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Preface

A major goal of Home Economics Careers and Technology education is to prepare students for life management and workplace performance. This preparedness occurs when students are given opportunities to acquire knowledge and develop skills relevant to work and family roles. Individuals able to meet the challenge of these roles display self-sufficiency as family members, and are contributing citizens and productive workers. It is for the purpose of creating relevant Home Economics Careers and Technology programs capable of preparing competent individuals that advisory committees are established and business partnerships are created.

In order to effectively prepare students, Home Economics Careers and Technology programs must address identified community and labor market needs. Advisory committee members can help Home Economics Careers and Technology educators recognize these needs through their knowledge of family, personal, and workplace requirements represented in the community. Effective advisory committees consist of students, parents, and representatives of labor, public and private agencies, as well as business and industry. Members offer advice regarding curricular content and resources, facilities, and equipment needed for curriculum design and implementation.

Business and industry partnerships are essential for providing students with real world experiences in the community and workplace that will enable them to manage their lives and be productive in the workplace. These partnerships link related business, industry, and community agencies with education. Partners assume an active role in linking school-based and work-based learning through field trips, mentorships, supervised occupational experiences, and on-site workplace learning.

Federal and state legislation and initiatives emphasize for school-to-career educators the importance of involvement with business, industry, and the community. Current legislation and initiatives include the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

The purpose of this document, *A Guide to Effective Advisory Committees: Building Partnerships with Education, Business, Industry, and the Community* is twofold. First, it was developed to assist Home Economics Careers and Technology educators to create relevant programs by actively seeking advice and direction from qualified members of the community who serve on advisory committees. Second, the document was developed to assist teachers by providing information that will enable them to create useful partnerships with industry. By utilizing advisory committees and partnerships, Home Economics Careers and Technology teachers can ensure that graduates possess the skills, knowledge, and abilities that enable them to enter advanced education or the workforce and effectively manage personal, family, and work roles and responsibilities.

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**HOME ECONOMICS CAREERS AND TECHNOLOGY
CURRICULUM AND PROFESSIONAL
DEVELOPMENT PROJECT**

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Originally published as:
Advisory Committees: A Manual of Operation (Revised Edition)

Introduction

Home Economics Careers and Technology educators are charged with the task of preparing students for family, community and work roles. Part of this process involves providing for students typical life and workplace experiences that require them to interpret information, solve problems, and communicate potential solutions and actions.

The task of preparing students is best accomplished when Home Economics Careers and Technology teachers collaborate with members of business, industry, and community agencies. This collaboration ensures that students are presented information and develop skills relevant to family and workplace roles. The California State Plan for Carl D. Perkins Career and Technical Education Improvement Act of 2006, (P.L. 109-270.) recommends the use of local advisory committees and the coordination of community services and resources for programs receiving federal support. These programs include Consumer and Family Studies (CFS) and Home Economics Related Occupations (HERO).

One way of providing students with pertinent experiences and information is by utilizing the guidance of advisory committees to design and update Home Economics Careers and Technology instructional programs. Another way is to create partnerships that ask related business and industry members to personally interact with students and provide “real world” work-based learning. This personal involvement provides for student support, guidance, knowledge, and experiences to enable students to successfully enter the workforce or pursue postsecondary education in the career pathway represented by the partnerships.

Advisory Committee:

A group of eight to twelve representatives from local business, industry, and the community that provide advice and assistance to ensure that educational programs are relevant.

Consumer and Family Studies (CFS):

A program that enables students to become self-sufficient in personal, family and work roles.

Home Economics Related Occupations (HERO):

A program that prepares individuals for paid employment in an entry-level job or for entrepreneurship, advanced training beyond entry-level, or retraining in a career pathway that requires Home Economics Careers and Technology content area knowledge and skills. The program also may prepare individuals for advancement in a career requiring postsecondary education.

Partnerships:

Direct involvement of business, industry, and community agency members with students in order to provide relevant workplace experience and knowledge.

Advisory Committees



An advisory committee consists of members of a community who provide advice and information that allows administrators and Home Economics Careers and Technology teachers to create programs that meet the needs of students in that community. Home Economics Careers and Technology staff members use the recommendations of the advisory committee in the design, development, operation, evaluation, and support of Consumer and Family Studies and the nine Home Economics Related Occupations Career Pathway programs.

Rationale

No one teacher can have a total understanding of all school and community resources. In order to realistically meet the students' needs, teachers must seek help from qualified representatives of the community. Advisory committee members can provide guidance to create a viable Home Economics Careers and Technology program that reflects changes in society, business, and industry. Advisory committees are also essential for providing direction for new and redesigned Home Economics Careers and Technology programs and can assist in developing and implementing long-range and short-range plans to ensure that programs remain current and relevant.

Quality Home Economics Careers and Technology programs reflect established standards. One such criterion maintained by exemplary programs involves the use of advisory committees. Table 1 provides an overview of CFS and HERO program quality criteria, including the use of advisory committees for guidance and support.

TABLE 1

Comparative Aspects of Home Economics Careers and Technology Programs

Quality Criteria	Consumer and Family Studies (CFS)	Home Economics Related Occupations (HERO)
Curriculum and Instruction		
Basis of Instruction	Home Economics Careers and Technology Education Career Path Guide and Model Curriculum Standards for seven content areas and leadership	Home Economics Careers and Technology Education Career Path Guide and Model Curriculum Standards for nine career pathways
Emphasis	Management of personal, home, and work life; career awareness; employability; integration and collaboration of academics; transferability of skills to work and/or advanced education	Balancing personal, home, and work life; career advancement; employability; integration and collaboration of academics; leadership development; transferability of skills to work and/or advanced education and training
Sequence	Based on two year comprehensive core leading to effective transition to a specialized CFS content area or to HERO career pathway program	Sequence of courses or major units composed of technical core and HERO standards for the career pathway program
Leadership and Citizen Development		
Affiliation	FHA-HERO Chapter with California Association FHA-HERO	Same
Strategies	Classroom experiences, competitive recognition events, FHA-HERO local, regional and state meeting attendance, community service projects, cooperative experiences	Same
Supervision	Activities supervised by credentialed Home Economics Careers and Technology instructor(s)	Same
Practical Application of Occupational Skills		
Methods	Classroom simulation of work site, practical laboratory assignments, community service projects, job shadowing, and competitive recognition events	Same, ensuring: <ul style="list-style-type: none"> ◆ the implementation of community classroom and cooperative vocational education Title 5 regulations ◆ the specific training plan and agreement has been developed for each student
Qualified and Competent Personnel		
Instructor Preparation	Credentialed teachers with major or minor in Home Economics Education	Credentialed teachers with major or minor in Home Economics Careers and Technology Education with adequate and documented work experience directly related to the occupational program or teachers with Designated Subject Credential

TABLE 1 (Continued)

Comparative Aspects of Home Economics Careers and Technology Programs

Quality Criteria	Consumer and Family Studies (CFS)	Home Economics Related Occupations (HERO)
Facilities, Equipment and Materials		
	Reflect current technology and are comparable with those used in homes and in the community	Reflect current technology and are comparable with those used in business and industry
Community, Business and Industry Involvement		
Advisory Committee Composition	Community leaders, parents, students, educators, and representatives from community agencies that serve individuals and families	Business and industry representatives who reflect the career pathway as well as parents, students, educators, employers and labor union representatives
Career Guidance		
Enrollment Basis	Individual assessment of interests/abilities, career awareness and career pathway program planning	Same
Program Promotion		
	Utilizes promotional brochures, calendars, and letters to inform parents, students, community and industry leaders	Same
Program Accountability and Planning		
Student Assessment	Based on curriculum standards and includes portfolio, work samples, and writing samples	Same
Program Assessment	Occurs annually	Same

Benefits

Planning for, implementing, and evaluating these committee meetings takes time, but this effort provides benefits to the program teacher, school, community, and business and industry. Following is a list of benefits to individuals and programs:

Program

- The community gains a better understanding of the Home Economics Careers and Technology programs through committee member involvement in activities
- Improved community support results from program promotion by committee members
- A relevant program, reflective of community needs emerges
- A sequential program develops as linkages are formed by middle grade, secondary, and postsecondary institutions
- Improved school site and district level support results from advocacy of committee members

Home Economics Careers and Technology Teacher

- Advisory committee members can encourage and support teachers
- Teachers gain a sense of satisfaction from program involvement based on committee input
- Committee members assist teachers in updating knowledge and skills by providing new ideas and information

Student

- Improvements made in the program enhance the employability of students in the community
- Contacts between industry, business, and the Home Economics Careers and Technology program results in sites for training and job placement
- Sites are established for community and workplace mentors
- Accelerated progress is provided for students if program is articulated

Community

- Individuals become informed about the contribution Home Economics Careers and Technology programs make to the community
- Community members develop a sense of cooperation and ownership of ideas and direction in the education of students
- The community gains a greater sense of responsibility toward the educational process
- The community's taxpayer base is expanded by the skilled workforce resulting when curriculum addresses workplace needs

Business and Industry

- A supply of potential employees is available
- Potential employees are prepared whose experience and knowledge allow for quick assimilation into the workforce

- Businesses and industries have an opportunity to participate in the educational process and provide experiences that allow students to obtain knowledge and develop skills to meet industry requirements
- Involvement with students enables business and industry owners to come into contact with individuals who do and will use their products or services

Selection of Advisory Committee Members

Advisory Committee Composition

Advisory committee membership should include individuals from the local community. Consideration should be given to acquire adequate representation from the following individuals and groups:

- Students (current and former)
- Parents
- School site and district administrators
- Community agencies
- Special populations
- Business and industry representatives
- Labor
- FHA-HERO members
- Middle grade and high school Home Economics Careers and Technology program instructors
- ROCP staff
- Postsecondary institution instructors
- Current school-site staff, including counselors and related academic teachers
- Prospective employers
- Other individuals having skills in and knowledge of the career pathways for which instruction is provided

Type of Committee

School sites and districts may establish one advisory committee for Home Economics Careers and Technology programs. However, the committee must represent adequate and appropriate membership to provide guidance for both CFS and HERO programs to address careers pathways for which training is provided.

If the advisory committee provides direction for CFS programs, the membership should include:

- Community leaders
- Secondary and postsecondary educators
- Parents
- Students
- Representatives from agencies that serve individuals and families

If the advisory committee is established from advising HERO programs, participants should include:

- Business and industry members who represent the career pathway and have knowledge of local labor market needs and required workplace skills
- Community leaders
- Secondary and postsecondary educators
- Parents
- Students

The type of committee established may in part be determined by what already exists. See Figure 1.

Committee Membership Qualifications

Some desirable characteristics for each committee member include the following:

- A genuine interest in young people
- A knowledge of community needs
- A willingness to explore new ideas
- Time to devote to the committee
- Exhibits enthusiasm, creativity, insight and cooperation
- Represents one of the Home Economics Careers and Technology pathways
- Exhibits leadership qualities
- An ability to communicate ideas clearly
- A knowledge of the occupations and careers related to Home Economics Careers and Technology content
- A knowledge of the needs of special populations
- A knowledge of challenges facing individuals and families
- A knowledge of the post-secondary programs to which secondary students may transition

What types of advisory committees are serving my school and Regional Occupational Center or Program (ROCP)?

- 1. School-to-career education advisory committee for the school site or district
- 2. School-to-career and continuing education advisory committee
- 3. District, school site or ROCP Home Economics Careers and Technology advisory committee serving both CFS and HERO programs
- 4. District or school CFS advisory committee
- 5. District, school site or ROCP HERO advisory committee

Figure 1

A checklist used by a Home Economics Careers and Technology teacher to determine the various committees already established in a school, district, or ROCP.

Selection and Organization

Identifying Members

There are four steps to securing members for advisory committees. They are as follows:

1. Identify possible members with the help of such individuals as the school principal, district superintendent, ROCP director, school-to-career or career technical education coordinator, counselors, community leaders, and employers.
2. Submit the names to the appropriate administrative representatives for approval. Depending upon established policy, these individuals can include the site principal, the district superintendent, school board members, ROCP staff, and Home Economics Careers and Technology teachers. Use the checklists *Checking on Policies and Methods of Appointing and Organizing Committees* in the appendix to assess local policies governing committee selection and organization.
3. Contact potential members by telephone or in person, if this procedure is in line with local policies. Home Economics Careers and Technology teachers should check with school officials to ensure that proper procedures are followed.
4. Follow up on this personal contact with a letter of invitation or official appointment. The appointment letter should explain the functions of the committee, define the term of service, and be signed by an administrator. The letter should ask for a signed response from the prospective member signifying the member's intention regarding service on the committee. For an example of such a letter see Figure 2.

Size of Committee and Length of Service

It is recommended that a committee be composed of eight to twelve members for a workable group that is large enough to be representative. Committee membership terms should be for two years and a rotation system devised that provides for both continuity and change. Each year, half of the terms should expire, followed by appointments of new members. A system of rotation provides for both new members and new ideas.

Woodson High School
100 Main Street
San Thomas, California 99990
Telephone (999) 555-1212

(Date)

Dr. Pat Blake
347 Broadway
San Francisco, CA 94134

Dear Dr. Blake:

Woodson High School invites you to participate as a member of the Fashion Design, Manufacturing, and Merchandising Advisory Committee during the (date) school year, continuing on for a second term through the (date) school year. You have been identified as an individual who has expertise in this area and has an interest in education.

The purpose of the advisory committee is twofold: to make recommendations for the improvement of the program and to serve in other advisory capacities as needed. The committee will function under the guidance of Patricia Harrison, teacher for the Home Economics Careers and Technology program, and will meet at least twice throughout the year.

The first meeting will be held October 21, (year) in the Home Economics Careers and Technology Department, Room 126. It will begin at 3:00 pm and end at 5:30 pm.

Please indicate your willingness to serve on this committee by checking the appropriate box and signing where indicated. Return the letter to our office in the enclosed self-addressed stamped envelope by September 24. A duplicate copy of the letter is included for your files. Please contact me if you have any questions.

Sincerely,

Marsha Dent
Principal

Enclosure

- I accept the committee appointment
- I am unable to serve on the committee

Signature

Date

Figure 2

Sample letter of invitation to an advisory committee member.

Functions and Responsibilities of Advisory Committees

The role of the advisory committee is to provide advice, support, counsel, written recommendations, and verification pertaining, but not limited to, the following:

- Instructional program content
- Budget
- Program promotion
- Student recruitment
- Facilities
- Safety standards
- Equipment and materials
- Articulation
- Program planning
- Job placement
- Class size
- Supervised practical experience
- FHA-HERO co-curricular career technical student organization activities
- Curriculum standards
- New technology
- Current industry practices
- Skill/competency certificates

See Figure 3 for examples of ways these roles are translated into duties. Advisory committees perform specific duties for CFS programs. See Figure 4 for a list of examples. See Figure 5 for ideas of how advisory committees function for HERO programs.

Administrative responsibility and authority for Home Economics Careers and Technology programs rests with school officials. **It is NOT the committee's responsibility to set policy, act as a legislative body, or assume administrative functions.**

GENERAL COMMITTEE DUTIES

Advisory committee members translate roles into duties in the following ways:

- Acquire information that updates, modifies, expands and improves the quality of Home Economics Careers and Technology education programs including both Consumer and Family Studies (CFS) and Home Economics Related Occupations (HERO) career pathway programs
- Obtain added support to increase linkages between business, industry, labor, the community, and education
- Make recommendations that will strengthen and expand Home Economics Careers and Technology instructional programs, and assist in implementing these recommendations
- Aid in identifying needs, determining priorities, reviewing and evaluating programs
- Provide support for programs at the legislative level by visiting government officials, writing letters, or making telephone calls
- Aid in publicizing and promoting the program among school personnel, students, parents, business, industry, and the community
- Identify resource persons to serve as speakers for the classroom and judges for contests
- Assist in evaluating curriculum in relation to model curriculum standards and industry needs
- Assist in encouraging qualified and capable students to participate in Home Economics Related Occupations programs
- Identify possible career pathways in Home Economics Careers and Technology with potential job market growth
- Assist in obtaining sponsors and funds for contests, awards, scholarships, and supplies to meet the expectations of the program
- Provide support for HECT by advocating for the instructional programs with school and community decision-makers

Figure 3

Examples of how advisory committee members translate roles into duties.

FUNCTIONS FOR CFS COMMITTEES

Consumer and Family Studies (CFS) programs provide instruction in leadership and seven content areas: Child Development and Guidance; Consumer Education; Family and Human Development; Fashion, Textiles and Apparel; Food and Nutrition; Housing and Furnishings; and Individual and Family Health. An advisory committee for CFS may do some of the following:

- Analyze the social, economic, and cultural conditions of the community and identify the needs of youth and families
- Identify content for courses and programs reflective of industry and community needs
- Identify the specific needs of individuals in economically depressed areas and ways CFS programs can assist these individuals
- Identify ways to strengthen and expand FHA-HERO leadership, citizenship, and career development co-curricular activities
- Recommend ways to enable students to develop strong foundations for pursuing Home Economics Related Occupations career pathways
- Provide information that enables students to transfer CFS skills to jobs and careers
- Recommend strategies to balance work, family, and personal responsibilities
- Suggest methods to enable students to deal with family life and parenting issues, including family violence and child abuse
- Identify ways to assist with at-risk and aging populations
- Recommend strategies for students to improve child and family nutrition and wellness, as well as ways to manage individual and family resources
- Suggest methods for considering the impact of new technology on the family and in the workplace
- Evaluate the effectiveness of specific Consumer and Family Studies Education programs in relation to model curriculum standards
- Verify that the program's facilities, equipment, and materials reflect current technology
- Recommend suitable community projects and learning sites

Figure 4
Examples of advisory committee functions for CFS.

FUNCTIONS FOR HERO COMMITTEES

Home Economics Related Occupations (HERO) programs include nine career pathways: Child Development; Consumer Services; Education; Family and Human Services; Fashion Design, Manufacturing and Merchandising; Food Science, Dietetics, and Nutrition; Food Service and Hospitality; Hospitality, Tourism, and Recreation; and Interior Design, Furnishings, and Maintenance. An advisory committee for a HERO program can assist with the following functions:

- Establish the need for the program
- Determine employment opportunities based on the labor market outlook
- Advise on appropriate career pathway skill levels
- Determine criteria for the selection of student work-based training sites
- Review training plans and agreements
- Suggest criteria for the selection or recruitment of students
- Contact potential employers for their support and suggestions
- Verify that the program's facilities, equipment and materials reflect current technology and are comparable to those used in business and industry
- Keep administrators and teachers informed of trends and developments in business and industry
- Help teachers select suitable workplace learning sites for community classrooms, supervised occupational experience, and cooperative learning that are reflective of current industry standards
- Identify appropriate technology for training
- Obtain sponsors for awards, equipment, and supplies needed to meet program expectations
- Provide written materials such as industry manuals and periodicals that are potentially useful for instruction and training
- Interact with students on relevant issues related to employment
- Advise on labor management agreements or union membership policies
- Provide information regarding career counseling and guidance for students enrolled in HERO programs
- Assist in developing procedures for follow-up studies of students completing HERO programs
- Identify ways to strengthen and expand FHA-HERO leadership, citizenship, and career development co-curricular activities

Figure 5
Examples of advisory committee functions for HERO.

Advisory Committee Leadership

Teacher/Coordinator

Effective Home Economics Careers and Technology programs have staff that actively participates in advisory committee meetings, with one Home Economics Careers and Technology teacher assuming the role of teacher/coordinator. This role is vital to the committee's success, because the teacher/coordinator must make sure all specific details are taken care of prior to, during, and after each meeting. At times the teacher/coordinator will take on the responsibility of advisory committee secretary; however, this may be a duty that is delegated by the teacher/coordinator to another committee member. The teacher/coordinator does the following:

- Assists in the selection and appointment of committee members; keeps an up-to-date directory with the names and contact information for each member
- Plans and conducts the first meeting
- Retains a record of committee recommendations and actions (minutes)
- Provides information about the Home Economics Careers and Technology program to the committee
- Provides clerical assistance when necessary
- Evaluates committee success
- Assists in honoring committee members for service
- Assists in writing an annual report
- Ensures that students are informed of committee recommendations
- Contacts committee members by telephone prior to each meeting

Chairperson

The chairperson of the advisory committee is usually chosen from among the committee members. The chairperson acts as a link between the committee and the teacher/coordinator.

The chairperson may delegate some committee tasks, but must also fulfill definite duties. The chairperson should respond to the suggestions of other committee members and be willing to spend more time fulfilling committee obligations than do other advisory members. The chairperson must also be able to build rapport with the Home Economics Careers and Technology teacher(s) and other school personnel.

The chairperson:

- Assists in preparing an agenda
- Presides at meetings
- Delegates follow-up duties and checks on progress
- Maintains contact with members
- Writes reports and submits information to school personnel

Secretary

The secretary's primary responsibilities center around documenting committee recommendations and activities, and providing follow-up information to committee members. Any committee member chosen as secretary must have the ability to record and relate information clearly. The secretary may be selected by committee vote, may be a volunteer, or be recruited to the position, depending upon the practices governing the advisory committee.

The First Meeting

Planning

After committee members have been selected and members have agreed to participate on the panel, the process of planning for the first meeting can begin. The planning of this meeting rests primarily on the teacher/coordinator until committee leadership has been established. Following are nine steps to planning the first meeting:

1. Set the date and time. The teacher/coordinator should schedule the first meeting far enough in advance so that members can make arrangements to attend. In planning meeting times, the teacher/coordinator must arrange the most convenient time for the majority of committee members.
2. Develop the agenda. For an example of an agenda for the first meeting of the committee, see Figure 6.
3. Coordinate the meeting space. The teacher/coordinator should make arrangements for the meeting room. This involves ensuring that seating is comfortable. In selecting meeting sites, it is advantageous to consider using the Home Economics Careers and Technology facility so committee members can further develop an understanding of Home Economics Careers and Technology activities, as well as assess the site and equipment.
4. Plan refreshments.
5. Create name tags.
6. Delegate duties.
7. Contact school site and district representatives.
8. Three weeks prior to the meeting, send to advisory members the following:
 - a. A notice of the first meeting
 - b. The agenda
 - c. The purpose of the committee. This document may be a statement from the school or district regarding the mission or goals of an advisory committee. If no such document is located, or if the proposed committee is established for a specific program, a statement of this sort should be created by appropriate school personnel
 - d. Directions, maps, and instructions for parking
9. Contact committee members one week in advance regarding the date and time of the meeting. This serves as a welcome and a reminder.

Prior to the first meeting the teacher/coordinator should ensure that the meeting room is set up and that all equipment and supplies are available.

**Woodson High School
Advisory Committee Agenda
Fashion Design, Manufacturing & Merchandising
Career Pathway Program**

Date: October 21, (year) – Room 126

- 3:00 p.m. WelcomePrincipal
IntroductionsSelf-introductions
- 3:20 p.m. Role and function of the Advisory Committee
..... Home Economics Careers and Technology
Teacher/Coordinator
- Overview of HECT Programs
- a. Role of Middle Grades Home Economics Careers and
Technology Programs..... Middle Grades Teacher
 - b. High School CFS Comprehensive Core & Concentration
Courses CFS Teacher
 - c. High School HERO – Fashion Careers – Industry Validated
Curriculum StandardHero Teacher
- 4:00 p.m. Identifying needs and setting priorities..... Teacher/Coordinator
(Group Discussion)
- a. Does course/program content reflect the HECT Model
Curriculum Standards?
 - b. What changes are occurring in the Fashion Industry?
 - c. How can the HERO Fashion program reflect new
industry technologies?
- 5:00 p.m. Summarize Discussion.....HECT Teacher/Coordinator
- 5:15 p.m. Select ChairpersonHECT Teacher/Coordinator
- Priorities for the next meeting
.....Advisory Committee Chairperson
- Next meeting, date, time and place
.....Advisory Committee Chairperson
- Thanks and Appreciation
..... Home Economics Careers and Technology
Teacher/Coordinator
- 5:30 p.m. Adjournment

Figure 6
Sample agenda for the first advisory committee meeting.

Conducting the Meeting

The teacher/coordinator usually chairs the first meeting, or delegates the responsibility for chairing this meeting to an administrator or other informed member of the committee. The following is a list of suggestions for conducting the first meeting:

- Begin and end the meeting on time. This shows respect to busy committee members
- Make introductions when appropriate
- Ask an administrator to welcome the committee
- Describe the purpose and role of the committee
- Review the current Home Economics Careers and Technology program and courses offered and provide direction for future planning; for example job market projections
- Record recommendations and actions suggested by the committee
- Follow the agenda
- Be sensitive to suggestions made by committee members
- Summarize recommendations and actions
- End the meeting on a positive note

Subsequent Meetings

Planning the Meeting

Teacher/Coordinator and Chairperson

The teacher/coordinator and the chairperson work together to schedule meetings. In scheduling meetings, consideration should be made to the fact that advisory members donate their time and effort to the schools, so the number of meetings and duties should be carefully and reasonably established.

Advisory committees must meet at least twice a year. However, conferring with members can also take place through telephone calls, letters or newsletters, personal visits, and subcommittee meetings.

The chairperson in cooperation with the teacher/coordinator identifies committee functions, prepares the agenda, and facilitates the meetings. See Figure 7 for an example of a suggested procedure for facilitating Advisory Committee meetings.

TASKS TO BE COMPLETED AT ADVISORY COMMITTEE MEETINGS

- Call to order
- Review minutes from the previous meeting
- Introduce guests
- Introduce each new topic established as an item of the agenda
- Summarize the discussion on each item and action taken
- Discuss other items
- Plan future activities of the committee
- Review possible roles for industry members
- Make assignments for the next meeting
- Announce date, time, and place of the next meeting
- Adjourn the meeting

Figure 7

Example of tasks to be completed during Advisory Committee meetings.

Secretary

The primary responsibility for the secretary in planning meetings is to send advisory committee members notices regarding upcoming meetings. This correspondence is usually done three weeks in advance, and includes the agenda for the upcoming meeting. A reminder should be sent out one week prior to the meeting.

Conducting the Meeting

The teacher/coordinator, chairperson, and secretary all have roles in ensuring that committee meetings run smoothly. The success of each meeting largely depends on the enthusiasm and preparation of each committee officer.

Teacher/Coordinator

At each meeting the teacher/coordinator may be required to provide for committee members additional information regarding the Home Economics Careers and Technology programs.

Chairperson

While it is the role of the chairperson to preside, this person must keep in mind that the role involves creating a climate that promotes the sharing of ideas from all committee members and ensures that no one individual, including the chairperson, dominates the proceedings. The chairperson provides focus for the problems addressed by the committee. This means that the individual must guide members to deal with singular issues and not get sidetracked.

The chairperson may appoint subcommittees to address particular topics; however, they are optional. When subcommittees are appointed, they may be composed of advisory committee members, or of advisory committee members and other selected individuals who have expertise in the particular topic being addressed. At the conclusion of the meeting, the chairperson does the following:

- Delegates responsibilities for follow up action on items discussed
- Decides who will follow through on planned or suggested activities, procedures for this follow up and the time frame in which the action will be taken
- Sums up what has taken place including names and due dates
- Suggests a date for the following meeting prior to adjournment
- Thanks members to ensure the meeting ends on a positive note

Secretary

The responsibilities of the secretary during meetings include keeping attendance records and recording the proceedings of the committee. The following is an example of what should be included in the minutes:

- Date and place of meeting
- Time the meeting was called to order
- Name and affiliations of committee members attending
- Names and affiliations of guests attending
- Summary of reports, discussion, and action
- Date and place of next meeting
- Time the meeting adjourned

Meeting Follow Up

Committee members who provide leadership have a responsibility to follow up on the activities that transpire at each individual meeting.

Teacher/Coordinator

The teacher/coordinator's responsibilities related to meeting follow up are as follows:

- Provide clerical support, and mail and telephone access for committee members
- Send thank-you notes or letters within a few days of the meeting
- Check with the secretary to ensure the minutes are sent to members in a timely manner
- Obtain further information as requested
- Investigate the feasibility of implementing recommendations
- Send memos to members regarding information obtained
- Keep administrators and district personnel informed

Periodic evaluation of advisory committee activities is optional but will assist in maximizing contributions made by members. Results obtained from such an evaluation can be utilized to improve the committee process.

Chairperson

After each meeting, the chairperson is responsible to:

- Follow up with committee members on the completion of assigned tasks
- Write required reports
- Maintain necessary contacts with committee members

- Submit recommendations or requests for information to the proper school personnel for action
- Prepare the agenda for the next meeting

Secretary

After each meeting, the secretary's responsibility is to send copies of minutes to all committee members, as well as school and district administrators, within two weeks following the meeting. This record of recommendations and actions taken during advisory meetings must also be maintained at the school site.

Annual Follow Up

Recognizing Committee Members

Thank-you Letter

At the conclusion of each academic year, a letter of thanks should be sent to all committee members. See Figure 8 for an example of such a letter.

Honoring Participants

Utilizing a variety of methods of recognizing committee members is appropriate to promote the success and further development of the committee. Hard working members can be formally awarded certificates, plaques, and recognition. For example, plan to present awards at school board meetings, Home Economics Careers and Technology education department functions, and FHA-HERO chapter activities.

Some members will be given release time by employers to participate in committee activities. It is important to recognize participation by these employers. Suggestions for such recognition include thank-you letters, certificates or plaques, news releases, and banners or posters displayed in their place of business. See Figure 9 for a sample news release.

Annual Report

The Home Economics Careers and Technology teacher/coordinator should collaborate with the chairperson to write an annual report which includes the activities and recommendations of the advisory committee. The report should be studied for implementation by the Home Economics Careers and Technology staff and the administration. Feedback should then be given by these individuals. As soon as possible, a response should be prepared for the advisory committee indicating action taken, modifications made, and areas in which further information or data are needed.

Students Informed of Recommendations

A student member or the teacher/coordinator should share with other students the suggestions made by the advisory committee. The students should be informed that the suggestions for improvement and advice given by community representatives on the committee enable the Home Economics Careers and Technology staff to provide them with the best possible program.

Woodson High School
100 Main Street
San Thomas, California 99990
Telephone (999) 555-1212

(Date)

Dr. Pat Blake
347 Broadway
San Francisco, CA 94134

Dear Dr. Blake:

Thank you for your participation on the Home Economics Careers and Technology Fashion Design, Manufacturing, and Merchandising Advisory Committee. Your ideas, input, and enthusiasm were most helpful and have assisted us in making valid changes to our program.

At the present time, we are in the process of preparing a report on committee activities and suggestions. A copy of this document will be sent to you upon its completion. We hope that we will soon be able to describe actions taken as a result of the committee's work. Enclosed with this letter is a copy of the minutes from the last meeting.

Again, our principal, Ms. Dent, and the staff of the Home Economics Careers and Technology Department thank you for your contributions, time, and efforts in serving on this committee.

Sincerely,

Chris Kendall, Committee Chairperson
Fashion Design, Manufacturing, and Merchandising Advisory Committee

Enclosure

Figure 8

Sample thank-you letter to committee members.

NEWS RELEASE

BUSINESS, INDUSTRY, AND COMMUNITY LEADERS PROVIDE ASSISTANCE TO FASHION DESIGN, MANUFACTURING AND MERCHANDISING CAREER PATHWAY PROGRAM

Members of business, industry, and community agencies provide input and recommendations to the Fashion Design, Manufacturing, and Merchandising Career Pathway Program and Woodson High School. This assistance comes through advisory committee participation. The following employers provide released time for employees to act as committee participants. **Allport Manufacturing, Sampson's Department Store, Designs by Natalia, Perry and Sons, Pacific Highway, Cooper's Unlimited, and the Employment Development Department.** The committee was officially appointed by the district board of education at the October meeting.

The committee met October 21, (year). It was established to provide advice and assistance to ensure that the career pathway program curriculum remains relevant by reflecting current technology and trends in the industry. The committee reviewed the industry-validated standards for the career pathway.

The utilization of recommendations by members of business, industry, and community agencies is a part of a commitment by the Fashion Design, Manufacturing, and Merchandising Career Pathway Program to provide fresh approaches to instruction and emphasize new ideas, and technology in the curriculum.

For more information contact Patricia Harrison at (999) 555-1212.

Figure 9

Example of a news release to inform the community of employer involvement in advisory committee functions.

Building Industry Partnerships



Home Economics Careers and Technology program advisory committee members can serve as resources for building and expanding collaborative partnerships with business, industry, community agency members and Home Economics Careers and Technology teachers. A partnership agreement between these individuals and education will benefit students by providing them with relevant workplace experiences that translate into knowledge and skills. Examples of partnership activities in which students and partners can be engaged include field trips, mentorships, on-site work-based learning, and shadowing experiences.

The Role of Partnerships

The process of preparing students for success in the family, community, and workplace can be enhanced when teachers, parents, and business and community members work together.

Examples of age-appropriate workplace activities are as follows:

1. Career awareness in kindergarten through grade six.
2. Academic and workplace foundation skills in grades seven through ten.
3. Completion of an academic and career pathway program focusing on both school- and work-based learning in “real life” workplace settings in grades eleven and twelve.

To provide for advanced training and education, Home Economics Careers and Technology career pathway programs may be linked with postsecondary institutions, technical schools, community colleges, and college and university programs.

Introductory Workplace Learning

For students in kindergarten through grade six, an awareness of Home Economics Careers and Technology related careers occurs through formal and informal career exploration experiences. Field trips and visitations, observations, career fairs, peer tutoring and volunteerism are all examples of ways in which members of business, industry, and community agencies can be involved with this level of education. This introductory exploration enables students to gather information that assists them in making decisions related to careers.

Workplace Foundation Skills in CFS Programs

Workplace foundation skills are developed in CFS programs during grades seven through ten when students are provided with a wide variety of learning experiences appropriate to their maturity levels and interests. Foundation skills are developed through combining academic learning with work-based learning. Career exploration at this level builds on introductory school- and work-based experiences and provides an appropriate foundation for further study in the career pathway. These experiences can take place in a variety of school, business, and industry settings. They can include, but may not be limited to, job shadowing, field trips, speakers, career fairs, short term supervised occupational experiences, mentorships, volunteer experiences, and community projects. A primary strength of this approach is that students are exposed to a variety of careers by viewing first-hand the industry practitioners at work.

Advanced Workplace Learning in HERO Programs

Typically, a student in grade eleven or twelve who has completed courses and exhibited competence in a career pathway program may complete an on-site supervised work-based learning component as part of the planned instructional program. This experience integrates academic preparation with Home Economics Careers and Technology technical instruction and ensures that the student is prepared for the high performance workplace of the twenty-first century.

HERO program experiences are sequenced from simple observations to complex job performances as determined by industry validated standards, competencies, and course content. HERO programs offer non-paid and paid workplace experiences, laboratory based simulated instruction, and on-site supervised work-based learning experiences such as community classroom, cooperative vocational education, and apprenticeship programs.

Partnership Benefits

When business, industry, and community agency members establish partnerships related to a career pathway at a high school or regional occupational program or center they benefit, as do the students, instructors, and schools engaged in the linkage. A partnership provides a way for all of these individuals to plan jointly and participate in activities designed to actively involve and motivate students to complete the career pathway and continue to advanced education or training. Through this involvement, partners become active participants in the educational process and have an opportunity to work with educators to provide “real life” experiences that improve the education of students. Following is a list of benefits these partnerships provide to those involved:

Student Benefits

- Learning becomes relevant and meaningful
- Self-esteem is enhanced
- Links to business and industry are created to provide information and support
- Role models or “friends in the industry” are made available
- Opportunities for active involvement in career path experiences are provided

Program Instructor Benefits

- Increased student interest in course and program content
- Stronger ties with business and industry
- Increased administrative, parent, and community support
- Increased understanding of Home Economics Related Occupational programs
- Teaching rewards and enjoyment increases

Business, Industry, and Community Benefits

- Better prepared and more productive employees
- Reduced overhead costs for employee training and retraining
- Visibility as supporters of education in the community
- A pool of future qualified employees is created

Partnership Activities

A business, industry, or community agency partnership can be formed for one specific activity or project, for a school term, or may continue over several years. Partners assume an active role in supporting the career pathway program and may select activities for participation based on the benefits and contributions from these experiences to both sides of the partnership. A partner may provide work-based learning experiences at the business site or participate in a variety of career pathway related activities in the school and community. A successful partnership provides opportunities for students to transition from school to the ever changing workplace through activities connecting school-based and work-based learning.

School-Based Partnership Activities

Partners involved in school-based partnership activities may do the following:

- Serve as members of an advisory committee to perform such duties as review facilities and curriculum
- Serve as guest speakers for classrooms and professional development activities for instructors
- Act as “teachers for a class period” to present information regarding employability skills, interview procedures, employee-employer relationships, and employee rights and responsibilities
- Serve as observers in the classroom to interact and provide feedback regarding student activities
- Advise FHA-HERO chapters and members in planning community projects and preparing presentations
- Serve as judges in local school events or at FHA-HERO region and state-level competition

Connecting Partnership Activities

Partners involved in connecting partnership activities may do the following:

- Provide industry-sponsored scholarships
- Sponsor an industry-related event by providing awards
- Sponsor FHA-HERO competitive recognition events
- Participate in award ceremonies and public relation activities
- Participate in career day fairs
- Provide students and teachers with a network of business contacts and resources

Work-Based Partnership Activities

Partners involved in work-based activities may do the following:

- Provide field trips or tours of the business site for teachers and students
- Provide access to commercial equipment, training centers, and industry trade shows
- Provide speakers or “loaned” employees to assist with specific technical instruction
- Provide teacher industry experience at alternate times, for example, over weekends and summers
- Provide job shadowing opportunities for students
- Provide training sites for supervised student work-based learning experience
- Invite students to career days at business sites
- Act as mentors or provide names of professionals in the industry who can act as mentors

Following is a further description of four common types of work-based partnership activities: field trips, job shadowing experiences, supervised occupational experiences, and mentorships.

Field Trips

A field trip is a visit to a partner’s place of employment. This visit enables students to see the work environment. These trips provide excellent topics for further classroom discussion and research assignments.

Job Shadowing

A job shadowing experience occurs when a student follows and observes an employee in a particular career pathway. This allows the student to obtain direct information regarding the occupation and the skills required to perform the job.

Supervised Work-Based Learning Experiences

Supervised work-based learning experiences at a work site may be arranged when a student is well along in the recommended sequence of courses. A training agreement and individual training plan are developed cooperatively by the business or industry partner and the program instructor to ensure a quality experience for the student. Student progress is supervised by both the program instructor and the manager or designee at the supervised occupational experience site. Regularly scheduled performance reviews and reports assess student progress. The occupational experience is designed to assist the student in developing both cognitive and behavioral skills based on industry validated standards. These connections to the workplace provide students with on-site work-based opportunities and information for career decision making and preparation for the workforce.

Mentorships

The Home Economics Careers and Technology instructor identifies students who are interested in being mentored by a business, industry, or community agency representative. These students who are carefully selected by the program instructor in cooperation with school officials are usually in the eleventh grade.

Students recruited for the mentoring experience meet the following criteria:

1. Have completed at least an introductory and one specialized course in the career pathway sequence.
2. Are currently enrolled in a specialized CFS course or a HERO program during the time frame for mentoring.
3. Have an acceptable academic standing and attendance record.
4. Exhibit a serious interest in a career closely related to the mentor's business, industry, or agency.

After students and mentors have been identified, the program instructor should coordinate and conduct a school-site activity to facilitate the beginning of a positive mentoring experience. Appropriate activities include interviews, brunches or luncheons, or after school picnics. The program instructor also contacts parents of students enrolled in the program to inform them of activities and enlist their support.

The mentor serves as a role model. This "friend in the industry" does the following:

- Offers inspiration and motivation to the student
- Provides an example of professional and social behavior
- Provides information to the student regarding employment skills required for attaining employment and retaining a job
- Invites the student to "shadow" the mentor for all or part of the work day
- "Shadows" the student, and tours the school site to obtain a realistic view of the student's activities
- Tutors the student on knowledge and skills required in the industry
- Speaks to the student as needed, by telephone or in person

Planning Partnerships

Considerations to be made in planning partnerships include the following:

1. Requirements must be followed, including working with personnel responsible for coordinating partnership activities.
2. The initial size of the partnership program must be determined.
3. Goals for the partnership must be written.

Contact School Coordinator

A Home Economics Careers and Technology program instructor takes on an important role in ensuring a variety of successful work-based learning experiences for students. One of the first things an instructor must do is contact the person at the school responsible for coordinating local

business, industry, community, and school activities. This individual can inform the instructor of guidelines and procedures for making contact with potential partners. This individual may also be required to be involved in organizing the process.

Start Small

In most cases it is best to begin with a small partnership program and build to a larger, more involved program. Expanding the program happens when partners develop relationships, experience benefits, and begin to identify ways in which they might become more deeply involved. Experienced partners also serve as resources for identifying other individuals in the community who might like to participate in future activities.

Determine Partnership Goals

It is vital for the goals of the partnership to be clearly defined. Written goals provide focus for the program. These statements assist everyone involved in understanding the direction and intended outcomes of partnership activities. Goals also form the basis for evaluating the success of the program. When goals are met and the program is successful, data from an evaluation based on these goals provides a powerful tool for partnership retention and recruitment.

Establishing Partnerships

Once the direction of the partnership has been determined, partners can be identified. Students as well as business, industry, and community agency representatives appropriate for the career pathway program can be recruited and selected.

Identifying Interested Students

When selecting and recruiting students for work-based partnership activities like job shadowing, supervised work-based learning experiences, or mentorships, it is necessary to identify those students who could benefit the most from partnership experiences. The number and type of interested students will impact the direction partnership activities take. Students should complete an information form (such as Figure 10) to identify needs and interests. To enlist the support of parents, send a letter describing the partnership process and how it will benefit students.

Identify Possible Business, Industry, and Community Partners

There are three steps to identifying possible partners. They are as follows:

1. Ask individuals with businesses, industries, or community agencies related to the Home Economics Careers and Technology career pathway to assess ways their organizations might contribute to the career pathway program. Such information may be obtained through the use of a survey. Attach to the survey a professional looking brochure describing the Home Economics Careers and Technology program and information on the career pathways in which the partnerships may be involved. Include in the brochure the following:
 - a. A description of the program including the sequence of courses in the career pathway
 - b. Information regarding students enrolled (ages, academic achievement, aptitude,

and career pathway progress)

- c. Leadership activities for students
- d. Resources the Home Economics Careers and Technology program can provide to business, industry, and community agency partners
- e. Description of possible partnership activities
- f. Benefits of partnerships to education, business, industry, and the community
- g. Any other key information that possible partners need to know in order to become involved in the partnership

A sample cover letter (Figure 11) and a sample survey form (Figure 12) are provided. This general survey format gives an idea of the types of information that can be obtained from relevant members of business, industry, and community agencies. The needs of a particular program may warrant the creation of a more detailed survey.

2. After receiving the completed surveys, develop a list of the organizations identified and categorize them according to such things as type of service. This categorization should be based on the particular needs and activities identified for the career pathway.
3. Discuss the partnership opportunities with site administrators, the career pathway interdisciplinary teams, and advisory committee members or other decision-making groups. The guidance and support of these individuals is vital to the success of the partnerships. It will be important to review the kinds of support and involvement possible and determine what partnerships will most effectively meet the needs of the career pathway program and will most benefit students.

Securing Partners

The six steps a Home Economics Careers and Technology instructor should use to choose partners are as follows:

1. Using the survey responses, contact interested partners by telephone or in person. Invite them to a meeting at the school site to provide additional information and identify partnership involvement.
2. Send a letter inviting each possible partner to the meeting. See Figure 13.
3. Conduct a meeting for potential partners to further explain partnership involvement and clarify roles and responsibilities of each partner. Ask the highest level school site administrator to attend the meeting to ask for participation from partners. An example of an agenda for such a meeting is as follows:
 - a. Responsibilities of the education partner
 - b. Resources and services the education partner might provide
 - c. Responsibilities of the business, industry, or community agency partner
 - d. Resources the business, industry, or community agency partner might provide
 - e. Possible partnership activities for the first year of involvement
4. Following the meeting, those interested may consider commitment to the partnership. This may involve seeking approval from company executives and obtaining support from managers and supervisors. (Continue discussion regarding Securing Partners on Page 36.)

STUDENT INFORMATION FORM

Please complete this form if you are interested in participating in workplace learning experiences with business, industry or community agency members.

Name:		
Home Address:		
Cell Phone:	Home Telephone:	
Best Time(s) to Call:	Grade:	
Home Economics Careers and Technology Career Pathway:		
Describe FHA-HERO activities involved in:		
Courses completed in the career pathway sequence:		
Program Instructor:		
School Telephone:	Home Telephone:	
Describe interest areas like hobbies and leisure activities:		
Briefly describe why you want to be involved in the program:		
Recommendations: Acquire signatures below from two adults and one student who will recommend you for the program:		
_____	_____	_____
Name	Job Title/Agency	Telephone
_____	_____	_____
Name	Job Title/Agency	Telephone
_____	_____	_____
Name	School	Telephone
Parent's Statement: I give permission for my son/daughter to participate in this program.		
_____	_____	
Date	Parent's Signature	
Principal's Statement: This student would be a good candidate for the program in the _____ career pathway.		
_____	_____	
Date	Principal's Signature	

Figure 10. Example of form requesting information from students interested in workplace learning.

Woodson High School
100 Main Street
San Thomas, California 99990
Telephone (999) 444-1212

October 7, (year)

Mr. Terrance Pometta
Pacific Coast Restaurant
1297 East Allington
San Thomas, California 99991

Dear Mr. Pometta:

The Home Economics Careers and Technology Program at Woodson High School is very interested in learning your opinion regarding possible ways of involving your company with students enrolled in our Food Service and Hospitality Career Pathway program. These activities would be a result of a partnership intended to provide students with "real world" experiences that prepare them for careers in your industry or advanced education.

Please complete the Partnership Interest Survey and return it within the next two weeks. A self-addressed stamped envelope has been enclosed for your convenience. We look forward to receiving your response to the survey. Please call if you would like additional information or if you have any questions.

Sincerely,

Cory Perez
Program Instructor

Enclosure

Figure 11

Example of a cover letter that can be sent with a survey.

PARTNERSHIP INTEREST SURVEY

Name: _____ Title: _____

Business/Organization: _____

Mailing Address: _____

Telephone: _____ FAX: _____

E-mail: _____

Which of the Home Economics Careers and Technology Career Pathways are related to your business or industry?

- | | |
|--|---|
| <input type="checkbox"/> Child Development | <input type="checkbox"/> Food Science, Dietetics and Nutrition |
| <input type="checkbox"/> Consumer Services | <input type="checkbox"/> Food Service and Hospitality |
| <input type="checkbox"/> Education | <input type="checkbox"/> Hospitality, Tourism, and Recreation |
| <input type="checkbox"/> Family and Human Services | <input type="checkbox"/> Interior Design, Furnishings & Maintenance |
| <input type="checkbox"/> Fashion Design, Manufacturing and Merchandising | |

Check the statement that best describes your current interest in partnerships:

- Currently involved but:
_____ no more time available _____ could increase the amount of time I participate
- Not involved in partnership and:
_____ would like to be involved in one _____ not interested in becoming involved
- Not certain, please contact me with more information

In what types of partnership activities are you interested? (Check all that apply):

- | | | |
|--|--|--|
| <input type="checkbox"/> Guest Speaker/Class Presentations | <input type="checkbox"/> Sponsoring Events | <input type="checkbox"/> Providing Teacher Internships |
| <input type="checkbox"/> Providing Worksite Visitations | <input type="checkbox"/> Curriculum Review | <input type="checkbox"/> Technology Resources |
| <input type="checkbox"/> Participating in Career Fairs | <input type="checkbox"/> Job Shadowing | <input type="checkbox"/> Provide Information |
| <input type="checkbox"/> Being a Mentor | <input type="checkbox"/> Contribute Funds | <input type="checkbox"/> Other |
| <input type="checkbox"/> Serving on an Advisory Committee | <input type="checkbox"/> Student Workplace Learning Site | |

Describe the resources, skills and experience you can contribute to the partnership:

Would you be willing to attend a meeting at the school site to further discuss establishing Partnerships?

- Yes No Maybe

Figure 12

Example of a survey to be completed by members of business, industry, and community agencies to determine interest in partnerships.

Woodson High School
100 Main Street
San Thomas, California 99990
Telephone (999) 555-1212

October 25, (year)

Mr. Taylor Jackson
1234 Fifth Street
San Thomas, California 99990

Dear Mr. Jackson:

Thank you for completing the Partnership Interest Survey and speaking with me on the telephone about participating as a partner in the Home Economics Careers and Technology program. The Home Economics Careers and Technology program at Woodson High School is currently in the process of identifying business, industry and community agencies interested in developing partnerships with educators so that students are better prepared for a career or to pursue advanced education. Partnership activities include school-based learning, work-based learning, and connecting activities.

The purpose of this letter is to invite you to attend a meeting on November 12, (date) at 3:00 p.m. to be held at Woodson High School, in room 126. During the meeting, partnership resources and activities will be discussed.

I look forward to seeing you at the meeting. Please call if you would like additional information or have questions.

Sincerely,

Cory Perez
Program Instructor

Enclosure

Figure 13

Example of a letter of invitation to business, industry, and community members, indicating interest in partnerships.

5. For each partner who has agreed to participate, develop a partnership agreement that can be signed by both sides of the partnership. Include in the agreement such things as:
 - a. Partnership purposes, benefits, and expectations
 - b. Roles and responsibilities of each partner
 - c. Resources and services each partner is able to provide
 - d. Level of involvement at various stages of the career pathway program
 - e. Jointly planned partnership activities
 - f. Time line for activities
 - g. Guidelines for involvement

Contact district administrators to ensure that any state and local requirements for carrying out partnership activities, such as training agreements and training plans, are included with partnership agreements. Issues covered in such documents should include, but not be limited to, health and legal procedures.

6. In cooperation with partners, prepare a tentative calendar of partnership activities for the year.

Implementing Effective Partnerships

Ensuring Effective Involvement

The Home Economics Careers and Technology instructor should keep track of types of activities in which a partner would like to be involved. Setting up a master list of organizations and types of activities will enable Home Economics Careers and Technology instructors to efficiently and effectively involve agencies in the education process. For an example of such a record see Figure 14. The instructor should establish a file for each organization partnership which includes, data regarding activities in which the partnership is involved.

Maintaining Partnerships

Once successful partnerships are established it is important to maintain and strengthen these linkages. Home Economics Careers and Technology career pathway instructors must provide leadership to ensure that the partnership is productive. For instance:

- Make partnerships easy for business/industry representatives
- Allow the partner to make meaningful contributions
- Follow up on recommendations and commitments
- Make frequent contact
- Express appreciation verbally
- Recognize contributions publicly
- Send letters of acknowledgement and appreciation
- Present certificates of appreciation
- Encourage a sense of belonging
- Personally visit a partner at the worksite
- Conduct all meetings and activities professionally

BUSINESS, INDUSTRY, COMMUNITY AGENCY AND EDUCATION PARTNERSHIP ACTIVITY RECORD

To be completed by the program instructor when surveys are received.

Possible Partnership Activities ▼	Organization's Name:	Organization's Name:
	Contact Person:	Contact Person:
	Telephone:	Telephone:
Classroom presentation		
Host visits to worksites		
Participate in career fairs		
Serve as mentors to students		
Serve as advisory committee member		
Sponsor events		
Participate in curriculum review		
Provide student "shadow" opportunities		
Contribute funds		
Student work-based learning site		
Providing teacher internships		
Technology resources		
Other activities or comments		

Figure 14

Example of a form program instructors can utilize to record possible partnership activities.

Evaluating Partnerships

Based on stated goals of partnership programs, Home Economics Careers and Technology instructors can create evaluation instruments such as surveys, questionnaires, and observation forms to be completed by participating students, business, industry, community partners, or by the teacher. The evaluation can take place during the course of the year so necessary changes can be made while the program is in progress or at the year's conclusion in order to shape future partnership activities. A sample check list, Assessment of Advisory Committee Activities and Progress, can be found in the appendix.

Evaluating the outcomes of partnership activities to ensure success is an important step. Results obtained from data collected through evaluation can be used to update, restructure, expand, and promote a program.

Conclusion

Partnerships are important because they provide for students relevant workplace experiences. Partnership activities such as field trips, mentorships, supervised occupational experiences, and shadowing experiences are invaluable because they enable students to envision the world of work and interact with employees in the industry. Advisory committees provide the guidance and advice that create updated Home Economics Careers and Technology programs by advising on such things as curriculum content and resources, facilities and equipment needed for curriculum design and implementation.

Both partnerships and advisory committees are vital to Home Economics Careers and Technology programs because they establish important linkages between business, industry, community agencies, and education. These entities are particularly important to Home Economics Careers and Technology educators who strive to create programs that effectively prepare students for roles in the family, community, and in the workplace.

Appendix

CHECKING ON POLICIES

	Yes	No	Need to Check
1. Does the local board of education have policies regulating advisory committees?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If the answer is yes, do policies cover:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Functions of committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Methods of selecting members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Number of members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Procedures for replacing members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Length of term a member serves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Continuity of committees by staggering terms of office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Provisions for members succeeding themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Relationship of committees to Board of Education, administrators, teachers and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Methods of communication between the committee and school personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Representation of school personnel in an ex-officio capacity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Appointment or election of chairperson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Procedures for submitting committee recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Other _____			

METHODS OF APPOINTING AND ORGANIZING COMMITTEES

	Yes	No	Need to Check
1. Does the advisory committee include representatives from the following?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Special populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Home Economics Careers and Technology program instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Middle grades Home Economics Careers and Technology instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. School site personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. FHA-HERO members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Program graduates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the committee provide direction for CFS programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. If yes, in addition to representatives listed in item #1, do committee members include:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Community leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Representatives of community organizations/agencies that serve individuals and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the committee provide direction for HERO programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. If yes, in addition to representatives listed in item #1, do committee members include:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Prospective employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ROC/P staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Business and Industry representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Labor union representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are committee members nominated by any of the following:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. School staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Community leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Potential employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Are committee members contacted prior to appointment by telephone or visit from a school representative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	Need to Check
8. Are committee members notified of their appointment by letter?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are committee members asked to indicate intentions to serve on the committee?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is there a statement of need, goals, and a mission statement established for the committee?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are committee members provided with information regarding the specific purposes and the responsibilities of the committee?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is a school representative assigned as a liaison or ex-officio member of the committee?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Are committee members informed of the date and place of meetings three weeks in advance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Are committee members reminded via a telephone call or follow-up card prior to each meeting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Are agendas prepared for each committee meeting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Is the chairperson elected by the committee?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Is a secretary selected?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Are minutes of meetings and recommendations made by the committee recorded, filed, and distributed to committee members, and appropriate school personnel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Are committee actions and recommendations publicized?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ASSESSMENT OF ADVISORY COMMITTEE ACTIVITIES AND PROGRESS

	Yes	No	Need to Check
1. Does the purpose of establishing an advisory committee go beyond meeting legislative requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does committee membership and representation reflect varying or opposing viewpoints which should be taken into consideration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are committee members given recognition for contributions in school publications, news releases or by other methods?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is the committee given sufficient information on which to base decisions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are members provided information on developments in education that affect Home Economics Careers and Technology programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Have advisory committee activities for your school or program developed community understanding and support for Home Economics Careers and Technology education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do advisory committee members understand what is expected of them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do committee members possess adequate knowledge of the philosophy and objectives of programs for which they offer services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Have committee members received sufficient orientation to the school, programs, and Home Economics Careers and Technology education to function effectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is the committee given opportunities to study and discuss the issues before making recommendations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are committee members invited to attend school functions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Are committee meetings conducted in an impartial, parliamentary manner to allow all members to express opinions and give information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Is the importance of committee members' time recognized through keeping meetings on schedule and directed to an agenda?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Are committee members presented the facts and consulted when changes are made in the Home Economics Careers and Technology program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	Need to Check
15. Are committee members presented with information of the value of FHA-HERO?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Are committee members asked for advice and suggestions on projects and activities for FHA-HERO?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Are committee functions selected with care?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Are committee functions limited to a reasonable number?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Are committee functions within the realm of accomplishment or measurable progress?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Do committee members receive adequate advance notice of meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Do committee members promptly receive reports of minutes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Are committee members involved in assignments based on their expertise?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Does the committee chairperson maintain contact with school representatives in order to be familiar with school and program developments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Does the chairperson dominate or allow a school representative or committee member to dominate meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Does committee membership have adequate representation of ethnic minorities, economically depressed groups, and special populations to reflect the community the school serves?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Are thank-you letters, certificates, or other methods used to express appreciation for services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Is there a reflection of positive support from administrators and teachers regarding the contribution advisory committees make to educational programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If any responses to the above items indicate a need for change in committee functions:

- Reflect upon the result this has on the effectiveness of the committee
- Plan a methodology that improves the effectiveness of the advisory committee

