current occupational needs, CTE educators rely heavily on advice from business and industry. An important step in establishing, maintaining, or upgrading an existing CTE cluster/pathway is the organization of a local Advisory Committee.

An Advisory Committee is a group of persons outside the education profession, comprised of representative lay-people, recognized and respected in their own fields of work who advise CTE educators, administrators, and local board of education members regarding clusters/pathways, based on the employment needs of the community, state, regional, national, and international marketplace.

The general functions are to act in an advisory capacity for the development and operation of the CTE cluster/pathway.

An Advisory Committee can assist in answering …

- Are students being prepared for the future job market? What should the training include?
- Is curriculum addressing industry needs?
- How can instructors verify competencies to industry standards?
- What industry validated credentials (includes certificates or licenses) are available within the cluster/pathway?

Advisory Committees offer many services:

- They assist with the cluster/pathway development.
- They provide advice that is not easily obtainable elsewhere. They assist in public relations activities.
- They offer different points of view.
- They can actively aid in the placement of graduates. They assist in keeping educational programs up-to-date.
- They assist in transition to post-secondary education and training. They can offer training sites for internships or “live” work for In-House Training (IHT).

Preliminary Steps

"Each CTE Cluster or Pathway must establish its own industry-unique Advisory Committee."

Approval:

Before an Advisory Committee is established, the CTE instructor should obtain approval from the local school board and/or the Local Education Agency (LEA) Administration. This approval will help establish the credibility of the advisory committee.

Local school boards are encouraged to develop an official policy regarding the organization and function of the Advisory Committee for Career and Technical Education.

Advisory Committee Design:

Each CTE cluster or pathway must establish its own industry-unique Advisory Committee. The committee can serve multiple pathways within a cluster, but the committee as a whole cannot serve multiple clusters. An individual may serve on more than one cluster advisory committee, if appropriate (i.e. a welder could serve on both the Agriculture and Manufacturing Cluster Advisory Committees).

Districts with Multiple High Schools:

School districts with multiple high schools may elect to utilize one advisory committee to serve the same cluster in more than one high school.

EXAMPLES:

USD 622 has three high schools. Two of those schools offer a pathway(s) for the Marketing Cluster. One advisory committee could serve the Marketing Cluster/Pathways in both schools and could hold joint meetings to handle the business of both schools at one time.

The district could not utilize one advisory committee to serve the Marketing Cluster/pathways and the Manufacturing Cluster/pathways either in one building or in multiple buildings.

USD 645 has three Clusters: Human Services; Agriculture, Food and Natural Resources; and Manufacturing. In addition, USD 645 has several pathways within each cluster as illustrated below:

Approved Human Services Cluster Pathways Consumer Services

- Early Childhood Development Family and Community Services

Approved Agriculture, Food and Natural Resources Pathways

- Agriculture Science
- Plant Systems

Approved Manufacturing Pathways

- Production
- Maintenance, Installation and Repair

The example shows USD 645 has a total of seven approved pathways. One alternative is that USD 645 can choose to have one, unique advisory committee for EACH of the seven pathways (for a total of seven committees).

The second alternative is to have a total of three advisory committees – one advisory committee that represents each cluster:

- Human Services
- Agriculture and Natural Resources; and Manufacturing.

NOTE: USD 645 cannot have one Advisory Committee to serve all seven pathways or any other combination.

Consortiums:

One (cluster/pathway specific) Advisory Committee CANNOT serve all of the schools in a consortium.

Regional Advisory Committees:

A Regional Advisory Committee is one that represents multiple schools/ districts that have the same state approved pathway and are located in the same general physical vicinity. Some guidelines for Regional Advisory Committees are as follows:

- Need to include business members that represent all communities included on the committee.
- Need to include postsecondary members that represent all programs/occupations covered within the pathway.
    - For example: if it is a Production Pathway and the high schools have courses in welding, mechanical drafting, and machining, there would need to be postsecondary representatives from all three types of programs.
- Each meeting needs to speak to each school's specific pathway successes, concerns, improvements, etc.
- Need to develop Improvement Plans for each specific school represented.
- Each school needs meeting minutes specific to their school (to meet pathway approval requirements).

Goals, Objectives and Activities of Advisory Committee

The Advisory Committee members evaluate the Career and Technical Education (CTE) cluster/pathway they are serving and advise the CTE coordinator and local administration on improvement of the cluster/pathway.

The following information offers several suggestions for an advisory committee's input, expertise, and action.

I. DEVELOP THE PATHWAY IMPROVEMENT PLAN:

A written Pathway Improvement Plan is required for each approved pathway and is to be kept on file locally and updated annually. A three-year plan is required, but a five-year plan is recommended. Topics should include plans for:

- Teacher Professional Development
- Physical Environment (Updating equipment and facilities)
- Instructional Practices (Updating teacher resources, course additions, deletions, etc.) Partnerships (With Business/Industry and Postsecondary Institutions)
- Student Outcomes (Assessments, Certifications, etc.)

The Plan should be developed and approved by the Advisory Committee members and should be presented to the local Board of Education annually.

The Pathway Improvement Plan should be developed by the members of the Pathway Advisory Committee and should be reviewed and updated annually. A minimum of three years planning is required for pathway approval, but a five-year plan is recommended. Fill in each section of the table below. If you are not planning for improvement activities within a particular area for a given year, please explain why this area does not need to be improved. An insufficient Improvement Plan is grounds for disapproval of a Pathway Application.

Three-Year Pathway Improvement Plan:

Assess the pathway with your Advisory Committee using the Creating a Quality Pathway Improvement Plan Rubric. After reviewing the identified components, list a minimum of one SMART goal (which includes specifics, measurement, attainability, realistic elements, and timeline) for each component. The timeline should span three years.

COMPONENT	DESCRIPTION	SAMPLE SMART GOALS[2]
Partnerships	The cornerstone of a CTE program for student involvement in the community and work- place with local and regional businesses. Partnerships are also connections with all educational partners, who include other teachers, parents, the community, organizations, postsecondary institutions/faculty, and industry.	By the 2020-2021 school year, students in this pathway will participate in at least three presentations from post-secondary programs. Tulsa Welding School, Cowley College, and Lincoln Tech will be contact in order to present our students with certification opportunities. Within the next two years, at least 4 My School students will be placed with community members actively involved within the agriculture industry. The students will utilize the opportunity to explore careers within their realm of interest related to their Foundational SAE program.
Physical Environment	The CTE classroom, shop or lab setting where the instruction takes place. It should reflect the needs of the discipline, industry alignment, instructional methods and student needs.	We will purchase small animal cages and rabbit breeding stock to aid in the instruction of animal science using live animals. Teacher has researched the costs and will submit this item as part of the FY22 Perkins Equipment request to Multi-school Consortium by May 2021 and will do additional research to find funding through local businesses. Teacher will confirm the amount of Perkins funds available with Ms. Administrator, and will confirm with Superintendent that capital outlay funds are available to cover any difference. Order will be placed by September 2021.

[2] See instructions for creating SMART Goals on page 38.

COMPONENT	DESCRIPTION	SAMPLE SMART GOALS[2]
Professional	The continual, pathway-focused training and education required to keep (a) teacher(s) highly qualified. Teacher(s) are ultimately the individual(s) who ensure the other components of a quality pathway are in place consistent with the needs of the educational partners and continually improving.	Teacher will participate in training to become an Agriscience (AFNR) CASE certified teacher within the next three years (by 2020). Long term goal to complete CASE training in Animal Science and Agricultural Engineering (Power and Technology) by 2025. Teacher will also pursue a Masters in Agricultural Education by 2025.
Instructional	The practices used to reach all students in a CTE pathway experience. These strategies enhance the learning experience through the implementation of research-based concepts and innovation.	During the 2019-2020 school year we will incorporate at least one inquiry-based learning lesson into each course during a nine-week time period. This will require some training for the instructor, which will mean participating in workshop and district in-services. During the 2020-2021 school year, we plan to expand this to two lessons each nine-week time period.

Committee members advise the LEA on improvement of the Pathway.

II. ANALYZE THE COURSE CONTENT:

Suggested Activities may include but are not limited to:

- Review and suggest content for courses of study and standards of proficiency in areas which are essential to becoming successfully employed in a career path.
    - Review sequence of courses that comprise the pathway.
    - Review Articulation Agreements.
    - Review course outlines, occupational outlook, course competencies, career development skills, and Career Cluster knowledge and skills.
    - Help develop educational objectives.
    - Review software packages, textbooks, resources and other supplementary materials.
    - Advise on the extent to which academic skills and work attitudes should be taught.
    - Review career exploration and awareness opportunities offered K-8.
    - Recommend standards for experience-based learning activities, work-based learning experiences, projects and programs.

III. ASSIST WITH INDUSTRY CREDENTIALS:

Suggested Activities may include but are not limited to:

- Advise on industry validated credentials available within the pathway occupations.
- Assist with obtaining testing for industry credentials, licenses and certifications.

IV. EVALUATE FACILITIES AND PROGRAM EQUIPMENT:

- Suggested Activities may include but are not limited to:
- Review existing equipment, facilities, and resources.
- Review lab equipment (computers, printers, video, etc.) and compare with the current and future technology and industry standards.
- Review lab (or shop) safety program.
- Review room (shop, lab) layout, space requirements, workstations, lighting, ventilation, etc., and compare with industry norms and State Pathway Standards and recommendations.

Committee members can assist in establishing internship training sites for students.

V. ASSIST WITH INSTRUCTIONAL AND LEARNING EXPERIENCE:

Suggested Activities may include but are not limited to:

- Advise on methods of instruction most appropriate for course content.
- Provide plant tours and field experiences for students and teachers.
- Identify or suggest resource personnel to enrich the instructional content.
- Assist in establishing training stations where students can obtain the appropriate occupational work-based experience.
- Assist in locating sample kits of raw materials, finished products, charts, posters, etc. for exhibit and instructional purposes in the classroom, lab, and shop.
- Assist in obtaining school equipment and supplies on loan, as gifts, or at special prices.
- Support Career and Technical Student Organizations and sponsor student incentives, prizes, and scholarships.
- Suggest qualified persons for teacher vacancies or as substitutes.
- Participate as a resource person to enhance the instructional process.
- Sponsor Teachers for summer Externship opportunities.

VI. ASSIST WITH JOB OPPORTUNITIES:

Suggested Activities may include but are not limited to:

- Assist in surveying manpower needs. (Consult wage and Job Outlook information on KSDE website),
- Advise on new and emerging occupations.
- Advise on the changing nature of the competencies in occupational fields.
- Assist in placing graduates or pathway concentrators.
- Inform the school of opportunities to place students in full- or part-time jobs.
- Establish and maintain current library resources pertaining to career opportunities.
- Provide relevant information to teachers and counselors concerning desirable aptitudes, education, and experience background that applicants need for entry-level jobs and postsecondary education.
- Advise on ways to recruit and retain students in pathways leading to careers that are nontraditional for their gender

VII. FORM PARTNERSHIPS:

Suggested Activities may include but are not limited to:

- Provide news stories concerning CTE programs to the local news media.
- Participate in multi-media programs designed to promote career education.
- Testify in support of career and technical education at meetings which may be called by local and state officials, boards, and legislative groups.
- Encourage other businesses to stimulate development of work experience opportunities including internships, in-house training, OJT, clinicals, etc.
- Build interest and understanding between the school and community organizations through partnerships.
- Attend or present at KSDE and Kansas Board of Regents (KBOR) sponsored CTE Conferences/Workshops.

VIII. ADVISE ON SHORT- AND LONG-RANGE PLANS:

- Suggested Activities include but are not limited to:
- Review existing local and state board of education policies on career education.
- Make suggestions and recommendations for pathway changes.
- Review local district annual and long-range (4-5 year) education plan.
- Assist with development, implementation and assessment of required annual pathway improvement plan. (See page 11 for details)
- Help schools set priorities for CTE budgetary expenditures.
- Assist with development of a local needs assessment and recommend actions based upon the findings.
- Assist local board of education with development of program evaluation procedures.
- Assist in analyzing local CTE student concentrator data.
- Assist in preparation for a Carl D. Perkins Compliance and Monitoring Review. Assist in preparation for a civil rights non-compliance visit.

IX. PROVIDE RECOMMENDATIONS:

Suggested Activities may include but are not limited to:

- Prepare an annual report with supportive data for the local board of education stating the observations, findings, and recommendations of the committee majority for future program improvement.

Tips for Recruiting Advisory Committee Members

What's in it for them?

When a Business Partner joins your Advisory Committee, they are making an investment in their business and they know that all investments must generate an optimal return. So, when recruiting a new member, you need to consider, "What can WE do for them?" To only think about what they can do for you will not help you form a "true partnership"!

Consider the needs of the business and what being on your Advisory Committee will do for them:

1. A recruitment tool for hiring future employees.
2. An opportunity to collaborate with the school to ensure their future employees will have the skills they need.
3. Build "Good Will" with the community.
4. Mentoring opportunities for their employees.
5. Free advertisement for their business.
6. Tax incentives for donating equipment and supplies.
7. A networking opportunity with the other businesses represented on the committee.
8. An opportunity for their employees to perform Community Service through helping students with projects or guest lectures / demonstrations.

Business "Rewards":

1. Free Ads in Sports Programs given out at football and basketball games.
2. Free Ads in school Newspapers / Newsletters.
3. Listing of Advisory Committee members on the District website.
4. Utilize Advisory Committee businesses for repair and maintenance of district facilities or purchase of equipment (Invite them to be added to "Bid Lists" for items requiring a bid).
5. Set up an annual Job Fair (open to the community) where your advisory committee companies can set up booths / displays.
6. Have an "Advisory Committee Night" at a home basketball game or school play/concert. They get in for free and honor them at halftime/ intermission.

REMEMBER: Utilize the Advisory Committee to help set goals and develop pathway improvement plans – Teamwork makes the job easier!

Partnership vs. Sponsorship

What Do Business Partners Want?

Business partners want to be TRUE partners—not just validators of what you are already doing. They want to make a commitment to your pathway and want to collaborate WITH you. They have a viable interest in the success of your students, be sure to broaden your horizons when working with business partners. If you focus on a limited set of priorities, those who could help in other areas are shut out.

Here is one example of a true partnership, where BOTH parties benefitted from the coalition:

In 1983 a committee was formed to raise money to restore the Statue of Liberty. They approached the then quite small American Express credit card company and asked for a multimillion-dollar donation.

Although they wanted to help, American Express could not see a benefit to their company in just donating money. They countered the request with an offer. They said they would donate a certain amount of money for every transaction made on an American Express card over a given period of time. Both partners (the Restoration Committee and American Express) advertised the program.

At the end of the designated time period, they raised MORE money than the committee had originally asked for. In addition, American Express found they had the following "Extra Benefits":

1. A 45% increase in new card applications
2. A 28% increase in transactions
3. An enhanced Brand Image
4. Increased Trade Relations
5. Higher Employee Morale

What is Their ROI?

Business partners want a **Return On Investment** (ROI) for working with your pathway:

1. Customers (Brand loyalty, Positive Word of Mouth)
2. Human Resources (Increased morale, Reduced turnover, Easier recruitment, Skill/leadership development)
3. Operations (Government relations, Vendor relations)
4. Market Environment (Build infrastructure, Build the labor pool)
5. Individual Outcomes (Intrinsic reward, Resume building, Networking, Skills development)

Don't assume you know what your partners' motivations are:

Take the time to find out!

SHARED INVESTMENT = SHARED RETURNS

Organization and Operation of an Advisory Committee

Membership:

Considerable attention should be given to the careful selection of members of the local Advisory Committee. The membership of a Career Cluster/Pathway Advisory Committee must include a minimum of three (3) representatives from business/industry with the optional addition of a postsecondary representative and a current student from its respective cluster/pathway. Business/Industry members need to make their living in areas related to the pathway. Five to seven members is ideal.

Membership of a Cluster level Advisory Committee would include a minimum of three representatives from business/industry for each pathway within the cluster.

Ex-Officio (non-voting) members of the committee include district staff and administration representatives. District staff members are strongly encouraged to attend and participate in Advisory Committee meetings, even though they are non-voting members.

Business and industry members should make up the MAJORITY of the voting and non-voting committee members.

It is suggested that committees contain an odd number of members to eliminate tie votes.

Members should represent the local labor market.

Representation:

Members should be representative of the labor market area and should include all types of businesses and industry and levels of responsibility therein. There should be diversity among the members of the advisory committee.

Diversity could include:

- People from diverse racial and ethnic groups.
- People with disabilities/special populations.
- People in occupations that are nontraditional for their gender.

Members from these diverse groups will bring special knowledge and unique perspectives that can aid in understanding discrimination that students may experience. If possible, the diversity of the advisory committee should be similar to the diversity found in the schools and surrounding community.

Qualifications:

The membership of the Committee should include individuals who possess knowledge and work experiences which are representative of the occupational areas served by the cluster/pathway, and are representative of the total community.

Characteristics:

Candidates for membership should be civic-minded, cooperative, responsible and productive people who possess integrity. They should express interest, willingness, commitment and time availability to serve on the Advisory Committee.

District staff are NOT voting members of the Advisory Committee.

Selection:

The members should be nominated by education, business, industry and labor leaders and the general public. Final appointment should rest on the USD board of education.

Size: It is suggested that the size of the Career Cluster/Pathway Advisory Committee be from five to seven members (an odd number eliminates tie votes). There must be a minimum of three voting members for approval.

Replacement:

The replacement of members should be on a regular and staggered basis according to the length of appointment established. Advisory Committee members generally serve a three-year term; alternate terms of appointment of one, two, and three years may be considered. Contributing members can be asked to renew for subsequent three-year terms. It is valuable to recruit new members regularly. New members bring new ideas and perspectives. Rotating committee membership helps prevent "burning out" valuable volunteers. Recruiting new members will also increase awareness of the cluster/pathway within the industry and the community.

Leadership:

Chairperson	The primary function of the Chairperson is to provide leadership at all meetings. Candidates for this position should demonstrate public speaking and human relations skills, as well as an ability to organize and conduct orderly and productive meetings. The Chairperson, selected by the Advisory Committee members, shall not be an employee of the school. The Chairperson should encourage all members to participate in the decision-making process. This will ensure the continued participation and interest of committee members.
Vice-Chairperson	The Vice-Chairperson is to serve in the absence of the Chairperson and to assist in the planning and development of all committee activities, including the regular meetings. The Vice-Chairperson, selected by the Advisory Committee members, shall not be an employee of the school.
Secretary	The Secretary plays an essential role on any productive, informed committee. The Secretary is responsible for recording the minutes of each meeting and for the timely preparation and mailing of the minutes, meeting agenda, and correspondence. These documents should be sent to all committee members, school administrators and other interested parties. The secretary should not be an employee of the school, although printing and mailing of the minutes, meeting agendas and other correspondence could be provided by the school.

Role of the Sponsor:

A CTE coordinator/instructor or administrator should serve as an ex-officio member of the committee to provide logistical support and represent the position of the school. The ex-officio member should inform and orient committee members to the functions, objectives and philosophies of CTE. He or she should be knowledgeable of CTE programs, and exhibit enthusiasm for the work of the committee. This member is a non-voting member.

After the Chairperson has been selected, the CTE administrator or CTE coordinator/instructor works cooperatively with the Chairperson in preparing and disseminating agendas, minutes, reports, and recommendations.

The role of the CTE Instructor as an ex-officio member of the Advisory Committee is crucial to its success. He or she must serve as a catalyst to constantly move the committee forward without detracting from the prestige of the Chairperson or committee members and without assuming the direct, overt leadership of the committee. To accomplish this goal, the sponsor must be versed in planning and carrying out the many procedural requirements of committee work.

Policies and Procedures

Operational Guidelines:

A written set of policies outlining Committee activities such as membership selection, term of appointment, standing or ad hoc committee responsibilities and membership duties should be developed locally and be relevant to local needs. Long range goals and objectives should be developed and reviewed annually.

It is highly recommended that Advisory Committees adopt ROBERT'S RULES OF ORDER, NEWLY REVISED as the parliamentary authority; any deliberative assembly can formally adopt written rules of procedure. Use parliamentary procedure to conduct all meetings, and select a parliamentarian to aid, advise and consult during meetings.

Meeting Scheduling:

Meetings are conducted a minimum of twice each school year with a focus on evaluating the current pathway(s). Annual discussion should include an evaluation of why the program exists. Typically, approved pathways include high cost courses and provide training for occupations that are high skill, high wage, or high demand.

Meeting agendas should be prepared and distributed prior to the meeting.

Agenda:

An agenda should be prepared for each scheduled meeting and distributed to members when the notice of a meeting is sent. The agenda items should include:

- Roll call.
- Introduction of guests.
- Approval of previous minutes.
- Financial report (if any).
- Special presentations.
- Communications.
- Committee reports.
- Unfinished business.
- New business.[3]
- Adjournment

Call to Order and Adjournment:

Meetings should have a definite starting and adjournment time. The Chairperson must make a strong effort to begin the meeting on time, move through the agenda in a businesslike manner allowing for sufficient discussion, and adjourn the meeting at the scheduled time.

[3] For suggested business items to be addressed, refer to pages 4-9, "Goals, Objectives and Activities of an Advisory Committee."

Minutes:

Minutes are kept by the Committee Secretary and distributed to the members prior to the meeting to allow for review. Minutes and other Advisory Committee activity records should be filed with the local school board. Minutes and other records are to be kept in a convenient location so as to be available for review by the public and for Carl D. Perkins Monitoring visits.

Accountability Report:

The Advisory Committee should submit a written report annually to the local school board. This report should include specific recommendations, action taken and to be taken, and business/industry and labor trends that may have an effect on curriculum development and the delivery of education programs and services.

Recognition of Committee Members

The committee should provide recognition for members who have contributed considerable time and effort to the Advisory Committee. An appropriate method might be the awarding of a certificate of appointment and certificate of appreciation of service signed and presented by the local school board. Releases to the news media on Committee activity can also provide recognition. The following are additional suggestions for recognition of Committee members:

A district's Site Council can't substitute for an Advisory Committee.

Publications:
The names and pictures of committee members should appear in school annuals, newspaper articles, brochures, etc.

Complimentary:
In some settings, committee members may be provided with complimentary tickets to school functions as small tokens of appreciation of their efforts.

School Activities:
Members may be asked to participate in a CTE employer/ employee banquet, graduation or other school events.

Letters:
Members should receive letters of appreciation at appropriate times, such as at the end of the year, at term end, holidays, etc.

KSDE Reporting Procedures

Verification of Advisory Committee meetings and the Pathway Improvement Plan is to be made to KSDE via the CPPSA Maintenance Process. A minimum of two meetings are to be held and reported annually.

For each meeting the reviewed data should include brief minutes or topics of discussion and actions taken. Also included are the review, update and completed goals from the Pathway Improvement Plan for years one, two, and three. All records should be maintained locally for at least five years.

Concluding Advice

A district's Site Council, program alumni or booster group or the technology committee cannot substitute for the cluster/ pathway Advisory Committee.

A Career and Technical Education coordinator/instructor or administrator cannot serve as Chairperson or serve in any other appointed position on the Advisory Committee.

CTE coordinator, instructors and/or administrators should serve as ex-officio members of the committee.

Faculty and administrators should not serve as voting members of the committee (refer to Role of the Sponsor, page 14).

- Business and industry members should make up the majority (at least 50%) of the committee members.

Formal minutes of the Advisory Committee meetings are to be filed locally.

- Advisory Committee recommendations should be noted within the minutes, along with responses to any recommendations made.

Hold meetings on a regular basis.

- It is required that Advisory Committees meet at least two times a year, **more often as needed**.

Adopt Robert's Rules of Order as the parliamentary authority.

- Any deliberative assembly can formally adopt written rules of procedure.
- Conduct meetings within rules of order.
- The committee may select a parliamentarian to aid, advise and consult during meetings.

A CTE coordinator/instructor or administrator cannot serve as Chairperson or serve in any other appointed position on the Advisory Committee.

Appendix

SELECTING MEMBERS OF THE CAREER AND TECHNICAL EDUCATION ADVISORY COMMITTEE 22
- Sample Letter of Invitation 27
- Sample Letter of Intent 28
- Sample Operational Guidelines/Constitution 29
- Suggested Agenda for First and Second Meetings of Advisory Committee 31
  - First Meeting Agenda 31
  - Second Meeting Agenda 32
- Sample Advisory Committee Minutes 33
  - Architecture and Construction Advisory Committee 33
- Sample Advisory Committee Minutes 34
- Definitions 35
- Creating S.M.A.R.T. Goals for the Pathway Improvement Plan 39
  - Final SMART Goal Example 41

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Selecting Members of the Career and Technical Education Advisory Committee

I. DETERMINE THE NUMBER OF MEMBERS TO SERVE ON THE CTE ADVISORY COMMITTEE.

The committee should consist of five to seven (5-7) members from the community or school district area. There must be a minimum of three (3) members representing business and industry for the pathway. More members allow for more diversity and input.

II. LIST POTENTIAL MEMBERS FOR THE CTE ADVISORY COMMITTEE.

It is suggested to compile a list of a larger number of people than the desired number of members. Someone may not elect to serve on the committee when invited.

BUSINESS/INDUSTRY REPRESENTATIVES

Name: _____
Name of business: _____
Job title: _____
Address: _____
City: _____
State: _____ Zip: _____
Type of org/business: _____
Telephone number: _____
Email: _____

Name: _____
Name of business: _____
Job title: _____
Address: _____
City: _____
State: _____ Zip: _____
Type of org/business: _____
Telephone number: _____
Email: _____

Name: _____
Name of business: _____
Job title: _____
Address: _____
City: _____
State: _____ Zip: _____
Type of org/business: _____
Telephone number: _____
Email: _____

Name: _____
Name of business: _____
Job title: _____
Address: _____
City: _____
State: _____ Zip: _____
Type of org/business: _____
Telephone number: _____
Email: _____

Name: _____
Name of business: _____
Job title: _____
Address: _____
City: _____
State: _____ Zip: _____
Type of org/business: _____
Telephone number: _____
Email: _____

Name: _____
Name of business: _____
Job title: _____
Address: _____
City: _____
State: _____ Zip: _____
Type of org/business: _____
Telephone number: _____
Email: _____

If postsecondary representatives and/or students are included as members, they should be in addition to the three

(3) business and industry representatives.

POSTSECONDARY REPRESENTATIVES

Name: _____
Address: _____
City: _____
State: _____ Zip: _____
Type of org/business: _____
Telephone number: _____
Email: _____

Name: _____
Address: _____
City: _____
State: _____ Zip: _____
Type of org/business: _____
Telephone number: _____
Email: _____

Name: _____
Address: _____
City: _____
State: _____ Zip: _____
Type of org/business: _____
Telephone number: _____
Email: _____

Name: _____
Address: _____
City: _____
State: _____ Zip: _____
Type of org/business: _____
Telephone number: _____
Email: _____

Name: _____
Address: _____
City: _____
State: _____ Zip: _____
Type of org/business: _____
Telephone number: _____
Email: _____

STUDENTS

Email: _____

Name: _____
Address: _____
City: _____
State: _____ Zip: _____
Type of org/business: _____
Telephone number: _____
Email: _____

Name: _____
Address: _____
City: _____
State: _____ Zip: _____
Type of org/business: _____
Telephone number: _____
Email: _____

Name: _____
Address: _____
City: _____
State: _____ Zip: _____
Type of org/business: _____
Telephone number: _____
Email: _____

Name: _____
Address: _____
City: _____
State: _____ Zip: _____
Type of org/business: _____
Telephone number: _____
Email: _____

Name: _____
Address: _____
City: _____
State: _____ Zip: _____
Type of org/business: _____
Telephone number: _____

III. MAIL A LETTER TO THE DESIRED NUMBER OF POTENTIAL MEMBERS INVITING THEM TO BECOME A MEMBER OF THE ADVISORY COMMITTEE. (EXAMPLES OF A LETTER OF INVITATION AND A LETTER OF INTENT ARE INCLUDED IN THE ADDENDA.)

If someone from the first round of invitations does not agree to serve, repeat Step III until the desired number of committee members has been reached.

Sample Letter of Invitation

Dear:

Anytown High School is committed to excellence in its Health Science Pathway. To help us achieve this aim, we reach out to business/industry leaders, postsecondary education representatives and students in our community, and ask them to work with us in improving our education curriculum and facilities.

Your name has been suggested for possible membership on our Advisory Committee. By participating on this committee, you will have an opportunity to guide Anytown High School in preparing students for entry-level jobs or postsecondary education in the Health Science industry.

The Advisory Committee will meet a minimum of two times during the school year. Meetings are usually held at 7:00 pm in the school media center. In addition, information calls upon committee members are occasionally made, as the need arises. The position is on a three-year rotation.

If you are interested in serving on this committee, please complete the attached Letter of Intent and return it to me at your earliest convenience. Please do not hesitate to call me at (phone number) or email me at (email address) if you have any questions.

Sincerely,

Sample Letter of Intent

Name: _____

☐ Yes, I wish to become a member of the Health Science Advisory Committee at Anytown High School.

☐ No, I do not wish to become a member of the Health Science Advisory Committee at Anytown High School.

If YES, please provide the following information.

Check One:

☐ Business/Industry Representative

☐ Postsecondary Education Representative

☐ Student

HOME

Address: _____
City: _____
State: _____ Zip: _____
Telephone number: _____
Email: _____

BUSINESS

Name of business: _____
Job title: _____
Type of org/business: _____
Address: _____
City: _____
State: _____ Zip: _____
Telephone number: _____
Email: _____

Signature: _____

Sample Operational Guidelines/Constitution

ARTICLE I-NAME AND PURPOSE

Section 1 The Career and Technical Education Advisory Committee shall exist only during such time as it may be authorized to serve by the duly constituted school board.

Section 2 The purposes and duties of the named advisory committee shall be to:

a. _____

b. _____

b. _____

c. _____

d. _____

e. _____

ARTICLE II-BUSINESS/INDUSTRY ADVISORY COMMITTEE MEMBERSHIP

Section 1 Appointments to the Advisory Committee shall be made by (appointing group).

Section 2 The Advisory Committee shall consist of a minimum of _____ members from the related industry in the community.

Section 3 The Advisory Committee membership shall be selected as representative of the interest in the area or region served.

Section 4 The term of appointment for members shall begin on _____.

Section 5 Members shall be appointed for terms of _____.

ARTICLE III-LEADERSHIP

Section 1 The officers of the Advisory Committee shall be the Chairperson, Vice-Chairperson, Secretary and other such officers as may be required.

Section 2 The election of officers shall be at the *(month)* meeting each year. The officers shall be elected by a majority vote of the committee membership.

Section 3 The Chairperson shall:

a. Preside at all committee meetings.
b. Appoint special subcommittees as the need arises.
c. Work closely with the school staff and administration in organizing committee activities.
d. Represent the Advisory Committee at all meetings of the general advisory council.
e. Assist in development of the CTE Program Improvement Plan for the annual assurances.

Section 4 The Vice-Chairperson shall perform the duties of the chairperson in his/her absence.

Section 5 The Secretary shall:

a. Keep records of attendance.
b. Prepare, organize and disseminate minutes, meeting notices, agendas, and other documents.

Section 6 The Career and Technical Education Teacher will serve as an Ex-Officio member and shall:

a. Assist the Chairperson in organizing meetings.
b. Assist the Secretary in disseminating communications.
c. Maintain a permanent record of all committee activities.

ARTICLE IV – MEETINGS

Section 1 *(Number)* regular and/or special meetings of the Advisory Committee shall be held during the year.

Section 2 Notice of committee meetings shall be disseminated to all members at least *(number)* days before each meeting.

Section 3 Meetings shall be no more than _____ hours in length unless such meetings are continued by the vote of Committee membership.

Section 4 Agendas shall be prepared and disseminated by the secretary.

Section 5 Standing or special subcommittees shall be appointed by the chairperson as the need arises.

ARTICLE V-AMENDMENTS

Section 1 These operational guidelines may be amended by a two-thirds majority vote of active members at any regular committee meeting, provided that notice of such proposed change has been included in the agenda of the meeting.

Suggested Agenda for First and Second Meetings of Advisory Committee

First Meeting Agenda:

- School district representative on the committee serves as temporary chairperson and appoints temporary secretary.
- Introduce all persons present.
- Temporary chairperson explains the purpose and functions of an Advisory Committee and the activities with which it will be concerned.
- A representative of the board of education, possibly the Superintendent, informs committee of their relationship to the district. Copies of the school board's statement of policy should be provided.
- Representative of school district describes the Cluster/Pathway the committee is concerned with.
- The temporary chairperson may distribute a sample of rules of operations, such as:
    - Time and length of meetings.
    - Method of notifying members.
    - Method of calling special meetings.
    - Assessment form for use in evaluations.
    - Adopt constitution (1st or 2nd meeting).
    - Adopt ROBERT'S RULES OF ORDER as the parliamentary Authority.
- Elect officers.
- The committee sets date, time, and place of next meeting.
- Tour of facilities.
- Adjourn.

Second Meeting Agenda:

- Chairperson calls meeting to order.
- Roll call by secretary.
- Minutes.
- Adopt constitution.
- Determine permanent rules of operation which should include meeting time, place, and dates.
- Set up priority of areas to be considered.
- Assess Career and Technical Education cluster/pathway components and requirements; make recommendations
    - Assess course competencies.
    - Assess course outlines.
    - Assess career development skills.
    - Assess textbooks, software and other instructional material.
    - Assess program's existing technology and future requirements.
    - Develop or update, implement, and review Pathway Improvement Plan.
- Establish committees to assess the program components.
- Arrange for Executive Committee meeting before next regular meeting.
- Adjourn.

Sample Advisory Committee Minutes

Architecture and Construction Advisory Committee

10/2/2011
6:30 PM to 8:15 PM
Anytown HS Media Center

Chairperson:	John Moore
Secretary:	Darren Park
Attendees:	John Moore, Darren Park, Owen Clark, Elizabeth Allen, Diana Long, Jim Cook, Bert Johnson
Please read:	Competency Profiles
Please bring:	Competency Profiles

Agenda Topics

20 minutes	Review Program of Study	John Moore
5 minutes	Student Enrollment	Larry Kert
15 minutes	New Trends	Owen Clark
10 minutes	Employment Outlook	John Moore
20 minutes	New Business	All
20 minutes	Review Lab Facilities and Equipme nt	Larry Kert
	Next Meeting Date	

Resource persons: Larry Kert – Instructor; Jean Shepard - Principal

20 minutes Review Program of Study John Moore

Discussion: Reviewed the competencies taught in the cluster courses.

Conclusions: They are fine for current needs. For future plans, there are areas we need to look at adding such as a "green" building.

Action items:	**Person responsible:**	**Deadline:**
None		

Sample Advisory Committee Minutes

5 minutes	Student Enrollment	Larry Kert
Discussion:	Larry gave a report on the increase in student numbers over the past two years. The path- way courses have seen a 30% increase which is stretching the limits of the facilities and equipment. Consider more Drafting stations to accommodate increase in student enrollment.	
Conclusions:	Members are going to look into sources for additional equipment. Facility needs would have to be addressed through long-range district planning.	
Action items:	Jim Cook will check on business/industry donations. Larry and Jean will check on state and local equipment funding possibilities.	Person responsible: Jim Cook, Larry Kert, Jean Shepard
15 minutes	New Trends	Owen Clark
Discussion:	Owen talked about new trends in "green" building and suggested we consider incorporating this into the curriculum.	
Conclusions:	Investigate ways to incorporate "green" building techniques into one of the future house building projects.	
Action items:	Make this an on-going item at the next few meetings. Members should bring information for discussions.	Person responsible: All members
Deadline:	Next Meeting	
10 minutes	Employment Outlook	John Moore
Discussion:	John presented information on local and state job trends and recommended we incorporate more skills on HVAC, Plumbing and Electrical into the curriculum as these are areas of high growth.	
Conclusions:	Need to look at where and how to incorporate these skills areas into the curriculum. One concern is teacher certification for these areas.	
Action items:	Look into the certification requirements for teaching basic skills in HVAC, plumbing and electrical programs.	Person responsible: Larry Kert
Deadline:	Next Meeting	
20 minutes	New Business	All
Discussion:	No additional new business items.	
20 minutes	Review Lab Facilities and Equipment	Larry Kert
Discussion:	The committee members took a tour of the facilities.	
Conclusions:	If student numbers continue to increase, we will need to look at an expansion of the facilities.	
Next Meeting Date		
Discussion:	The next meeting will be held on Dec. 4, 2011, 6:30 PM in the AHS Media Center.	

Definitions

Application level course: An advanced level course that builds on the technical level course and includes opportunities for the learner to demonstrate knowledge learned through practical application of skills. It may include professional experience learning such as internship, health science clinicals, SAE, or in-house training/marketing.

Articulation: A systematic, seamless student transition process from secondary to postsecondary education that maximizes use of resources and minimizes duplication.

Articulation Agreement: A written commitment that is agreed upon at the state level and approved annually by the lead administrators of a secondary institution and a postsecondary institution, or a sub-baccalaureate degree granting postsecondary institution and a baccalaureate degree granting institution; to a program that is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate or a degree and may include advanced placement credit options between the two institutions. [Section 3(4)] Perkins Act of 2006: The Official Guide

Career and Technical Education (CTE): Organized educational activities that offer a sequence of courses that provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree, may include prerequisite courses (other than remedial courses) that meet other requirements; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship of an individual. [Section3(5)] Perkins Act of 2006: The Official Guide

CTE (Career and Technical Education) course:	A CTE course (for an approved cluster/pathway) is one in a progression leading from introductory to technical to application levels that support state and national standards and competencies. The foundation for CTE courses is the inclusion of knowledge and skills that all students should achieve for a given career. Each course is required to provide enhanced and improved instruction through the integration of rigorous academics, career success skills, career development skills and student leadership. Courses may include experience-based learning opportunities. Courses, if applicable, can be articulated with a postsecondary institution for advanced placement credit. A course can be a part of a sequence of courses that creates an overall program of study assisting the student in preparing an individual plan of study.
Career and Technical Education (CTE) sequence of courses:	Those courses that include the career cluster pathway knowledge and skills as recognized by the Career Clusters. These courses provide learners with rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, provides technical skill proficiency, an industry-recognized credential, a certificate, or a postsecondary degree, may include prerequisite courses (other than remedial courses) that meet other requirements. Career and Technical education courses may begin at eighth grade and do not include career exploration courses. Academic courses are counted only if they reflect industry skill standards.
Career and Technical Education Student Organizations (CTSO):	The eight organizations are BPA (Business Professionals of America), DECA, FBLA (Future Business Leaders of America), FCCLA (Family, Career and Community Leaders of America), FFA, HOSA (Health Occupations students of America), TSA (Technology Students Association) and SkillsUSA. CTSO's are intra-curricular organizations with career and technical education programs focusing on leadership, workplace, citizenship and personal development skills for students.
Competency profile:	A validated listing of units of instruction (or duty area) related to competency statements for each unit. A competency profile is an instrument of accountability, providing detailed information related to course or program instructional content. The profile contains a rating scale (for each competency), student identification and completion information. It includes competency-based applied learning that incorporates Career Cluster Foundation Knowledge and Skills. It is also a record-keeping device used by the instructor and students to chart achievement and skill attainment. Competency profiles may be developed at the course level or program level, depending on the program area. Profiles for concentrators must be kept on file locally for five years.

Completer:	A student who has completed a minimum of three (3) secondary level credits in a single CTE pathway, with at least two (2) of those credits being a combination of technical and application level courses. A Completer must also earn an industry-recognized certification or a passing score on a third-party, end-of-pathway assessment.
Concentrator:	A student who has earned two (2) or more secondary level credits in a single CTE pathway, which are a combination of at least two of the three levels: Introductory, Technical and Application and meets a 70% proficiency on a technical skills assessment measured by the average of the letter grades, an average percentage on end-of-course assessments, or on the competency profile.
Course competency:	Statement that describes a unit of instruction (or duty area) related to course outcomes. A competency statement contains an active verb (that is observable and measurable) and a noun (instructional area). ¶ Specified competencies are identified and validated by business and industry and supported by the local advisory committee.
Introductory level course:	An introduction to a specific or multiple clusters or pathways that require similar foundation knowledge and skills. Taken prior to the technical and application level courses.
High demand occupation:	An occupation that: 1) has a critical shortage of workers to fill the employment demands of industry, and 2) requires formal training exceeding that which can be provided on the job.
Kansas career fields:	Occupations that are organized around broad, common knowledge and skills. They are recognized as Media and Technology; Business; Agriculture; Design, Production, and Repair; Health; Public Services; and Family and Consumer Sciences.
Kansas career pathways:	Organized groupings of rigorous academic and career related courses leading from education to employment, that identify each step, skill, educational requirement and aptitude needed to be successful within any specific career. Currently there are 35 pathways identified within the 16 clusters.
Kansas common course code:	An alpha-numeric code used as a standard course description for secondary education that is intended to help schools and education agencies maintain longitudinal information about students' coursework in an efficient, standardized format that is consistent from one system to the next.

Kansas CTE Scholar:	A Kansas initiative to recognize well-rounded, outstanding career and technical education (CTE) students finishing their senior year of high school.
Participant:	A student who has earned **one (1)** but less than **two (2)** secondary level credits in a single career and technical education (CTE) pathway.
Proficiency credit:	Full or partial academic and/or CTE credit awarded to a student who has successfully demonstrated they have simultaneously met standards and expectations in more than one high school course through integrated academic and/or CTE courses.
Programs of study (POS):	Plan that incorporates secondary education and postsecondary education elements; includes academic and career and technical content in a coordinated, non-duplicative progression of courses; and leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or bachelor's degree. The Program of Study is a requirement for Pathway approval.
Technical level course:	A course that builds on the knowledge and skills learned in the introductory level course, with a focus on acquiring practical technical skills specific to the cluster/pathway.
21st century skills:	Skills that are essential for workplace/career success; including: critical thinking/problem solving skills, communication skills, creativity and innovation skills, collaboration skills, information and media literacy skills, and contextual learning skills. They are integrated into what is known as 21st Century Content: global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health and wellness awareness, and environmental literacy.
Unit of credit:	A measure of credit that may be awarded to a student for satisfactory completion of a particular course or subject. A full unit of credit is that which generally requires 120 clock hours to complete. Credit may be awarded in increments based upon the amount of time a course or subject is offered and generally requires to complete. Individual students may be awarded credit based upon demonstrated knowledge of the content of a course or subject, regardless of the amount of time spent by the student in the course or subject. (Article 6, Section 2(a) of the Kansas Constitution)
Work-Based Learning:	Experience based on a learner's career interest that partner the learners with the school, community and/or business/industry. It provides career or work opportunities above and beyond the classroom; may provide instruction in all aspects of the industry.

Creating S.M.A.R.T. Goals for the Pathway Improvement Plan

As the improvement plan is developed, it should include S.M.A.R.T. goals that focus on each pathway specifically and include goals to improve the quality of the pathway. This improvement plan will become part of the Career Pathway Program of Study Application (CPPSA) and updated annually. Perkins and weighted funding are provided to assist with the expense of plan follow through. [There are regulations concerning what items fall within the financial parameters, so refer to "Perkins Federal Accountability" (found through the subject index on the KSDE website for additional information.]

The following explains how to write S.M.A.R.T. goals by explaining each of the letters. Examples are included to assist with interpretation.

Specific:

A goal that sets specific details is more likely to be accomplished. Details need to identify:

- *WHO* is involved?
- *WHAT* do I want to accomplish?
- *WHERE* will it happen?
- *WHEN* will it happen?
- *WHICH* will I do, select or purchase?
- *WHY* will this benefit my pathway?

Example: **Too General**: "I need new workshop tools."

Specific (see underlined script)*:* "XYZ Digital Multi-meters will be purchased for the school electrical lab to improve tool to student ratio."

Measurable:

A goal that has identified criteria for measuring progress toward the attainment is more like to be accomplished. Questions to answer are:

- *HOW MUCH* or *HOW MANY* will I obtain?
- *HOW WILL I KNOW* when it is accomplished?

Example: **Too General**: "I need a bunch of new workshop tools."

Measurable (see underlined script): "Five XYZ digital multi-meters will be purchased for the school electrical lab to improve tool to student ratio by December of next school year."

Attainable:

Goals that have a plan for attainment are more likely to be accomplished. This plan could include:

- Goals listed.
- Steps to follow to attain each goal.
- Timeline established to carry out the steps.

Example: **Too General**: "I need new workshop tools this year."

Attainable (see underlined script): "Five XYZ digital multi-meters will be purchased for the school electrical lab over several years to improve tool to student ratio. This will begin by December of this school year."

Realistic:

The goal must fit a true need and be attainable within the time and monetary constraints of the district. It must also be something the instructor is willing to work for and persist toward until achieved.

Example: **Too General**: "I need a whole bunch of new workshop tools real soon!"

Realistic (see underlined script): "Five XYZ digital multi-meters will be purchased for the school electrical lab this year to improve tool to student ratio. This will begin by December of this school year. The instructor will locate the USD budget for equipment purchases and review options with the Advisory Committee."

Timely:

A time frame for goal attainment is critical as it sets the direction and action toward goal achievement. It also sets a gauge to self-evaluate progress toward reaching the goal.

Example: **Too General**: "I need new workshop tools right now!"

Timely (see underlined script): "Five XYZ digital multi-meters *will be purchased for the* school electrical lab *this year to improve tool to student ratio. This will begin by December of this school year. The instructor will locate the USD budget for equipment purchases and review multi-meter options with the Advisory Committee. The results will be presented to the USD Board of Education at the November meeting."*

Final SMART Goal Example

The final goals for the improvement plan are be over three years showing improvement of the pathway. The following is an example of how that could read using this same analogy:

Year one:	Through an analysis of the shop inventory and industry need, it was determined the equipment tool to student ratio needed improvement. A three year implementation plan was developed. Five XYZ digital multi-meters drills will be purchased to improve the tool to student ratio.
Year two:	Five additional XYZ digital multi-meters be purchased and instructor will attend professional development to learn more about the use of the multi-meters;
Year three:	Purchase a lockable storage unit for storage of the meters. Other equipment will be identified and purchased to both update and improve the student to tool ratio."
Final Thoughts:	This same goal setting procedure would be needed for each of the improvement plan parameters - Physical Environment, Instructional Strategies, Professional Development and Partnerships and reflected in the CPPSA improvement plan.

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