

ADVISORY COMMITTEE HANDBOOK

A comprehensive guide in establishing and maintaining effective advisory committees in support of Career and Technical Education (CTE) programs.

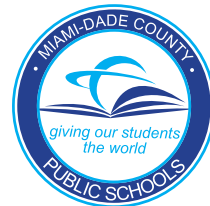


Adult/Technical Colleges and
Educational Opportunity and Access

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MIAMI  DADE
TECHNICAL
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A DIVISION OF MIAMI-DADE COUNTY PUBLIC SCHOOLS



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ADVISORY COMMITTEE HANDBOOK

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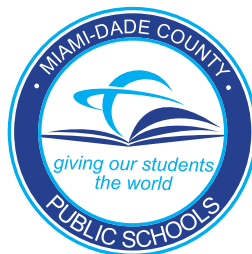


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1. INTRODUCTION

In Career and Technical Education (CTE), advisory committees are groups of employers and community representatives who advise educators on the design, development, operation, evaluation and revision of CTE programs. These committees may oversee an entire program or institution, provide input to a specific department or technical area or advise an entire school district or state system. Advisory committees have responsibilities in the areas of curriculum and instruction, program review, recruitment, and job placement, student organizations, staff development, community and public relations, resource development, and legislation. Effective advisory committees provide ongoing evaluation, consultation, and research on programs and curriculum. Indicators of effectiveness include appropriate structures, group processes and procedures.

A committee is composed of knowledgeable, committed, and participating members who understand their role and use effective group processes, connect to an institution that genuinely desires outside input, enhances the effectiveness of the institution and serves the best interests of students.

Advisory committees are a vital link between CTE programs, the community and industry. Committee members representing business, industry, labor and the general public bring unique perspectives to education and training programs. They provide viewpoints which are invaluable to the effective deployment of CTE programs.

Advisory committees serve in an advisory capacity only. They do not have administrative or governing authority. Nevertheless, their work is important to the effective operation of a CTE program. Programs with a close association and function in cooperation with business, industry, labor, employers, employees and the general public are usually more successful than those that do not have such an association.

The main purpose of an Occupational Advisory Committee (OAC) is to strengthen the career and technical education program of a school by making recommendations for program improvement and by providing technical assistance to ensure the most up-to-date curriculum content, appropriate applications of technology, and the implementation of new instructional strategies.

2. RATIONAL

Strong justifications exist for the establishment of local advisory committees. The accreditation of technical colleges and the industry certification of CTE programs, within these institutions, depend on the involvement and input of advisory committees.

Local advisory committees provide the means for a CTE (Workforce Development) curriculum to remain relevant to business and industry needs. Relevance of instruction is the school's assurance that graduates will be capable of performing entry-level job skills and be competitive in a global economy. Advisory committee members who become familiar with CTE programs, and are themselves employed in the field as well as being potential employers of graduates. They have a unique perspective of a training program. They can provide an informed viewpoint that is invaluable to the educational process.

Local advisory committees create partnerships between Career and Technical Education programs and the industries and communities they serve. Citizens are involved in the operation of their schools and school personnel are better able to understand the needs of the occupations being served.

Local advisory committees promote public awareness of CTE programs. Community members are given the opportunity to become familiar with all the programs offered by schools. Both formally and informally, advisory members communicate the operation of CTE programs to others in the community.

3. TYPES OF ADVISORY COMMITTEES

Career and Technical Education (CTE) operates with advisory committees at the local, state, and national levels. This handbook deals primarily with the use of local advisory committees, both general and occupational; in support of CTE and the accreditation and certification for their respective schools and programs.

LOCAL GENERAL ADVISORY COMMITTEE

General advisory committees provide direction for the entire CTE program of a school system. The general advisory committee assists the school or institution in developing long-range goals and plans for the CTE program. Members represent those occupations present in the community.

LOCAL OCCUPATIONAL ADVISORY COMMITTEE

The occupational (trade or craft) advisory committee serves a single occupational area. The committee is formed for each technical college and its respective programs for all the schools in a District.

The occupational advisory committee plays a vital role in linking business and industry with CTE. Committee members offer specific advice on the needs of businesses and industries served by the program and help ensure that the CTE curriculum stays current. This handbook provides information and guidelines for educators on establishing and using occupational advisory committees. The procedures and forms provided can be adapted and modified to meet the needs of the specific committee.

A second type of occupational committee used in school districts is the program advisory committee, which serves a cluster of related occupations. For example, all automotive occupations courses constitute a program area. The program advisory committee frequently serves all the schools in a system. In a large system, a program committee may act as a coordinating body for the various occupational committees in the cluster.

The roles of advisory committees at the state and national level may change in structure as federal and state laws are modified or replaced.

4. ORGANIZING ADVISORY COMMITTEES

ESTABLISHMENT OF OCCUPATIONAL ADVISORY COMMITTEES

Preliminary Organizational Planning

Good planning forms the base for a sound, workable advisory committee. Although the planning steps will vary, the following points should be considered when an educator is spearheading the drive to form an occupational advisory committee, the “occupational advisory committee” is often called a trade or craft advisory committee. The information on each point contained in this handbook can be adapted to the local situation or used as presented.

- Discuss the potential formation of the advisory committee with district/school administrators, instructors, and members of the community. If advisory committees have been attempted previously in the school and failed, look for the reasons for failure. If negative issues concerning advisory committees are found, it is suggested that members lay careful groundwork before proposing formation of the advisory committee.
- When a favorable outlook exists, inform the appropriate administrator(s) that establishment of an advisory committee is a major component of industry certification for the program.
- After the appropriate administrator(s) have been informed and have provided support for at least exploring the possibility of forming an advisory committee, said administrator(s) are to prepare a written statement that includes the following:
 1. The purpose of the proposed advisory committee (see Appendix B);
 2. The responsibilities and duties of the advisory committee and its relationship to the instructional program and the school; and
 3. An outline of the procedures to be followed in organizing the advisory committee.
- Request the appropriate administrator(s) to approve the statement and to include it in a written request to the governing board, asking for authorization to form the advisory committee.
- Obtaining administrative support is an important step. Educators should consult administration for advice and follow the established procedures.
- Some schools select a small group of citizens and school officials to plan the organization of the occupational advisory committee. This group develops a statement of purpose and a description of procedures to be used in the organizational process. Members of the planning group may later be included in the list from which advisory committee members are selected.

Committee Structure

After the formation of an advisory committee has been approved, the next step is the signing of a Statement of Purpose by the School Board. Please refer to Appendix C for a sample which may be copied or amended to fit school/district needs. Once signed, this Statement of Purpose becomes the charter under which the advisory committee operates.

The size of an occupational advisory committee should not be mandated but recommended. Too many factors affect the optimal size, including the number of employers in the area served, the diversity of job offerings within the occupation, etc. All job specialties for which students are trained should be represented, and both the employers and employees selected should represent their employment fields in numbers proportionate to local industry. Select enough members to give an adequate base for opinions, yet limit the number so that members can comfortably and freely discuss business. Normally, between five and seven members produce the most effective committee. For COE accredited schools, the committee shall be composed with a minimum of three industry members with documented work experience.

MEMBERSHIP

Occupational Perspective

Advisory committees represent the views and needs of the public in the design of CTE programs. All segments of the involved population (in the case of a general advisory committee) or the occupation (for an occupational advisory committee) must be included in the membership. A school system or postsecondary institution would establish limitations on itself or its constituency if it designs programs around a limited portion of an occupation and then selects advisory committee members only from that program area.

One important role a good advisory committee performs is to broaden the perspective of school personnel. Individuals view training needs from their own business and industry experience and demands. A broad perspective requires that persons with differing backgrounds would provide input and advice. Avoid selecting members who have a political motivation for committee service or who have a specific “pet project” they want to promote over the welfare of the overall program.

Most programs enjoy greater benefits when the occupational committee represents students, employees and supervisors. People who actually perform the skills and those who hire and supervise can then work together to give the instructional staff an accurate picture of the community’s employment needs.

Consider the following groups of people when nominating and selecting occupational advisory committee members (see Appendices G and H):

- Owners
- Employee supervisors
- Employees
- Personnel directors

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

- Industry
- Business
- Labor and manpower commissions
- Other educational organizations
- The professions, agriculture, and other groups on the basis of community composition

Terms of Service

A school using advisory committees must decide the length of appointments. Many effective ways to determine length of terms are in use.

Most school districts prefer to set a time limit for both occupational and general advisory committee terms and to define the size of the committee in writing. This procedure promotes a continuing flow of new ideas that helps keep the committee's advice current and relevant. The most common organization is three-year terms of service staggered so that one-third of the members is replaced each year. Advantages of this organization include the following:

- Terms are long enough for members to become thoroughly familiar with the committee's purposes and potential.
- Members in the second or third year of their terms add the benefit of experience while newly appointed members add fresh ideas and perspective.
- Members are more likely to give their time freely when the term of service is predetermined.

When the terms of service are limited and defined, the question of reappointment arises. Is membership limited to one, two or more terms? Can former members be reappointed after a time lapse? Establishing policies on these issues avoids potential problems later.

A disadvantage of reappointment is that a member may take it personally when some members are reappointed and others are not. However, certain members may be so valuable to a program that a school will want to continue their appointments. A policy of reappointment after a time lapse (usually of one year) can allow for these situations. The committees' by-laws (see Appendix D) usually govern appointments and length of time to be served.

Checklist

- Inform members of the length of the term of service before they accept appointment.
- Establish the policy for term of service at the time the committee is organized.
- Allow for later reviews to assess whether the term of service policy is effective. Change the policy if members, administrators, and the instructional staff agree.

5. Utilizing Advisory Committees

OPERATIONAL GUIDELINES FOR GENERAL AND OCCUPATIONAL ADVISORY COMMITTEES

Rules for Operation and By-laws

CTE advisory committees are most effective and functional when they operate under the guidance of well-organized and transparent by-laws. Rules for Operation (see Appendix E) and By-Laws (see Appendix D) inform members of their duties and responsibilities and define the mission and organization of a committee.

The following may be included in either By-Laws or Rules for Operations:

- Mission statement (see Appendix F)
- Terms of service for members
- Officers and the responsibilities of each office
- Procedures for the establishment of subcommittees (Subcommittees, which are appointed by the group, may or may not include non-members.)
- The establishment of a program of work
- Guidelines for committee meetings (number, time, length, etc.)
- Responsibilities of members
- Provision for minutes and review of committee recommendations by the administration

Subcommittees

The number and use of subcommittees depend primarily on the size of the advisory committee and the amount of activities it is asked to undertake. Subcommittees may be standing, in which case they operate for the entire year or term of service, or ad hoc (appointed for a specific function and terminated when the function has been completed). The most common standing committee is the executive committee, consisting of elected officers and the designated school representative. The executive committee sets agendas, assists the chair in appointing other subcommittee members, and takes care of other matters related to committee membership.

When an advisory committee undertakes any project that will be continuous, a standing subcommittee may be established to direct that responsibility. For example, an occupational (automotive) advisory committee might appoint standing subcommittees for equipment or for public relations.

An ad hoc subcommittee will be beneficial almost anytime an advisory committee undertakes a special project. Occupational advisory committees may appoint ad hoc subcommittees for task inventories; labor force needs surveys, career days, scholarships or industrial tours.

Program of Work

A Program of Work helps make the operation of the advisory committee efficient and effective. The program of work is a guide for activities the committee will undertake to assist the vocational program.

Before a committee can plan a Program of Work, members must be familiar with the instructional program's curriculum, goals, and objectives. With this as a basis of understanding, the committee first reviews the program to identify areas that deserve consideration and then identifies the objectives for the Program of Work (see Appendix L).

Usually, a Program of Work is prepared annually by an ad hoc subcommittee. However, the Program of Work should never become cumbersome. The instructional staff is responsible for recommending efficient operating procedures to the committee. If preparing a Program of Work annually ceases to be effective, the instructional staff may recommend modifying the procedure to promote efficiency.

EXAMPLE: A secondary automotive technology program developed a three year plan to update equipment and technology needs. The advisory committee planned equipment needs, instructional materials, and budgeting three years in advance, adding a year's plan each year. This system keeps the plan one year ahead of an entering student's completion time.

Effective Operational Practices

The effectiveness of an advisory committee is the result of sound organization. The following practices help ensure the effective operation of both occupational and general advisory committees:

- Inform members of their duties and responsibilities before they begin work (provide them with written guidelines and/or by-laws).
- Keep the committee active and continually solicit and consider its advice.
- Inform members of the operation of CTE programs offered throughout the District.
- Provide committee members an opportunity visit classrooms and meet students.
- At least once a year, either invite students to meetings for an open question-and-answer session with members or hold a meeting during class for the same purpose. An occupational advisory committee can effectively use this procedure several times a year.
- Ask district/ school administrators, on the recommendation of the instructional staff, to select advisory committee members and to make other appointments.
- Keep rosters revised and current. Replace, as quickly as possible, a member who resigns. Provide members with current rosters (see Appendix I).

MEETING PLANS AND PROCEDURES

Planning Committee Meetings

The agenda for each meeting should be established well in advance of the scheduled meeting. It may be prepared jointly by the chair and instructional program representative or by a subcommittee (usually the executive committee). To set an agenda, planners first review the minutes of prior meetings to determine old business and then consult the annual Program of Work to decide which items of new business are ready for consideration (see Appendix J). For COE accredited schools, the occupational advisory committee must meet a minimum of 2 times a year.

Members should receive the agenda in time for adequate review before the meeting. Minutes of the last meeting may be included. At times, other materials that committee members need to study in advance before the meeting (for example, proposed curriculum changes) should also be included with the agenda.

The following planning considerations increase the effectiveness of advisory committee meetings:

- Schedule an advisory committee meeting at a school where the CTE program is offered. A meeting should be held at least twice a year. Additional meetings may be scheduled at the discretion of committee members and as appropriate.
- Hold regular meetings in a centralized location with comfortable seating and space for writing.
- If possible, provide simple refreshments for meetings. If funds are available, occasional meals are a nice addition. Sometimes, student organizations provide meals or refreshments for advisory committee meetings.
- Each time the membership changes, poll the members to determine the most convenient meeting time. Some business people prefer to attend meetings during the work day, while others are unable to do so.
- If it appears that a meeting may last more than two hours, use a method that will shorten the time (save part of the business for the next meeting, hold an interim meeting or appoint a subcommittee for lengthy items).
- Meeting frequency usually ranges from quarterly and semi-annually. Semi-annual meetings are adequate for most committees.

Conducting Meetings

An advisory committee is most effective when it works is conducted in a cordial and professional environment. Robert’s Rules of Order Parliamentary Procedures is highly recommended document/ book when a decision is to be recorded or transmitted. An orderly and open discussion leading to consensus is recommended.

Members come to the advisory committee with a variety of opinions and ideas. Unless they feel free to express these ideas, the group becomes merely a “rubber stamp” of someone else’s thoughts. Members should be aware that their opinions are important and respected. Frank, open discussion is necessary. The chair has the responsibility of bringing the group to consensus when opinions differ.

When an advisory committee is newly formed or reactivated, the district/school representative carries the major operational responsibility. Representatives orient members on committee functions and duties and acquaint newly appointed members with the design and operation of the respective CTE program. A district/school representative usually presides at the first meeting when a chair has not been elected.

Roles and Functions of Advisory Committee Members and District/ School Personnel

The following are the recommended roles of the district/ school representative, committee chair, committee members, instructors and school site administrators.

Role of School/ District Representatives

The representatives of the school/ district are selected according to the nature of the program and the purpose of the committee. Principals/assistant principals of adult and career technical education centers, District supervisors and coordinators for each field of CTE serve as school/ district representatives (see Appendix FF).

The school/district representative serves as the secretary for the committee and general consultant. Their duties include but are not limited to the following: reading and keeping minutes, notifying members of the time and place of the meeting, arranging for meeting rooms, providing data or descriptive information about the program, preparing and disseminating progress reports and assisting with recruitment of new advisory committee members. School District representatives are to provide the clerical assistance required to process meeting announcements, produce meeting minutes, reports, recommendations, evaluations, special notices and other necessary materials related to the program. They are also responsible for assisting the chair in preparing an agenda for every meeting and consulting other members for meeting items to be incorporated (see Appendix V).

It must be remembered that school/district representatives are not voting members of the assigned committee, but serve as a liaisons between the school system and business and industry. Although they cannot vote, their contributions are vital to the effectiveness and success of the committee. They are recommended to voice professional opinions and to participate fully in their leadership role. They are to be tactful and provide support to the committee's chair. Their enthusiasm and commitment to this endeavor can set the tone for the advisory activity which can impact the success and effectiveness of their assigned committee.

It is the responsibility of the advisory representative to familiarize members with the functions and objectives of career/technical education and their respective committee. They are to assist new members with the functions and general philosophy of CTE and provide a background on the educational programs with which they will be involved. Please be aware that committee members are from business and industry and are not fully cognizant of the role and function of the school system.

Procedures have been established for meeting announcements, agendas, minutes and program evaluations as well as transmitting committee recommendations to the school administrator who is empowered to act upon suggestions and recommendations.

The school/district representative must ensure that all meeting notices are received by the Citizen Information Center at least five (5) working days prior to the meeting (see Appendix Y) to be in compliance with School Board procedures.

Representatives for school/district must be community minded and view their program area in the framework of the total community. They should not view their program and committee as an independent entity, without seeing its relation to the strategic goals of the school system.

If possible, develop an advisory committee notebook or folder in which members can maintain agendas, minutes and other materials. The notebook or folder can include an organizational chart of the district/school, the history of vocational/technical education at the district/school and the strategic goals of the district/school.

The district/school representative for advisory committees will be responsible for forwarding all meeting agendas and subsequent minutes when finalized to the designated District Director.

Chair

The chair should be a business and industry representative elected by the committee from the committee membership. This selection is a critical step and much of the committee's success will depend upon the chair. From the beginning, the committee members must be aware of the school system's need for their help and the respect that they command. The district/school representative must take care to establish that this is a post of honor and not allow the selection to be based entirely upon who will take the job. The duties of the chair should be outlined before the selection.

The chair works closely with the school system liaison, presides at meetings, appoints subcommittees, and usually represents the advisory committee in other groups.

The chair will be expected to spend more time on the affairs of the committee than other members and should exhibit a willingness to take the extra steps that will enable them to be well informed and well-prepared. From the start, he/she should be recognized by the district's/school's representative as the head of the committee. There must be no suggestion that he/she is to be other than an active chair with all of the usual duties and prerogatives. The hard to-define and difficult-to-establish successful working atmosphere of any group can be of concern when there is a misunderstanding of roles and responsibilities. The chair is being asked by the school system to take on a challenging task, and courtesy alone would demand that the actions and attitudes of the school system and its representatives indicate respect and support for this endeavor.

Planning the meeting:

1. Review previous minutes for old business items.
2. Contact school system representative concerning time, date, and location of next meeting.
3. Contact school system representative to finalize agenda.

At the meeting:

1. Personally welcome members, guests, and program instructors.
2. Start meeting on time.
3. Welcome members and guests - Self-introductions.
4. Brief explanation of business procedures.
5. Review and clarify old minutes at meeting - Vote for approval.
6. Preside over meeting - Follow the agenda.
7. Request feedback/evaluation of meeting (see Appendix N).
8. Set next meeting date and site, rotate location if possible.
9. At conclusion of meeting, thank everyone for coming, end at reasonable hour.

After the meeting:

Plan for next meeting, identify site in advance.

Members

Members are the pillars and strength of advisory committees. Without members' input, there would be no advice and little contact with the community. An effective member is both a conduit and a reflector, giving knowledge and advice to our schools and offering a line of communication back to the business community. Members are encouraged to be direct and forthright in their advice. It is members working together who are most able to bring about substantive change and improvements in our programs. They must always remember that results may take longer to achieve in the school system than in the business world.

Responsibilities of Members:

1. Attend meetings regularly and arrive on time.
2. Get to know as much as possible about the questions or issues under discussion in the committee. Seek information from business contacts if you do not know the answers.
3. Speak up in meetings, offer ideas and opinions, but do not monopolize discussions.
4. Respect the rights and opinions of other members, even if you feel you have more knowledge or experience in the area under discussion.
5. Try to work toward consensus with other committee members.
6. If possible, volunteer a site at your workplace for an upcoming committee meeting or for a tour by students.
7. Think of ways to help students get training and jobs in your business field. Can your company offer an internship?

Members who are vendors should immediately inform the chair. The member should be provided information on the Code of Ethics (see Appendix AA). The member should also abstain from voting on issues that are directly or indirectly related to their business.

Role of Program Instructor

Instructors of Career and Technical Education programs also play a vital role in supporting the mission and activities of advisory committees. Instructors serve as the link and at times the liaison for their students with business and industry and facilitate business and industry partnerships. They maintain lines of communication with employers to provide their students with potential employment and/or training opportunities.

Instructors provide feedback to advisory committees on the status of their programs with respect to instructional equipment, training materials and technology utilized to provide training and educational services to their students (see Appendix R).

Advisory committee members can also provide instructors with professional development and technical updating opportunities in support of the continuing education requirements for their industry certification and in support of the accreditation of their schools and certification of the respective career and technical program (see Appendix Q).

Role of Principal and School Site Administrator

The role of the school principal and school site administrator are very important and critical to ensure that advisory committees become a vital component of the educational process in their schools and programs. The school's accreditation and the program's industry certification require the involvement and input of advisory committees. Principals can also provide substitute coverage for teachers to attend advisory committee meetings as a component of their professional development and technical updating in addition to supporting industry visitations as required by the Commission on Occupation Education (COE) and other industry certification mandates.

Officers

Officers are usually elected at the beginning of each school year and begin their duties immediately. The chair presides and keeps the business of the meeting “on task.” A chair who conducts business fairly and expeditiously is vital to an effective committee.

A chair is necessary for all advisory groups, but many groups do not normally select a vice-chair. However, this position can add stability to the committee. In addition to presiding in the absence of the chair, the vice-chair may head the Program-of-Work subcommittee and serve as chair elect for the following year.

School and district representatives who have access to clerical help are often designated as secretaries. The secretary prepares and mails meeting agendas, announcements, minutes, etc. The secretary must decide which portions of the discussion are important to decision making and record them accurately.

GUIDELINES FOR COMMUNICATION

Written Materials

The instructional staff can provide the following materials for advisory committee members:

- An e-mail or school/program website is an effective form of communication between instructional staff and advisory committee members (see Appendix DD).
- Members are continually informed of the current operations of the program.
- Members are advised of the activities of students.
- Many e-mails/websites carry information on graduates and provide an important employment contact.
- Members know the staff appreciates their work and is willing to spend time keeping them informed.

A short, simple e-mail is excellent. Information may include program enrollment, class activities, information on students nearing graduation, etc. Many instructional programs also use e-mail/websites as a recruiting or placement tool, sending them to businesses and industries as well as to committee members.

Recognition of Members

Advisory committee members willingly give time and expertise in service to the school or program. Community leaders who voluntarily associate themselves with a career and technical program add to that program's prestige. The school/district, in return, should recognize their service in every way possible. Public recognition also benefits the district/school. Suggestions for recognition include the following:

- Present a plaque or framed certificate of appreciation at the end of the first year of service or at the end of a term.
- Write media releases announcing appointments.
- Publish members' names on the school's website and/or year book.
- Prepare a well-designed display board for the entrance to the Career and Technical Education area listing advisory committee members. A permanent plaque with either changeable nameplates or space for additions will provide for changes in membership.
- Hold a recognition night for advisory committee members.
- Recognize specific contributions of the committee in the media or at school awards ceremonies.

Use of Committee Input and Recommendations

The formation of an advisory committee implies that the group's advice will be considered. However, it must be remembered, however, that the advisory committee is not a policy-making body. Therefore, there may be occasions when a specific recommendation is not acceptable by school/district administrators.

All of the advisory committee's recommendations must be acknowledged in writing. A written report of the action taken on each recommendation should be presented to the group as soon as possible. If the recommendations are sound and feasible, appropriate action should be taken quickly.

When a recommendation is rejected, a full written explanation must be made to the advisory committee.

Listed below are recommended steps for following up on an advisory committee recommendation.

- Send minutes of the meeting to all appropriate school/district administrators and instructional personnel.
- School or District personnel decide the action to be taken on the advisory committee's recommendations.
- Inform all committee members immediately after the decision is made that:
 1. The recommendation is implemented as originated, or
 2. The recommendation is implemented with modification and explanation, or
 3. The recommendation is declined with explanation.
- Report the decision again at the next advisory committee meeting and hold further discussion as appropriate.

6. Advisory Committee Functions

AUTHORITY

The authority vested in all advisory committees - general, occupational, and special function - is limited to making recommendations and to giving advice. Advisory committees are not empowered to set policy; that responsibility rests solely with the School Board or the administration of the school. (See Appendix HH)

An advisory committee should thoroughly understand its purpose from the beginning. At the time of appointment, each member should receive a written explanation of the purpose and the authority of that particular advisory committee.

The limits of authority should always be a lead item in every set of written advisory committee guidelines. Committee members must also adhere to the Code of Ethics, Florida Statute, 112.313, (see Appendix AA) while serving on an advisory committee which is also subject to the Florida Sunshine Law, Florida Statute, 286.011. (see Appendix CC)

Advisory committee authority generally encompasses several functions, which are covered in the following sections.

FUNCTIONS OF GENERAL ADVISORY COMMITTEES

A general advisory committee supports and enhances the total Career and Technical Education program in the following ways:

- assisting the school in developing long-range goals and plans and in studying community needs;
- recommending a total GTE program design, suggesting additions, deletions or revisions of programs when needed to meet the needs of business and industry;
- suggesting time frames and priorities for the implementation of these plans;
- conducting evaluations of the total GTE program and recommending procedures for revision as a result of this evaluation;
- providing public information and financial and legislative support for the program;
- supporting the accreditation and certification process of schools and programs and;
- exploring the need for new programs in the community.

FUNCTIONS AND RESPONSIBILITIES OF OCCUPATIONAL ADVISORY COMMITTEES

Curriculum Content Advisement

Curriculum content review and advisement are vital to an effective CTE program. In its review of curriculum content, an advisory committee focuses on one primary concern: Do graduates possess the entry-level job skills needed by employers in the area served?

Please note that this function is referred to as advisement on content, not on teaching method. What to teach is a proper responsibility of an advisory committee, while how to teach is the responsibility of the school/district instructional staff and administrative personnel.

An advisory committee may follow these procedures in fulfilling the curriculum content advisement function for an existing program (see Appendix T).

- Review the goals of the program.
- Review the performance standards/objectives for each course.
- Review an area employment needs assessment (see Appendix U).
- Review a task inventory and analysis for the occupation.
- Compare the content of the program to the task inventory and analysis.
- Compare the needs assessment to program enrollment and attrition.
- Recommend optimum length of courses or programs, with suggestions for any changes.
- Recommend the content of programs, with suggestions for any revisions.
- Recommend the updating of skills for Instructors (see Appendix Q).

Since technology is rapidly changing, this process should be performed once a year. It is a lengthy process and ample time must be allowed in the Program of Work. A subcommittee may undertake at least a few of the steps to save the time of the entire group.

Most of the groundwork for curriculum review can be performed by the instructional staff. The actual conducting of surveys is too time-consuming to be a proper function of advisory committees. The following activities for a task inventory illustrate a suggested division of responsibilities between the advisory committee and the instructional staff:

- Instructional personnel compile a comprehensive list of tasks performed by workers in the field.
- The advisory committee edits and verifies each item on the list.
- The advisory committee and instructional personnel jointly compile a list of workers to whom the survey will be sent.
- Instructional personnel conduct the survey, asking workers about the frequency, difficulty, and importance (either of the last two may be omitted) of each task on the list.
- Both groups jointly review the collected data and interpret the results.
- The advisory committee compares the task inventory results to the current curriculum and makes recommendations for any needed changes.

To review, an advisory committee may perform the following activities in the area of curriculum content advisement:

- Assist with a survey of local employment needs.
- Assist with a task inventory to determine the skills needed by local industry.
- Advise on changes in industry standards and recommend acceptable performance standards.
- Advise on new developments in technology.
- Review the length of the respective CTE program in terms of entry-level job skills needed by industry (see Appendix EE).

Career Guidance and Student Placement

In the field of career guidance, committee members may assist by holding regular informal visits with students; sponsoring or assisting with career days; serving as guest speakers on the subject of job opportunities and the expectations of employers; conducting mock interviews, etc. To assist with student placement, advisory committees may participate in the following activities:

- locate prospective employers to interview graduates for jobs;
- inform local employers of the capacity of the program and provide information on current graduates;
- help students locate part-time jobs in their specific field during instruction; and
- obtain prizes and awards for outstanding students; and
- participate in Skills USA competition as judges.

Community Public Relations and Marketing

Advisory committees effectively promote public relations and marketing activities for CTE programs. A subcommittee may be appointed to plan and direct the marketing program for the year. Among the activities the committee might consider are:

- promoting awareness of the CTE program through news releases, radio and television announcements and coverage, special days, programs for civic groups, open houses, etc.; and
- obtaining contributions to promote programs through advertising.

Community Resource Identification

The advisory committee itself is a major resource for Career and Technical Education. It also serves as a coordinator for identifying other available community resources. A community resource can include any person, place, organization, or item that has instructional value. An advisory committee might:

- Locate potential employers for a cooperative education course;
- Locate appropriate local businesses and industries for student tours;
- Identify community representatives as guest speakers for various topics of instruction;
- Identify any community resource that can be used by the program to improve instruction; and
- Recommend and arrange for industry update in-service for instructors and/or professional development or workshops (see Appendix Q).

Equipment, Facilities, and Resources Review

Adequate equipment and facilities are critical to an effective CTE program. Students must learn to master the equipment they will use after employment. One of the most important functions of an advisory committee is to recommend the equipment and facilities needed to provide students with an optimal learning environment (see Appendix O).

Generally, this function falls into the following three categories:

- Review and evaluation of the available facilities and equipment in light of industry standards;
- Survey of businesses and industries to continually identify new procedures, equipment, and materials used, including the task inventory, analysis and members' professional experience; and
- Establishment of a plan for procuring the needed equipment.

Specific equipment procurement activities an advisory committee might perform are:

- To assist Career and Technical Education (Workforce Development) program personnel with surveys to determine types of equipment graduates will be expected to use in industry;
- To recommend facility or equipment improvements needed to bring training to current industry standards;
- To assist instructional personnel in locating sources of donated or low-cost instructional supplies and equipment;
- To secure outside funding to assist instructors in attending professional or industrial meetings; and
- To obtain current industrial publications and visual aids for the school.

Program Review

In reality, all the functions of an advisory committee fall under the umbrella of program review. A committee is qualified to give advice only when it has first carefully reviewed the existing program. Therefore, the advisory committee's program review activities are not separate from but a part of its other functions.

In some schools, however, the committee is charged with providing a formal program review. All schools providing GTE instruction are required to undertake periodic program evaluations. When the advisory committee is to review the program, it must know how its review fits into other program evaluation efforts. With this information, the advisory committee can proceed with a review of program goals, curriculum standards and the development of data collection procedures. Program reviews are required as a component of the accreditation process mandated by the Commission of the Council on Occupational Education (COE). Please (see Appendix S) for the Employer Verification Form. This is a lengthy process that should probably be directed by a subcommittee. Instructional personnel should perform all groundwork possible to save the time of the advisory committee members. COE accreditation information and forms can be accessed at <http://www.council.org>

The program review functions of an advisory committee should include:

- assisting with long-range planning and the formation of goals for the program;
- assisting in evaluating the program by selecting appropriate evaluation activities, identifying needed data, and interpreting the evaluation information;
- reviewing program budget requests; and
- advising the instructional personnel who conduct student follow-up studies and review the accreditation and industry certification status of the program.

APPENDICES



APPENDIX A

STATE CAREER AND TECHNICAL EDUCATION (WORKFORCE DEVELOPMENT) ADVISORY COUNCIL

The State Advisory Council represents a wide cross section of the lay public and reflects a diversity of viewpoints. Its membership is made up of representatives, including minority representatives of business, labor, public and private education, and the general public. The council represents the clients of the Career and Technical Education (Workforce Development) system. Its primary concern is that Career and Technical Education (Workforce Development) programs, services, and activities function effectively and are available to all individuals who need and can benefit from them.

The major responsibilities of the council are:

- to advise the State Board of Education (a) in the development of the five-year state plan for Career and Technical Education (Workforce Development) and the annual program plan and accountability report and (b) on policy matters arising out of the administration of these plans and reports;
- to evaluate Career and Technical Education (Workforce Development) programs, services, and activities and publish and distribute the results thereof;
- to assist the state board in developing plans for state board evaluations and to monitor these evaluations;
- to prepare and submit through the state board to the U.S. commissioner of education and to the National Advisory Council an annual evaluation report;
- to identify Career and Technical Education (Workforce Development) and employment and training needs of the state and assess the extent to which Career and Technical Education (Workforce Development), employment training, vocational rehabilitation, special education, and other programs and related acts represent a consistent, integrated, and coordinated approach; and
- to provide technical assistance to eligible vocational funds recipients and local advisory councils, as may be requested by the recipients, to establish and operate local advisory councils.

NATIONAL ADVISORY COUNCIL

Members of the National Advisory Council for Career and Technical Education (Workforce Development) (NACVE) are appointed by the president of the United States and represent business, labor, education, special needs groups, and the general public.

NACVE's responsibilities include:

- advising the secretary of education, the Congress, and the president on the administration and preparation of general regulations for, and the operation of, Career and Technical Education (Workforce Development) programs; and
- reviewing the operation of Career and Technical Education (Workforce Development) programs, assessing their effectiveness, making recommendations on council findings, and publishing and distributing the results.

APPENDIX B

SAMPLE GUIDELINES FOR PROGRAM ADVISORY COMMITTEE

Article I - Purposes and Name

Section 1. The above named advisory committee shall exist only during such time as it may be authorized by the School Board (or Board of Trustees).

Section 2. The above named advisory committee shall operate in those fields directly included in the program for which it has been appointed and shall limit its activities to advice on matters that directly concern that program.

Section 3. The purpose and duties of the above named advisory committee may include the following:

- a. studying the needs of business and/or industry in relation to an individual skill program, family of occupations, or the total general program;
- b. aiding the program in those activities that improve efficiency and effectiveness;
- c. helping in developing a program for the area that will better relate to business and industry;
- d. offering recommendations for the improvement of facilities, equipment, and instructional materials;
- e. assisting in evaluating the program on the basis of the stated objectives;
- f. assisting the program staff in establishing priorities;
- g. studying successful programs in other communities for the purpose of encouraging the use of those practices applicable to the program;
- h. advising on the revision of the program's standards and objectives as determined by study and evaluation; and
- i. evaluating annually the progress made toward the goals and objectives

Article II - Membership

Section 1. Members shall be selected and appointed to represent a cross section of the community, business, and industry served by the program.

Section 2. Appointment of advisory committee members shall be for three years, except when the appointment is to fill an unexpired term; thus, one-third of the total membership shall be appointed each year.

Section 3. The term of a new committee member shall begin on July 1.

Section 4. The advisory committee may recommend names of prospective committee members to the appointing official.

Section 5. The advisory committee shall consist of three to five members.

Section 6. The designated vocational educator liaison will be present at each meeting.

Article III - Meetings

Section 1. Regular meetings of the advisory committee will be held (day of and months) during the calendar year.

Section 2. Written notices of meetings shall be e-mailed to all members at least two weeks before each meeting by the advisory committee secretary or other designated person.

Section 3. The agenda for each meeting shall be prepared by the chairperson and the CTE district/school representative.

Article IV - Officers and Duties

Section 1. The officers shall be a chairperson, vice-chairperson, and secretary elected from the committee membership.

Section 2. The chairperson and vice-chairperson shall be elected annually by a majority vote of the committee members at the annual meeting.

Section 3. The chairperson shall be elected from among those members who have served on the advisory committee for at least one year. The duties shall be:

- a. to preside at the meeting of the advisory committee;
- b. to serve as chairperson of the executive committee;
- c. to appoint special subcommittees, which may include persons other than committee members; and
- d. to represent the group at other meetings as requested

Section 4. The vice-chairperson shall perform the duties of the chairperson in the chairperson's absence.

Section 5. The secretary shall:

- a. send out notices of meetings;
- b. keep records and attendance of members at meetings;
- c. maintain a permanent record of advisory committee activities; and
- d. distribute minutes of committee meetings and copies of other committee documents to committee members, teachers, and others, including concerned instructors. (The secretary shall have the assistance of the school staff and the use of school facilities in performing the prescribed duties.)

Article V - Amendments

The by-laws may be amended or added to by a two-thirds majority vote of active members at any regularly scheduled meeting.

Article VI - Rules of Order

The meetings and activities of this committee shall be conducted according to Robert's Rules of Order, except as otherwise provided by these by-laws.



APPENDIX C

SAMPLE STATEMENT OF PURPOSES (Charter)

The School Board (or Board of Trustees) of _____
authorizes the establishment of "The _____ Occupational Advisory Committee"
on this day of _____ 20_____. The function of the _____
occupational advisory committee is to provide advice and counsel to the instructional and administrative
staff of the _____ program and to its students. It is not given authority for policy decisions,
and it is expected to operate within the guidelines set forth. The purpose of the _____
occupational advisory committee is to contribute to the improvement of _____
in education _____ through such functions as:
(Name of School)

- verifying the need for instruction in the occupation;
- providing input on curriculum, equipment, and facilities that is both current and relevant to community's needs;
- assisting with career guidance and student placement; and
- promoting community public relations

The School Board (or Board of Trustees) pledges cooperation with the committee's work. It reserves the right to dissolve the _____ occupational advisory committee at any time and for any reason. The term of the committee will be continuing unless terminated by the School Board (or Board of Trustees).

_____ Chairperson

_____ Superintendent (or Principal, Dean,
Director, or other appropriate
school official)

APPENDIX D

ADVISORY COMMITTEE BY-LAWS

Article I- Name and Purpose

Section A.

The official name of this body shall be _____.
(Name)

Section B.

The above-named advisory committee shall exist only during such times as it may be authorized by the _____.
(authorizing School Board or Board of Trustees)

Section C.

The purposes and duties of the above-named advisory committee shall be to:

1. identify education program needs for the school district (or area of service);
2. help identify and assess labor market requirements;
3. review and advise on the establishment and maintenance of realistic and practical programs
4. participate in developing community understanding and support for programs;
5. assist in the development of long-range goals for education in the school district (or area of service);
6. review special project requests; ·
7. assist in the establishment of standards for education facilities;
8. provide information on new technical developments that require changes in curriculum; and
9. assist the school district (or institution) in reviewing legislation affecting Career and Technical Education and Workforce Development Programs.

Article II- Membership

Section A.

The advisory committee will consist of a minimum of _____ members and a maximum of _____ members, excluding ex-officio members.

Section B.

Appointments to the advisory committee shall be made by _____ in consultation with _____.

Section C.

The committee membership will be drawn as follows: (specify types and numbers of representatives to serve on the committee).

Section D.

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

Section E.

Two-thirds of the members will be retained each year, with none serving more than three successive years, and one year will expire before any outgoing member may be reappointed for a full term after serving the unexpired term of a member who has left the committee.

Section F.

One-third of the total membership shall be appointed each year.

Section G.

The term of a new committee member shall begin on July 1.

Section H.

An individual will automatically lose membership in the committee if s(he) fails to attend three successive meetings without presenting in advance to the chair of the committee a valid reason for his/her absence.

Article III - Officers and Their Duties

Section A.

The officers shall be: a chair, a vice-chair, and a secretary.

Section B.

All officers shall be elected annually by a majority vote of the committee members at the annual meeting; or

The chair and vice-chair shall be elected annually by a majority vote of the committee members at the annual meeting. The secretary shall be (Career and Technical Education (Workforce Development) teacher, Career and Technical Education (Workforce Development) administrator or other vocational educator).

Section C.

The chair shall be elected from among those members who have served on the advisory committee for at least one year. His/her duties shall be:

- a. to preside at the meetings of the advisory committee;
- b. to serve as chair of the executive committee; and
- c. to appoint special subcommittees, which may include persons other than advisory committee members.

Section D.

The vice-chair shall perform the duties of the chair in his/her absence.

Section E.

The secretary shall:

- a. keep records of the attendance of members at meetings;
- b. keep a record of discussion and recommendations;
- c. maintain a permanent record file of advisory committee activities; and
- d. distribute minutes of advisory committee meetings and copies of other committee documents to committee members, teachers, and concerned others.

Section F.

The executive committee shall consist of the chair, vice-chair, and secretary with the CTE district/school representative in charge as an ex-officio member. It shall:

- a. act on urgent advisory committee matters between meeting;
- b. prepare an agenda for each meeting if requested to do so by the advisory committee; and
- c. call special meetings of the advisory committee as they are needed.

Article IV - Meetings

Section A.

Regular meetings of the advisory committee will be held during the calendar year. Meetings shall be scheduled for the second Tuesday in February, April, June, and October. The meeting can be determined and approved by the committee through its by-laws.

Section B.

The June meeting of the advisory committee shall be designated as the annual meeting.

Section C.

Meeting dates may be changed by consensus.

Section D.

The chair may call special meetings of the advisory committee.

Section E.

Written notices of meetings shall be mailed by the secretary to all members at least two weeks before each meeting.

Section F.

Meetings shall not be more than hours long, unless a majority of the members vote to continue a particular meeting.

Section G.

All meetings will be open to the public.

Article V - Annual Program

Section A.

The advisory committee will plan and operate under an annual program of work. Plans, topics, and goals will be included in the program.

Section B.

The program of work for each ensuing year will be discussed during the _____ meeting each year. (Month)

Section C.

Proposals by the members will be considered by the executive committee, which will formulate a proposed annual program to be presented to the advisory committee during the _____ meeting for its action. (Month)

Article VI- Subcommittees

Section A.

As the need for standing and special subcommittees arises, such subcommittees may be appointed by the chair.

Section B.

Subcommittees shall report regularly to the advisory committee.

Section C.

A subcommittee will automatically be discharged upon accomplishing the task(s) for which it was established.

Article VII- Amendments

The constitution, articles, and by-laws may be amended or added to by a two-thirds majority vote of active members at any regular advisory committee meeting.

Article VIII - Rules of Order

The meetings and activities of this advisory committee shall be conducted according to Robert's Rules of Order, except as otherwise provided by these by-laws.

APPENDIX E

SAMPLE RULES FOR OPERATION

OCCUPATIONAL ADVISORY COMMITTEE

I. Officers

- A. The officers of Advisory Committee shall consist of a chairperson, a vice-chairperson, and a secretary. The secretary will be a District/School representative and will be a nonvoting member of the committee.
- B. Officers will be elected annually at the first fall meeting, will serve one year, and may be re-elected.

II. Subcommittees

- A. The elected officers will constitute the executive committee. The executive committee will prepare an annual program of work for approval by the advisory committee and an agenda for each meeting.
- B. Other subcommittees may be established by the advisory committee for specified functions. Subcommittees will report regularly to the advisory committee.

III. Membership

- A. The committee will be composed of five to seven representatives of the _____ occupation.
- B. Members will serve three-year terms with three members appointed each year.
- C. Members may not be reappointed unless at least one year has elapsed after the end of a prior term.
- D. Each member is asked to attend meetings or to resign if it becomes impossible to attend. Resignations should be presented in writing to the committee chairperson and instructional representative.

IV. Meetings

Regular meetings will be held at least quarterly. Meetings will be at the _____ vocational program unless otherwise specified.

V. Recommendations

The secretary will prepare minutes of each meeting and send them promptly to members, instructional staff of the _____ program, and _____ . School personnel will decide the action to be take on _____ (Administrator) recommendations and notify committee members of the decision.

APPENDIX F

Developing a Mission Statement

“Constancy of Purpose” is the first of the 14 principles advocated by Deming (1986), whose ideas launched the Total Quality Management (TQM) movement. By constancy of purpose, Deming means that an organization should have a specific purpose and that all efforts by all participants should be constantly directed toward achieving that purpose. Addressing the same issue, Peters (1987), a recognized authority on achieving excellence and high quality, stresses the need for an organization to have a clear vision .

Although Deming’s work and that of Peters have been targeted at businesses, the principles they espouse have a great deal of relevance for education. Having a vision - a constancy of purpose - is an excellent example of this relevance.

One of the first steps an advisory committee should take is to identify the purpose of the committee. Its specific purpose (and rationale for existence) needs to be defined in a concise and clearly written mission statement.

Although it should be simpler to adopt a mission statement from an already existing program, the process of developing the statement is important for two reasons:

- (1) it helps to build collaboration and mutual respect among the team members; and
- (2) it helps to strengthen the sense of commitment of the team members for accomplishing the mission.

The following is a process that has been used with success by groups developing mission statements. You and your team are encouraged to try it.

- Step 1. Committee members brainstorm and list their opinion of the program and its purpose.
- Step 2. Identify key words and phrases. The group should review these opinions, discuss them openly, and reach a consensus about which ones occur most frequently.
- Step 3. Construct the mission statement. Use the key words and phrases to construct a mission statement. A mission statement, in its ideal form, should be a single, complete sentence that states desired results and rationale for those results. It should be general, not specific; optimally, it will be futuristic, idealistic, and stated in positive terms. And it should fit into a space equal to that of a standard business card (2” x 3Y2 “).

An advisory committee mission statement will provide the link between the beliefs and values supporting the applied technology program and the activities that will actually be accomplished. It will provide the direction for all subsequent activities and service, and, most importantly, it will provide a constancy of purpose and unifying theme for all involved. A few sample mission statements follow.

The first mission statement is that which guides the United States Military Academy at West Point. It is placed in prominent places, available to all, and it provides the direction for all activities at the Academy. It reads:

— The purpose of the United States Military Academy is to provide the nation with leaders of character to serve the common defense.

A second mission statement, developed to provide the direction for a preschool serving children with special needs, reads:

— The purpose of the Sunshine Preschool is to provide full , comprehensive services for preschool-age children with special needs to help them grow to their maximum potential.

APPENDIX G

Membership Invitation

The school system's advisory committee representative will submit all names recommended for membership to the respective program advisory committee chair prior to submitting them for processing to the District Director for the Office of Adult and Community Education. All recommendations should include name, title, business name and address, occupational background, and affiliation in trade and/or occupational associations. The school system's advisory committee representatives of each committee will also be responsible for submitting to the District Director for the Office of Adult and Community Education the names of those committee members who are to be deleted.

When the invitation to join the committee is issued, it should be accompanied by background information on career and technical education, why it is necessary, how this relates to the program or programs at issue, and generally what is expected of the committee. This review should be supplemented by a briefing during the initial meeting and discussions at subsequent sessions, with emphasis on the committee's job.

It is important that persons recommended for membership be contacted by the Chairperson and/or school representative to confirm their interest and participation prior to sending the information to the district director.

APPENDIX H

LETTER OF INVITATION

July 9, 20__

Mr. James G. James, Manager
Midtown Automotive Agency
Anywhere, U.S.A. 32500

Dear Mr. James:

Your knowledge and experience in the automotive field are well known in our community. Because of your demonstrated competency in the field, we would like to recommend that you be appointed to the Automotive Program Advisory Committee of Downtown Area Vocational-Technical Center. Your membership can provide the advisory committee with a valuable resource regarding the direction of the Automotive Program and its service to students and the community.

The advisory committee is directed toward achieving closer cooperation among business, industry, and the school in training students for occupations in the automotive industry. The involvement of outstanding business and civic leaders in the community like yourself is very important to the effective operation of our automotive program.

Please consider our invitation and let us know your decision by July 16. We look forward to hearing from you.

Sincerely,

(Signature of appropriate official according to local policy:
program instructor, center director, local vocational director,
superintendent, board chairperson, or president)

Date

NAME
COMPANY NAME
ADDRESS

Dear NAME:

I would like to cordially invite you to the upcoming Miami-Dade County Public Schools
_____ Advisory Committee Meeting.

The advisory committee consists of persons, outside the education profession, selected for the purpose of offering advice and counsel to school authorities regarding the programs. The committee gives particular attention to keeping programs practical and attuned to community needs. Members of the advisory committees are representatives of the diverse industries, occupations, and societal elements of the community. In general, advisory committees are concerned with the improvement of the educational programs offered, and the establishment of programs necessary to meet the needs of the community.

The specific purpose of the Advisory Committee is to advise, counsel, and assist in the planning, development, and evaluation of the school system's _____ programs. It is a necessary tool if interaction between the community and the school system is to take place.

Attached is an announcement of the next Advisory Committee Meeting. We would appreciate your willingness to attend and share your ideas on how to improve our Career and Technical programs and we would appreciate the great value of your assistance in this community cooperative effort.

Sincerely,

District/School Representative

APPENDIX I

ADVISORY COMMITTEE UPDATE FORM

DATE _____

TO: _____, Title Office of Adult and Community Education

FROM: _____, Advisory Committee Representative
(Your Complete Name)

SUBJECT: _____ Advisory Committee

NOTE: Use a separate form for each transaction.

Please consider the name listed below for membership.

Please delete the name listed below.

Please make the necessary change(s) listed below.

Dr. Mr. Mrs. Ms. _____

Company/Agency/Firm Name: _____

Position Held By Person Listed Above: _____

Type of Business Conducted by Company/Agency/Firm:

Mailing Address: _____

City: _____ State: _____ Zip Code: _____

Telephone: _____

APPROVALS: (Please Initial)
Program Supervisor: _____
Program Director: _____

APPENDIX J

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT/SCHOOL OPERATIONS
ADULT AND COMMUNITY EDUCATION
1450 NE 2nd Avenue
Miami, FL 33132
AGENDA

_____ (NAME OF COMMITTEE)

TIME: _____

DATE: _____

PLACE: _____

RECORDER: _____

1. Opening of Meeting/Welcome/Introduction
of Committee Members and Guests..... (Name/Title of Person)

2. Reading and Approval
of Minutes of Last Meeting

3. Unfinished Business

a. Status of: _____
(ITEM)

b. _____

c. _____

4. New Business

a. _____

b. _____

c. _____

d. _____

e. _____

f. Questions, Comments, and
Discussion from the floor

5. Next Meeting

6. Adjournment

APPENDIX K

SIGN-IN SHEET

Advisory Committee: _____

Location: _____

Date: _____

No	Name	Address	Telephone	E-Mail
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

APPENDIX L

SAMPLE PROGRAM OF WORK (YEAR) (COMMITTEE)

Objectives	Activities	Target Due

APPENDIX M

MIAMI-DADE COUNTY PUBLIC SCHOOLS

DISTRICT/SCHOOL OPERATIONS
ADULT AND COMMUNITY EDUCATION
1450 NE 2nd Avenue
Miami, FL 33132

MINUTES
of the

_____ Advisory Committee
held at _____.

COMMITTEE MEMBERS

SCHOOL PERSONNEL

PRESENT

ABSENT:

TOPIC

DISPOSITION

1. Opening of Meeting

_____, Chairman
opened the meeting at _____.
_____, Principal of
_____ welcomed everyone to the school.
_____ asked
those present to introduce themselves.

TOPIC

DISPOSITION

2. Action on Previous Meeting Minutes

The minute of the _____

meeting were approved as written.

3. Unfinished Business

a.

b.

c.

4. New Business

a.

b.

c.

d.

e. Questions, Comments from the Floor

TOPIC

DISPOSITION

5. Future meeting Dates

It was suggested that the next meeting be

held on _____

at _____

6. Adjournment

The meeting was adjourned at _____

APPENDIX N

NAME OF COMMITTEE

ADVISORY COMMITTEE MEETING EVALUATION

Below is a guide for rating the effectiveness of the advisory committee meeting. Circle the number that best describes your feelings about each statement.

	Excellent		to	Poor	
1. I clearly understood the agenda and knew what we were trying to accomplish.	1	2	3	4	5
2. The agenda was well planned and organized and was received in advance of the meeting	1	2	3	4	5
3. This was an important and productive meeting.	1	2	3	4	5
4. I feel the members of this committee understand their role and assignment	1	2	3	4	5
5. Members had a chance to speak and made a contribution to items under consideration.	1	2	3	4	5
6. The meeting was well organized	1	2	3	4	5
7. I felt that the advisory committee's opinions and feelings were understood and accepted by the school	1	2	3	4	5
8. I feel satisfied with the activities and accomplishments of the advisory committee	1	2	3	4	5
9. I feel my time and efforts are well spent in serving as a member of this advisory committee	1	2	3	4	5

APPENDIX O



Clear Form

Miami-Dade County Public Schools Evaluation of Career Technical Program

SCHOOL/LAB ROOM _____ TEACHER(S) _____ DAY _____ EVENING _____

NAME OF ADVISORY COMMITTEE _____

INSTRUCTIONS: If unacceptable is marked, please explain in comment column.

CATEGORIES	ACCEPTABLE	NEEDS IMPROVEMENT	UNACCEPTABLE	N/A	COMMENTS
PHYSICAL FACILITIES					PHYSICAL FACILITIES:
Adequate Size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Lighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Ventilation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Adequate Electrical Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Furnishings for Instructor Storage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
General Housekeeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Organization/Arrangement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Safety Aspects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Restroom Locker Area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
EQUIPMENT					EQUIPMENT:
Age/Condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Appropriateness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Safety Devices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Quantity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Utilization/Arrangement/Availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
MATERIALS/SUPPLIES/TOOLS					MATERIALS/SUPPLIES/TOOLS:
Appropriateness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Quantity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Utilization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Security/Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Safety Aspects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Prompt Delivery of Supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Adequate Supplies Ordered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
ADMINISTRATIVE SUPPORT					ADMINISTRATIVE SUPPORT:
Program Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Clerical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Custodial Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Frequency of visits by county level staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Frequency of visits by school level staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Scheduling of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Class Size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

HS-CTE-16a (3/18)





**Miami-Dade County Public Schools
Evaluation of Career Technical Program**

CATEGORIES	ACCEPTABLE	NEEDS IMPROVEMENT	UNACCEPTABLE	N/A	COMMENTS
CURRICULUM/INSTRUCTION SUPPORT					CURRICULUM/INSTRUCTION SUPPORT
Occupational Specialist/ Counselors Visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
1:1 co-learn course outlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Relevant Resource Material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Placement/Follow up Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Industry Visit Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Audio Visual Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Upgrading of INSTRUCTORS on Regular Bases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
PROGRAM PERFORMANCE					PROGRAM PERFORMANCE
Number of Students Enrolled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Ratio of Enrollment to Completers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Ratio of Completers or Exits to those employed in Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Summary of Program Strengths: _____

Recommendations for Improvement: _____

Occupational Advisory Committee Industry Member: _____
 FIRST NAME SIGNATURE DATE



APPENDIX P

DISTRICT/SCHOOL OPERATIONS ADULT AND COMMUNITY EDUCATION

CAREER TECHNOLOGY PROGRAM ADVISORY COMMITTEE RECOMMENDED EQUIPMENT LIST

Program/Course Title: _____ Instructor: _____

School: _____ Principal: _____

Date: _____

Item No.	Item Description	Quantity	(1) Approved	(2) Not Approved

(Use Extra Forms as Needed)

Submitted By: _____ Vocational Program Supervisor

Recommended By: _____ Program Advisory Committee Chairman

(1) or (2)
Justification Statement _____

Advisory Committee Minutes Dates ____ / ____ / ____

APPENDIX Q

MIAMI-DADE COUNTY PUBLIC SCHOOLS

DISTRICT/SCHOOL OPERATIONS
ADULT AND COMMUNITY EDUCATION

RECOMMENDATIONS FOR UPDATING OCCUPATIONAL SKILLS OF
CAREER AND TECHNICAL EDUCATION INSTRUCTORS

Program/Course Title: _____

The advisory committee members and instructors request that technical updating be provided in the following areas:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

We also recommend that this technical updating be provided by:

Signed _____
Advisory Committee Chairperson

APPENDIX R

SCHOOL CTE PROGRAM STATUS

Program Name: _____

Instructor(s): _____

School Name: _____

Address: _____

Principal's Name: _____

Enrollment Secondary: _____ Post-Secondary: Day _____ Eve _____

Goals and Accomplishments: _____

CONCERNS

Curriculum: _____

Tools and Equipment _____

Facility: _____

Other: _____

Prepared By: _____ Date: _____

Signature of Principal or Designee: _____ Date: _____

Form must be completed and e-mailed to the District/School representative one week prior to the meeting.

APPENDIX S

Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs
(April 2014)

INSTRUCTIONS:

- Complete this form for **each service area** served by the program.*
- This form **must** be signed by an employee who is in position to make hiring decisions on behalf of the employer.

Name of Institution	
Address	City/State/Zip
Name of Program	
Mode(s) of Delivery of Program (check ALL that apply):	
<input type="checkbox"/> 100% Traditional	<input type="checkbox"/> Hybrid <input type="checkbox"/> Distance Education

This program is (check one):

An Existing Program A New Program A Substantially Revised Program

The length of this program is (indicate the number of hours in all boxes that apply):

Clock Hours Semester Credit Hours Quarter Credit Hours

The amount of tuition and fees charged for the total program is: \$

Excerpt from the *Handbook of Accreditation*, Standard 2 – Educational Programs:

5. At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)
6. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)

NOTE: Job Corps Centers may use the Vocational Evaluation System (VES) Report in place of the COE Employer Program Verification Form.

- * For programs that include a distance education mode of delivery that recruit students outside the service area(s) of an institution's physical location(s), a market needs analysis or other demographic data which demonstrates demand for the program may be submitted.

APPENDIX T

ADVISORY COMMITTEE CURRICULUM SURVEY FORM

Program: _____

Name: _____ Date: _____

Company: _____

Address: _____

City _____ Zip Code: _____

Phone: _____ Extension: _____

I reviewed the current curriculum and support it as a strong foundation in educating our students.

____ Yes.

____ No (if your answer is NO, please make the necessary comments or suggestions in the provided space).

Comments or Suggestions:

APPENDIX U

Business and Industry

Needs Assessment Survey

In an effort to better facilitate a beneficial connection between education and the needs of business and industry, we are asking that you take a minute to complete the following survey regarding your needs in the labor market and return it. The information will be used to determine if the programs currently offered at various schools are in line with the needs of the business community and to assist in promoting the programs to our students, parents, and the community.

1. This business is:
 Dealer/distributors
 Contractor end user
2. How many technicians do you now employ?
 1-3
 4-6
 7-10
 More
Comments: _____
3. Do you have a need for trained technicians in your company?
 Yes
 No
Comments: _____
4. Have you experienced any difficulties locating trained technicians to employ?
 Yes
 No
Comments: _____
5. What are your projected needs for technicians for the next five years?
 More
 Less
 Same
Comments: _____
6. Would a technician have opportunities for advancement in your company?
 Yes
 No
Comments: _____

Continued on back

Page 1 of 2

* Numbers 7 and 8 are optional. If you include this information, it will be used only for recruitment of students.

*7. The approximate hourly wage for a beginning technician is:

- Minimum wage
- \$8.00 – \$10.00
- \$11.00 – \$15.00
- More (please specify)

a. Comments: _____

*8. The approximate hourly wage for an experienced, trained technician is:

_____ (Please specify amount.)

Comments: _____

9. Benefits provided are:

- health insurance
- health insurance + retirement plan
- other (please specify)

Comments: _____

10. Would you be interested in participating in some type of work program with students in training?

- Yes
- No

Comments: _____

Any suggestions you have which might help in the training of our technicians would be welcomed. Submit this survey to the district/school representative of your advisory committee. Thank you for your time and attention

Name and Address of Business

Contact Person's Name, Title and E-mail

APPENDIX V

Planning and Preparing for Meetings

The following are procedures and steps recommended for planning and preparing for an advisory committee meeting:

- Contact committee chair, program supervisor and committee members to coordinate the best days of week and time of day for the meeting. Recommend the possible location for the meeting, contact the school/facility to be used and confirm meeting site.
- Access the M-DCPS Employee Portal and follow the link to meeting announcements to post the meeting in accordance to Sunshine Law, F.S. 286.011 (1), Florida Statutes and School Board Policy 9125.
- Select and arrange meeting site, AV equipment, parking and have school site administrator to alert the security personnel of the facility of the planned meeting.
- Contact chair to develop and finalize agenda.
- Notify program supervisors of agenda items.
- Plan ample time for the duplication, distribution of meeting notices and agendas.
- Email meeting notice, agenda, and map with directions and designating parking at **least two weeks in advance**.
- Secure and have copies of the committee membership for the meeting. Have extra copies of the agenda and supporting documents for the meeting.
- Arrange for principal or designee to welcome guest/group to the school.
- Two days before the meeting, confirm meeting site and all prior arrangements.
- It is highly recommended that you either call or email committee members, speakers and guests the day before the meeting.

Day of Meeting

- Arrive early and have signs to indicate room.
- Check room for any equipment requested, refreshments if possible, arrangement of chairs and tables as appropriate.
- Personally welcome members, guests and instructors.
- Introduce principal or designee to welcome guest/group and thank them for hosting the meeting.
- Maintain a sign in sheet and ensure all present sign in.
- Keep accurate records of what transpired for the minutes; use a recorder to assist if needed.
- Review calendar with the committee to select a tentative date and site for the next meeting.

After the Meeting

- Rearrange meeting room and leave it as it was found
- Secure any equipment and room before leaving.
- Thank meeting site personnel for their hospitality.
- Prepare minutes as soon as possible.
- Use established procedures to finalize and distribute minutes to members of the committee including those that were absent.
- Follow up with program administrators/supervisors on the requests/actions and/or recommendations by the committee.

APPENDIX W

PRODUCTIVE ADVISORY COMMITTEE DOs

DO...

1. Provide advisory committee members with a handbook explaining the purpose, operation, and organization of advisory committees.
2. Send a letter of appointment to each member signed by the chief school administrator or other appropriate person.
3. Keep advisory committee members informed of current and pending legislation affecting Career and Technical Education (Workforce Development).
4. Hold meetings on an organized time schedule and adhere to the schedule.
5. Notify members promptly regarding actions taken as a result of their recommendations.
6. Send each member a letter and an agenda reminding him/her of each meeting at least two weeks in advance of the meeting.
7. Solicit the advice and recommendations of members regarding the effectiveness of the Career and Technical Education (Workforce Development) program and the effectiveness of advisory committee meetings.
8. Establish an informal atmosphere at meetings, and encourage the exchange of ideas.
9. E-Mail each member a copy of the advisory committee minutes as soon as possible after each meeting.
10. Encourage members to visit the school's Career and Technical Education (Workforce Development) programs as often as they can.
11. Avoid having members do unnecessary work details that can be accomplished by the school staff.
12. Have a school representative attend all meetings.
13. File copies of all minutes with the school's administration.

APPENDIX X

ADVISORY COMMITTEE DON'Ts

DON'T...

1. Appoint members without carefully studying their potential contributions to Career and Technical Education (Workforce Development).
2. Schedule meetings at inconvenient times and dates.
3. Hold meetings in uncomfortable facilities.
4. Allow members to become involved in administrative functions.
5. Try to organize the advisory committee without electing appropriate officers (i.e., chair, vice-chair, and secretary).
6. Expect members to attend meetings without giving them prior notice, agenda items, and appropriate background material.
7. Discourage members from learning all they can about the school and its programs.
8. Discourage members from chatting with Career and Technical Education (Workforce Development) students.
9. Influence members in their selection of officers.
10. Appoint members for an indefinite term.
11. Fail to recognize members' contributions to the school and its programs.
12. Fail to replace inactive members.
13. Fail to carefully consider all advisory committee recommendations and promptly inform members of action taken on each recommendation.

APPENDIX Y

APPENDIX Y

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Meeting Announcements

STUDENTS PARENTS EMPLOYEES COMMUNITY

Home
About Us
Contact Us
User Guide
Post a Meeting

Categories

Click on a category to view meetings
(results include meetings from this date forward)

- **All Meetings and Events (1063)**
- **District Advisory Committee Meetings (100)**
Meetings of District staff and/or other advisory groups to which authority has been granted to make recommendations that may result in School Board action.
- **Major District-wide Functions and Events (3)**
Major District events and activities such as conferences, luncheons, banquets, and fairs.
- **Other Meetings for School Site Administrators (8)**
This category includes meetings for school administrators organized by School Operations, other District administration offices and departments, and Regional Centers that do not appear in the category's other categories.
- **Other Meetings for School Site Staff (36)**
This category includes meetings for teachers and other school site staff organized by School Operations, other District administration offices and departments, and Regional Centers that do not appear in the category's other categories.
- **School Board and School Board Committee Meetings (22)**
Meetings of the entire School Board and its committees, as well as meetings chaired or scheduled by a School Board Member.
- **School Meetings (834)**
Educational Excellence School Advisory Councils (EESACs) and other advisory meetings held by schools.

District Office | Committees | Directories | Human Resources
Newsroom | School Board | Schools | Superintendent | Technology

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Meeting Announcements



Friday, November 1, 2019

STUDENTS

PARENTS

EMPLOYEES

COMMUNITY

- Home
- About Us
- Contact Us
- User Guide
- Post a Meeting

Post a Meeting

STEP 1

***Required Information**

Type your employee number and e-mail address. PRESS ENTER to verify employment information.

* Employee Number:

* Birth Month/Year:

* E-Mail Address:

Discover M-DCPS | Committees | Director's | Human Resources

Newsroom | School Board | Schools | Superintendent | Technology

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Meeting Announcements



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- Home
- About Us
- Contact Us
- Dear Q&A
- Post a Meeting

Post a Meeting

STEP 2 *Required Information

If this information is incorrect, click with your work location to update it.

Employee Number:
 Name:
 Work Loc. Name:
 Work Loc. Number:
 Phone:
 E-Mail Address:

Meeting to Post

District Advisory Meeting notices must be received at the Citizen Information Center at least five (5) working days prior to the meeting. The day of posting will count as the first of the five days as long as the notice is posted before 10:00 a.m. The day of the meeting will count as the fifth day if the meeting is held in the evening (after 4:00 p.m.)

Category:

Meeting Date:

Meeting Time:

Meeting End Time (Optional):

School/Dept:

Address and Room:

Subject (255 maximum characters):

Contact Person:

Telephone: -



APPENDIX Z

APPENDIX Z

The School Board of Miami-Dade County Bylaws & Policies

Unless a specific policy has been amended and the date the policy was revised is noted at the bottom of that policy, the Bylaws and Policies of the Miami-Dade County Public Schools were adopted on May 11, 2011 and were in effect beginning July 1, 2011.

2450 - ADULT, POST-SECONDARY CAREER TECHNICAL AND COMMUNITY EDUCATION

A basic and high school continuation program shall be provided as an opportunity for anyone over compulsory school age who is not attending high school in this District. Program procedures are contained in the Adult and Career Technical Education Procedures Handbook.

GED Eligibility

A person who is not at least eighteen (18) years of age may be permitted to take the General Educational Development (GED) tests upon submission of a statement of justification recommended by the Superintendent. The statement of justification shall be based on at least one of the following circumstances:

- A. The candidate justifies a need to be employed that would prevent school attendance.
- B. The candidate is a parent who does not have access to child care.
- C. The candidate justifies health condition(s) that would prevent school attendance.
- D. The candidate desires to enter a vocational program, a college or university or military service.

Postsecondary Programs and Fees

A fee schedule shall be established for students enrolled in adult basic, adult secondary, career technical certificate education, or other adult programs, who are reported for funding through the Workforce Development Education Fund. The Florida legislature annually establishes fees for the adult and career technical education program in accordance with the General Appropriations Act. In addition, provisions are made in this policy for financial aid and fee/tuition waivers, disposition of funds collected, community-based organizations, self-supporting classes, private sector instruction, special textbook or supply items, and capital improvements, technology enhancements or equipping buildings.

Adult and vocational education services are provided to adults in the following areas:

- A. Adult General Education (Adult Secondary and Adult Basic Education)
 1. Students who demonstrate functional literacy skills at/or below the eighth grade level and are studying to achieve literacy.
Tuition is charged to this category of students.
 2. Students earning credit required for a high school diploma and/or preparing for the Test of General Educational Development (GED).
Tuition is charged to this category of students.
 3. Students who have a high school diploma and demonstrate functional literacy skills at/or above

4. No fees are charged to students who are fee exempt based on State law.

Students not counted for funding purposes will be assessed fees equal to, but not exceeding, the cost of providing such programs.

B. Career Technical Education

1. Students enrolled as postsecondary adult vocational certificate pay fees as established by the General Appropriations Act. Additionally, the Board may charge any additional fees authorized by Florida statute or State Board of Education Administrative rule.
2. Students taking adult postsecondary vocational courses for personal or hobby use will pay fees equal to, but not exceeding, the cost of providing such programs.
3. No fees are charged to students who are fee exempt based on State law.

Career Technical Education services provided to students classified as non-resident for tuition purposes as defined in State statute pay fees accordingly.

Financial Aid and Fee/Tuition Waivers

A. Financial Aid

A fee may be assessed to postsecondary adult vocational and adult secondary students to pay in full or in part, the fees of eligible postsecondary adult vocational certificate and adult secondary students with demonstrated financial need. Each center will maintain documentation as required by State Board of Education Administrative Rule.

Students in COE accredited centers who are eligible may utilize financial aid from Federal or State assistance programs. Financial aid information is available through the area technical center counseling offices.

B. Fee/Tuition Waivers

Fee/Tuition waivers may be granted by the principal or designee when necessary to assure an education opportunity for students who have financial needs which cannot be met by existing sources of student financial aid and as authorized by law or rules of the State Board of Education. No fee waivers are allowed for students taking adult vocational classes for strictly personal or hobby use and students identified above.

School Operations will allocate such fee waivers as may be available based upon need and requests of the various adult and area technical centers. Allocations will be made for each fiscal year and when depleted no additional waivers will be granted unless additional funds become available. Annual allocations may not exceed the maximum established annually in the General Appropriations Act.

Each center receiving a fee waiver allocation shall maintain complete documentation as required for each waiver issued.

C. Scholarships

The Board may establish scholarship funds using donations to help students who need financial assistance to pay fees, who are enrolled in adult secondary, adult life-long learning, and postsecondary adult vocational education programs.

D. Deferred Fee/Installment Payments

1. Deferred Fees

Fees for students qualifying for and receiving grants, loans, or scholarships or for whom fees are being paid on their behalf by an employer, association, or governmental agency may be deferred. Students for whom or from whom deferred fees have not been collected by the end of the trimester in which they registered will not be allowed to register for subsequent courses until all financial obligations have been met.

2. Installment Payments

Students in need of installment payments may pay fees for regular courses through an installment payment schedule if they register before the beginning of the course, before the trimester or within twenty-one (21) calendar days of the beginning of the term.

At least 1/3 of the fee must be paid at the time of registration. All fees must be paid no later than the end of the sixth week in the trimester. Fees must be paid in one lump sum when students register on or after twenty-two (22) calendar days after the course or trimester has begun.

Disposition of Fees Collected

- A. All tuition collected will be forwarded to Treasury Management.
- B. All other monies collected at adult education centers shall be properly receipted and deposited directly into the center's internal funds.

Community Based Non-Profit Organizations (CBOs), Public Agencies, and Private Businesses

The District may enter into affiliating agreements with community-based non-profit organizations (CBOs), public agencies, and private businesses that may wish to provide unique classroom or laboratory instruction that will significantly enhance the employment opportunities of students enrolled in these programs.

Private Sector Instruction

Private businesses/agencies may request adult vocational or basic education classes that qualify for Workforce Development Education Funds but do not have sufficient enrollment to support the class/program. The District may cooperate with these businesses/agencies through an agreement approved by the Superintendent where the business/agency will pay the difference between projected workforce Development Education Funds earned and the actual program cost. All other fees applicable in this policy shall be collected prior to the operation of such a class/program.

Self-Supporting Classes

Students enrolling in non-reimbursed classes will pay a fee to cover the cost of instruction. The amount will be variable depending on the expense for offering the course. In all instances, the salaries, fringe benefits, and supplies furnished will be included in the costs.

The Superintendent shall develop and implement administrative procedures to make schools available to citizens of the District for these purposes and to implement this policy.

F.S. 1003.436, 1004.93, 1004.94

Revised 8/2014

© Miami-Dade 2014

APPENDIX AA

APPENDIX AA

MEMORANDUM

IRMA-C/2010-2011#M243
November 18, 2010
305 995-1487

TO: Selected Administrators

FROM: Inaida R. Mendez-Carlays, Assistant Superintendent
Office of Intergovernmental Affairs, Grants Administration, and Community
Engagement

SUBJECT: CERTIFICATION OF COMPLIANCE-CODE OF ETHICS FOR
INDIVIDUALS SERVING ON ADVISORY COMMITTEES (Non-Employees)
OF THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

All prospective and current individuals who are not employees of Miami-Dade County Public Schools and who voluntarily serve on advisory committees for the School Board of Miami-Dade County, Florida, must comply with the applicable provisions of Florida's Code of Ethics, Chapter 112 of the Florida Statutes. In this regard, committee members must acknowledge and sign the attached certification document.

As an administrator listed as the responsible liaison for one or more committees contained in the 10-11 Citizen Participation Groups guide, which can be found on the main page of the Office of Community Engagement (<http://community.dadeschools.net>), you are responsible for insuring compliance with this rule.

Therefore, please address the following steps to bring your committee(s) into compliance no later than December 10, 2010:

1. Distribute the Certification of Compliance form (FM-7208) to all non-employee committee members requesting their completion of the form in blue ink and returned to you no later than December 10, 2010.
2. Organize the forms in a clearly marked file within your office and insure that all appropriate staff know where the file is placed for future review by audits and;
3. Complete the attached Liaison Confirmation form indicating your compliance with the law and return it to Ms. Lisa Thurber, District Director, WL- 9619, Office of Community Engagement, 58AB, Room 202, or Lthurber@dadeschools.net.

Also, according to attached School Board Rule 6Qx13-1B-1.033, if there is a known departure from or violation of these ethical guidelines by a School Board appointee of any advisory committee, you must advise the Board Members' office of such an occurrence.

Questions from any committee member regarding a potential conflict should be addressed directly with the Florida Commission on Ethics and request a formal or informal opinion.

The cooperation with this important policy is appreciated.



IRMG:z
Attachments

cc: Mr. Alberto M. Carvalho
School Board Attorney
Superintendent's Cabinet
Mr. Jose Montes de Oca
Ms. Lisa Thurber

Certification of Compliance Liaison Confirmation

Name of Advisory Committee(s) for which this compliance is being submitted:

Please be advised that all non-employees of the above-listed committees have completed the Certification of Compliance form and they are on file in this office, clearly marked for public inspection.

Name of Person Submitting: _____

Title: _____

Work Location # / Name of Location: _____

Signature: _____ Date: _____

Due no later than December 10, 2010 to
Ms. Lisa Thurber, SBAB Room 202, or Lthurber@dadeschools.net

APPENDIX BB

APPENDIX BB

Select Year: 2010  Go

The 2010 Florida Statutes

Title X	Chapter 112	View Entire Chapter
PUBLIC OFFICERS, EMPLOYEES, AND RECORDS	PUBLIC OFFICERS AND EMPLOYEES: GENERAL PROVISIONS	

112.313 Standards of conduct for public officers, employees of agencies, and local government attorneys.—

(1) **DEFINITION.**—As used in this section, unless the context otherwise requires, the term “public officer” includes any person elected or appointed to hold office in any agency, including any person serving on an advisory body.

(2) **SOLICITATION OR ACCEPTANCE OF GIFTS.**—No public officer, employee of an agency, local government attorney, or candidate for nomination or election shall solicit or accept anything of value to the recipient, including a gift, loan, reward, promise of future employment, favor, or service, based upon any understanding that the vote, official action, or judgment of the public officer, employee, local government attorney, or candidate would be influenced thereby.

(3) **DOING BUSINESS WITH ONE'S AGENCY.**—No employee of an agency acting in his or her official capacity as a purchasing agent, or public officer acting in his or her official capacity, shall either directly or indirectly purchase, rent, or lease any realty, goods, or services for his or her own agency from any business entity of which the officer or employee or the officer's or employee's spouse or child is an officer, partner, director, or proprietor or in which such officer or employee or the officer's or employee's spouse or child, or any combination of them, has a material interest. Nor shall a public officer or employee, acting in a private capacity, rent, lease, or sell any realty, goods, or services to the officer's or employee's own agency, if he or she is a state officer or employee, or to any political subdivision or any agency thereof, if he or she is serving as an officer or employee of that political subdivision. The foregoing shall not apply to district offices maintained by legislators when such offices are located in the legislator's place of business or when such offices are on property wholly or partially owned by the legislator. This subsection shall not affect or be construed to prohibit contracts entered into prior to:

- (a) October 1, 1975.
- (b) Qualification for elective office.
- (c) Appointment to public office.
- (d) Beginning public employment.

(4) **UNAUTHORIZED COMPENSATION.**—No public officer, employee of an agency, or local government attorney or his or her spouse or minor child shall, at any time, except any compensation, payment, or thing of value when such public officer, employee, or local government attorney knows, or, with the exercise of reasonable care, should know, that it was given to influence a vote or other action in which the officer, employee, or local government attorney was expected to participate in his or her official capacity.

(5) **SALARY AND EXPENSES.**—No public officer shall be prohibited from voting on a matter affecting his or her salary, expenses, or other compensation as a public officer, as provided by law. No local government attorney shall be prevented from considering any matter affecting his or her salary, expenses, or other compensation as the local government attorney, as provided by law.

(6) **MISUSE OF PUBLIC POSITION.**—No public officer, employee of an agency, or local government attorney shall corruptly use or attempt to use his or her official position or any property or resource which may be within his or her trust, or perform his or her official duties, to secure a special privilege, benefit, or exemption for himself, herself, or others. This section shall not be construed to conflict with s. 104.21.

(7) **CONFLICTING EMPLOYMENT OR CONTRACTUAL RELATIONSHIP.**—

(a) No public officer or employee of an agency shall have or hold any employment or contractual relationship with any business entity or any agency which is subject to the regulation of, or is doing business with, an agency of which he or she is an officer or employee, excluding those organizations and their officers who, when acting in their official capacity, enter into or negotiate a collective bargaining contract with the state or any municipality, county, or other political subdivision of the state; nor shall an officer or employee of an agency have or hold any employment or contractual relationship that will create a continuing or frequently recurring conflict between his or her private interests and the performance of his or her public duties or that would impede the full and faithful discharge of his or her public duties.

1. When the agency referred to is that certain kind of special tax district created by general or special law and is limited specifically to constructing, maintaining, managing, and financing improvements in the land area over which the agency has jurisdiction, or when the agency has been organized pursuant to chapter 298, then employment with, or entering into a contractual relationship with, such business entity by a public officer or employee of such agency shall not be prohibited by this subsection or be deemed a conflict per se. However, conduct by such officer or employee that is prohibited by, or otherwise frustrates the intent of, this section shall be deemed a conflict of interest in violation of the standards of conduct set forth by this section.

2. When the agency referred to is a legislative body and the regulatory power over the business entity resides in another agency, or when the regulatory power which the legislative body exercises over the business entity or agency is strictly through the enactment of laws or ordinances, then employment or a contractual relationship with such business entity by a public officer or employee of a legislative body shall not be prohibited by this subsection or be deemed a conflict.

(b) This subsection shall not prohibit a public officer or employee from practicing in a particular profession or occupation when such practice by persons holding such public office or employment is required or permitted by law or ordinance.

(8) **DISCLOSURE OR USE OF CERTAIN INFORMATION.**—A current or former public officer, employee of an agency, or local government attorney may not disclose or use information not available to members of the general public and gained by reason of his or her official position, except for information relating exclusively to governmental practices, for his or her personal gain or benefit or for the personal gain or benefit of any other person or business entity.

(9) **POSTEMPLOYMENT RESTRICTIONS; STANDARDS OF CONDUCT FOR LEGISLATORS AND LEGISLATIVE EMPLOYEES.**—

(a)1. It is the intent of the Legislature to implement by statute the provisions of s. 8(e), Art. II of the State Constitution relating to legislators, statewide elected officers, appointed state officers, and

6. This paragraph is not applicable to:
- a. A person employed by the Legislature or other agency prior to July 1, 1989;
 - b. A person who was employed by the Legislature or other agency on July 1, 1989, whether or not the person was a defined employee on July 1, 1989;
 - c. A person who was a defined employee of the State University System or the Public Service Commission who held such employment on December 31, 1994;
 - d. A person who has reached normal retirement age as defined in s. 121.021(29), and who has retired under the provisions of chapter 121 by July 1, 1991; or
 - e. Any appointed state officer whose term of office began before January 1, 1995, unless reappointed to that office on or after January 1, 1995.

(b) In addition to the provisions of this part which are applicable to legislators and legislative employees by virtue of their being public officers or employees, the conduct of members of the Legislature and legislative employees shall be governed by the ethical standards provided in the respective rules of the Senate or House of Representatives which are not in conflict herewith.

(10) EMPLOYEES HOLDING OFFICE.—

(a) No employee of a state agency or of a county, municipality, special taxing district, or other political subdivision of the state shall hold office as a member of the governing board, council, commission, or authority, by whatever name known, which is his or her employer while, at the same time, continuing as an employee of such employer.

(b) The provisions of this subsection shall not apply to any person holding office in violation of such provisions on the effective date of this act. However, such a person shall surrender his or her conflicting employment prior to seeking reelection or accepting reappointment to office.

(11) PROFESSIONAL AND OCCUPATIONAL LICENSING BOARD MEMBERS.—No officer, director, or administrator of a Florida state, county, or regional professional or occupational organization or association, while holding such position, shall be eligible to serve as a member of a state examining or licensing board for the profession or occupation.

(12) EXEMPTION.—The requirements of subsections (3) and (7) as they pertain to persons serving on advisory boards may be waived in a particular instance by the body which appointed the person to the advisory board, upon a full disclosure of the transaction or relationship to the appointing body prior to the waiver and an affirmative vote in favor of waiver by two-thirds vote of that body. In instances in which appointment to the advisory board is made by an individual, waiver may be effected, after public hearing, by a determination by the appointing person and full disclosure of the transaction or relationship by the appointee to the appointing person. In addition, no person shall be held in violation of subsection (3) or subsection (7) if:

(a) Within a city or county the business is transacted under a rotation system whereby the business transactions are rotated among all qualified suppliers of the goods or services within the city or county.

(b) The business is awarded under a system of sealed, competitive bidding to the lowest or best bidder and:

1. The official or the official's spouse or child has in no way participated in the determination of the bid specifications or the determination of the lowest or best bidder;
2. The official or the official's spouse or child has in no way used or attempted to use the official's influence to persuade the agency or any personnel thereof to enter such a contract other than by the mere submission of the bid; and
3. The official, prior to or at the time of the submission of the bid, has filed a statement with the

Commission on Ethics, if the official is a state officer or employee, or with the supervisor of elections of the county in which the agency has its principal office, if the official is an officer or employee of a political subdivision, disclosing the official's interest, or the interest of the official's spouse or child, and the nature of the intended business.

(c) The purchase or sale is for legal advertising in a newspaper, for any utilities service, or for passage on a common carrier.

(d) An emergency purchase or contract which would otherwise violate a provision of subsection (3) or subsection (7) must be made in order to protect the health, safety, or welfare of the citizens of the state or any political subdivision thereof.

(e) The business entity involved is the only source of supply within the political subdivision of the officer or employee and there is full disclosure by the officer or employee of his or her interest in the business entity to the governing body of the political subdivision prior to the purchase, rental, sale, leasing, or other business being transacted.

(f) The total amount of the transactions in the aggregate between the business entity and the agency does not exceed \$500 per calendar year.

(g) The fact that a county or municipal officer or member of a public board or body, including a district school officer or an officer of any district within a county, is a stockholder, officer, or director of a bank will not bar such bank from qualifying as a depository of funds coming under the jurisdiction of any such public board or body, provided it appears in the records of the agency that the governing body of the agency has determined that such officer or member of a public board or body has not favored such bank over other qualified banks.

(h) The transaction is made pursuant to s. 1004.22 or s. 1004.23 and is specifically approved by the president and the chair of the university board of trustees. The chair of the university board of trustees shall submit to the Governor and the Legislature by March 1 of each year a report of the transactions approved pursuant to this paragraph during the preceding year.

(i) The public officer or employee purchases in a private capacity goods or services, at a price and upon terms available to similarly situated members of the general public, from a business entity which is doing business with his or her agency.

(j) The public officer or employee in a private capacity purchases goods or services from a business entity which is subject to the regulation of his or her agency and:

1. The price and terms of the transaction are available to similarly situated members of the general public; and
2. The officer or employee makes full disclosure of the relationship to the agency head or governing body prior to the transaction.

(13) COUNTY AND MUNICIPAL ORDINANCES AND SPECIAL DISTRICT AND SCHOOL DISTRICT RESOLUTIONS REGULATING FORMER OFFICERS OR EMPLOYEES.—The governing body of any county or municipality may adopt an ordinance and the governing body of any special district or school district may adopt a resolution providing that an appointed county, municipal, special district, or school district officer or a county, municipal, special district, or school district employee may not personally represent another person or entity for compensation before the government body or agency of which the individual was an officer or employee for a period of 2 years following vacation of office or termination of employment, except for the purposes of collective bargaining. Nothing in this section may be construed to prohibit such ordinance or resolution.

(14) LOBBYING BY FORMER LOCAL OFFICERS; PROHIBITION.—A person who has been elected to any

county, municipal, special district, or school district office may not personally represent another person or entity for compensation before the government body or agency of which the person was an officer for a period of 2 years after vacating that office. For purposes of this subsection:

(a) The "government body or agency" of a member of a board of county commissioners consists of the commission, the chief administrative officer or employee of the county, and their immediate support staff.

(b) The "government body or agency" of any other county elected officer is the office or department headed by that officer, including all subordinate employees.

(c) The "government body or agency" of an elected municipal officer consists of the governing body of the municipality, the chief administrative officer or employee of the municipality, and their immediate support staff.

(d) The "government body or agency" of an elected special district officer is the special district.

(e) The "government body or agency" of an elected school district officer is the school district.

(13) **ADDITIONAL EXEMPTION.**—No elected public officer shall be held in violation of subsection (7) if the officer maintains an employment relationship with an entity which is currently a tax-exempt organization under s. 501(c) of the Internal Revenue Code and which contracts with or otherwise enters into a business relationship with the officer's agency and:

(a) The officer's employment is not directly or indirectly compensated as a result of such contract or business relationship;

(b) The officer has in no way participated in the agency's decision to contract or to enter into the business relationship with his or her employer, whether by participating in discussion at the meeting, by communicating with officers or employees of the agency, or otherwise; and

(c) The officer abstains from voting on any matter which may come before the agency involving the officer's employer, publicly states to the assembly the nature of the officer's interest in the matter from which he or she is abstaining, and files a written memorandum as provided in s. [112.3143](#).

(14) **LOCAL GOVERNMENT ATTORNEYS.**—

(a) For the purposes of this section, "local government attorney" means any individual who routinely serves as the attorney for a unit of local government. The term shall not include any person who renders legal services to a unit of local government pursuant to contract limited to a specific issue or subject, to specific litigation, or to a specific administrative proceeding. For the purposes of this section, "unit of local government" includes, but is not limited to, municipalities, counties, and special districts.

(b) It shall not constitute a violation of subsection (3) or subsection (7) for a unit of local government to contract with a law firm, operating as either a partnership or a professional association, or in any combination thereof, or with a local government attorney who is a member of or is otherwise associated with the law firm, to provide any or all legal services to the unit of local government, so long as the local government attorney is not a full-time employee or member of the governing body of the unit of local government. However, the standards of conduct as provided in subsections (7), (4), (5), (6), and (8) shall apply to any person who serves as a local government attorney.

(c) No local government attorney or law firm in which the local government attorney is a member, partner, or employee shall represent a private individual or entity before the unit of local government to which the local government attorney provides legal services. A local government attorney whose contract with the unit of local government does not include provisions that authorize or mandate the use of the law firm of the local government attorney to complete legal services for the unit of local government shall not recommend or otherwise refer legal work to that attorney's law firm to be

completed for the unit of local government.

(17) **BOARD OF GOVERNORS AND BOARDS OF TRUSTEES.**—No citizen member of the Board of Governors of the State University System, nor any citizen member of a board of trustees of a local constituent university, shall have or hold any employment or contractual relationship as a legislative lobbyist requiring annual registration and reporting pursuant to s. 11,045.

History.—s. 3, ch. 87-489; s. 2, ch. 89-323; ss. 10, 25, ch. 89-106; s. 3, ch. 74-177; ss. 4, 11, ch. 75-208; s. 1, ch. 77-174; s. 1, ch. 77-349; s. 4, ch. 82-90; s. 2, ch. 83-26; s. 6, ch. 83-282; s. 14, ch. 85-80; s. 12, ch. 86-145; s. 1, ch. 88-358; s. 1, ch. 88-408; s. 3, ch. 90-502; s. 3, ch. 91-85; s. 4, ch. 91-292; s. 1, ch. 92-35; s. 1, ch. 94-277; s. 1406, ch. 95-147; s. 3, ch. 96-311; s. 34, ch. 96-318; s. 41, ch. 99-2; s. 29, ch. 2001-244; s. 30, ch. 2002-1; s. 894, ch. 2002-387; s. 2, ch. 2005-285; s. 2, ch. 2006-273; s. 10, ch. 2007-217.

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**CERTIFICATION OF COMPLIANCE WITH FLORIDA'S
CODE OF ETHICS FOR INDIVIDUALS SERVING ON ADVISORY
COMMITTEES (NON-EMPLOYEE) OF THE SCHOOL BOARD OF MIAMI-DADE
COUNTY, FLORIDA**

DUTIES OF PUBLIC OFFICERS:

All prospective and current individuals who are not employees of the Miami-Dade County Public Schools and who voluntarily serve on advisory committees for the School Board of Miami-Dade County, Florida understand that as a committee member they are public officers who must comply with the applicable provisions of Florida's Code of Ethics, Chapter 112 of the Florida Statutes. These committee members also agree to conduct themselves in accordance with the highest ethical principles in the course of participating in School Board related activities. Committee members further agree to, at all times, act in the best interests of Miami-Dade County Public Schools, the education of its students and the community, and to avoid conflicts of interests. In this regard, committee members acknowledge and understand the following:

A member of a committee shall not corruptly use or attempt to use his or her official position or any property or resource which may be within his or her trust, or perform his or her official duties, to secure a special privilege, benefit, or exemption for himself, herself, or others.

SOLICITATION OR ACCEPTANCE OF GIFTS:

A member of a committee shall not solicit, nor accept anything of value, including a gift, loan, reward, promise of future employment, favor, or service, based upon any understanding that the vote by the committee member, official action, or judgment of the committee member would be influenced by said gift, loan, reward, promise of future employment, favor, or service.

A member of a committee shall not, or his or her spouse or minor child, at any time, accept any compensation, payment, or thing of value when such committee member knows, or, with the exercise of reasonable care, should know, that it was given to influence a vote or other action in which the committee member was expected to participate in his or her official capacity.

DISCLOSURE OF CONFIDENTIAL INFORMATION:

A member of a committee may not disclose or use information not available to members of the general public and gained by reason of his or her official position, except for information relating exclusively to governmental practices, for his or her personal gain or benefit or for the personal gain or benefit of any other person or business entity.

CONTRACTUAL RELATIONSHIPS:

A member of a committee shall not have, or hold any employment or contractual relationship with any business entity or any agency which is subject to the regulation of, or is doing business with, an agency of which he or she is an officer or employee, nor shall a committee member have or hold any employment or contractual relationship that will create a continuing or frequently recurring conflict between his or her private interests and the performance of his or her public duties or that would impede the full and faithful discharge of his or her public duties.

VOTING REQUIREMENTS:

A member of a committee who is present at his or her respective committee meeting at which an official decision, ruling, or other official act is to be taken or adopted may not abstain from voting in regard to any such decision, ruling, or act; and a vote shall be recorded or counted for each such member present, except where, with respect to any such member, there is, or appears to be, a possible conflict of interest as explained herein.

CONFLICT OF INTEREST:

A member of a committee shall not vote in an official capacity upon any measure which would inure to his or her special private gain or loss; which he or she knows would inure to the special private gain or loss of any principal by whom he or she is retained or to the parent organization or subsidiary of a corporate principal by which he or she is retained, or which he or she knows would inure to the special private gain or loss of a relative or business associate of the committee member. Such committee member shall, prior to the vote being taken, publicly state to the assembly the nature of the member's interest in the matter from which he or she is abstaining from voting and, within 15 days after the vote occurs, disclose the nature of his or her interest as a public record in a memorandum filed with the person responsible for recording the minutes of the meeting, who shall incorporate the memorandum in the minutes.

Any committee member who has a question regarding a potential conflict of interest should contact the Florida Commission of Ethics and request a formal or informal opinion, whichever is more appropriate, on the matter.

CERTIFICATION

I hereby declare that I have read and understood the foregoing and that I agree to abide by the requirements set forth herein.

Name (Print): _____

Signature: _____

Date: _____

Serving on: . . .

Committee

APPENDIX CC

Advisory Committees - Applicability of the Sunshine Law and the Code of Ethics

The School Board has asked that the Attorney's Office prepare an explanation of the Florida Sunshine Law as it applies to advisory committees. In researching the subject and in discussions with advisory committee members, it was found that considerable misunderstanding exists not only as to the requirements of the Sunshine Law, but also with respect to certain provisions of the statutory Code of Ethics for Public Officers and Employees which affect advisory bodies. This memorandum will address both of these subjects; you may wish to distribute copies to the relevant committees and to responsible administrators. This memorandum supersedes a previous memorandum dated September 27, 1985, which should no longer be used.

I. THE FLORIDA SUNSHINE LAW

The core provision of the Sunshine Law, Sec. 285.011 (1), Florida Statutes, reads as follows:

"All meetings of any board or commission of any state agency or authority of any agency or authority of any county, municipal corporation, or political subdivision, except as otherwise provided in the Constitution, at which official acts are to be taken are declared to be public meetings open to the public at all times, and no resolution, rule, or formal action shall be considered binding except as taken or made at such meeting."

While this language does not include advisory bodies as such, the case law from the Florida Supreme Court and other appellate courts leaves no doubt that advisory committees to public agencies are covered by the Sunshine Law. Judicial interpretation of the law has been extensive and expensive, and has tended to apply the Sunshine Law requirements to "every step in the decision-making process" of an agency.

There are some exceptions and some areas of uncertainty. In the guidelines which follow, we are considering all committees established by the School Board or appointed pursuant to Board authority to act in an advisory capacity to the Board. More difficult questions arise concerning the application of the Sunshine Law to committees appointed by the Superintendent, as the chief executive officer of the school system, and this memorandum does not attempt to discuss these problems.

A. Substantive Provisions of the Law

The substantive requirements of the Sunshine Law may be summarized as follows:

- 1. All meetings must be open to the public**

2. Minutes of each meeting must be promptly recorded and open to public inspection.
3. Meetings may not be held at any location which discriminates on the basis of sex, age, race, creed, color, origin, or economic status or which operates in such a manner as to unreasonably restrict public access to such a facility.
4. There are no exemptions or exceptions for "briefing sessions, workshop meetings, informal discussions" or other meetings, no matter what they may be called.
5. No two or more members of a committee may meet and discuss any matter on which foreseeable action will be taken by the committee.
6. The law provides severe sanctions and penalties in the event of violations by a committee or by individual members. Upon proof, a court can invalidate a committee action taken in violation of the Sunshine Law, assess attorneys fees against the School Board and against committee members, and impose criminal penalties against committee members.

B. Procedural Requirements of the Law

1. While not found in the text of the Sunshine Law, judicial interpretation requires that reasonable notice of meetings be given to the public. "Notice" should include the date, time, and place of the meeting, and an agenda or list of subjects to be considered, if available. The notice should be given within a reasonable period in advance of the meeting, should be posted in areas where interested members of the public would expect to look, and should be given to the media by press releases or by telephone. Advertisements in the media would be best but are probably not mandatory.
2. Published or posted notices should include the following legend:

IF A PERSON WISHES TO APPEAL ANY DECISION MADE WITH RESPECT TO ANY MATTER CONSIDERED AT THIS MEETING (HEARING), SUCH A PERSON SHOULD INSURE THE PREPARATION OF A VERBATIM RECORD OF THE PROCEEDINGS, INCLUDING THE TESTIMONY AND EVIDENCE UPON WHICH THE APPEAL IS TO BE BASED.
3. The law requires that a vote "shall be recorded or counted" for each member present at a meeting. This does not require a roll call vote on every subject; therefore, voting by "ayes" and "nays" is permissible. Voting by code or secret ballot is not permissible.

The 2010 Florida Statutes

[Title XXX](#) [Chapter 286](#) [View Entire Chapter](#)
PUBLIC BUSINESS PUBLIC BUSINESS: MISCELLANEOUS PROVISIONS

286.011 Public meetings and records; public inspection; criminal and civil penalties.—

(1) All meetings of any board or commission of any state agency or authority or of any agency or authority of any county, municipal corporation, or political subdivision, except as otherwise provided in the Constitution, at which official acts are to be taken are declared to be public meetings open to the public at all times, and no resolution, rule, or formal action shall be considered binding except as taken or made at such meeting. The board or commission must provide reasonable notice of all such meetings.

(2) The minutes of a meeting of any such board or commission of any such state agency or authority shall be promptly recorded, and such records shall be open to public inspection. The circuit courts of this state shall have jurisdiction to issue injunctions to enforce the purposes of this section upon application by any citizen of this state.

(3)(a) Any public officer who violates any provision of this section is guilty of a noncriminal infraction, punishable by fine not exceeding \$500.

(b) Any person who is a member of a board or commission or of any state agency or authority of any county, municipal corporation, or political subdivision who knowingly violates the provisions of this section by attending a meeting not held in accordance with the provisions hereof is guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083.

(c) Conduct which occurs outside the state which would constitute a knowing violation of this section is a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083.

(4) Whenever an action has been filed against any board or commission of any state agency or authority or any agency or authority of any county, municipal corporation, or political subdivision to enforce the provisions of this section or to invalidate the actions of any such board, commission, agency, or authority, which action was taken in violation of this section, and the court determines that the defendant or defendants to such action acted in violation of this section, the court shall assess a reasonable attorney's fee against such agency, and may assess a reasonable attorney's fee against the individual filing such an action if the court finds it was filed in bad faith or was frivolous. Any fees so assessed may be assessed against the individual member or members of such board or commission; provided, that in any case where the board or commission seeks the advice of its attorney and such advice is followed, no such fees shall be assessed against the individual member or members of the board or commission. However, this subsection shall not apply to a state attorney or his or her duly authorized assistants or any officer charged with enforcing the provisions of this section.

(5) Whenever any board or commission of any state agency or authority or any agency or authority of any county, municipal corporation, or political subdivision appeals any court order which has found said board, commission, agency, or authority to have violated this section, and such order is affirmed, the court shall assess a reasonable attorney's fee for the appeal against such board, commission, agency, or

authority. Any fees so assessed may be assessed against the individual member or members of such board or commission; provided, that in any case where the board or commission seeks the advice of its attorney and such advice is followed, no such fees shall be assessed against the individual member or members of the board or commission.

(6) All persons subject to subsection (1) are prohibited from holding meetings at any facility or location which discriminates on the basis of sex, age, race, creed, color, origin, or economic status or which operates in such a manner as to unreasonably restrict public access to such a facility.

(7) Whenever any member of any board or commission of any state agency or authority or any agency or authority of any county, municipal corporation, or political subdivision is charged with a violation of this section and is subsequently acquitted, the board or commission is authorized to reimburse said member for any portion of his or her reasonable attorney's fees.

(8) Notwithstanding the provisions of subsection (1), any board or commission of any state agency or authority or any agency or authority of any county, municipal corporation, or political subdivision, and the chief administrative or executive officer of the governmental entity, may meet in private with the entity's attorney to discuss pending litigation to which the entity is presently a party before a court or administrative agency, provided that the following conditions are met:

(a) The entity's attorney shall advise the entity at a public meeting that he or she desires advice concerning the litigation.

(b) The subject matter of the meeting shall be confined to settlement negotiations or strategy sessions related to litigation expenditures.

(c) The entire session shall be recorded by a certified court reporter. The reporter shall record the times of commencement and termination of the session, all discussion and proceedings, the names of all persons present at any time, and the names of all persons speaking. No portion of the session shall be off the record. The court reporter's notes shall be fully transcribed and filed with the entity's clerk within a reasonable time after the meeting.

(d) The entity shall give reasonable public notice of the time and date of the attorney-client session and the names of persons who will be attending the session. The session shall commence at an open meeting at which the persons chairing the meeting shall announce the commencement and estimated length of the attorney-client session and the names of the persons attending. At the conclusion of the attorney-client session, the meeting shall be reopened, and the person chairing the meeting shall announce the termination of the session.

(e) The transcript shall be made part of the public record upon conclusion of the litigation.

History.—s. 1, ch. 87-254; s. 189, ch. 71-134; s. 1, ch. 79-368; s. 6, ch. 85-301; s. 33, ch. 91-234; s. 1, ch. 93-232; s. 210, ch. 95-148; s. 1, ch. 95-323.

APPENDIX DD

APPENDIX DD

MIAMI NORTHWESTERN -

Automotive Service Technology

About the Automotive Program...

Mission Statement:

The Automotive Service Technology Program is a part of the School of Services Academy at Miami Northwestern Senior High School which strives to provide its students with the knowledge and skills needed to diagnose and repair today's complex vehicles. The Automotive industry has a need for skilled technicians in order to fulfill today's demands more than ever before, many prospective automotive students entering the industry have not only enjoyed success but also achieved financial goals through hard work, a never ending thirst for knowledge and ASE Certifications. Our Program has been certified by NATEF in all 8 areas of training since 2007.

MIAMI NORTHWESTERN SENIOR - HOME OF THE BLUE BULL

The Program:

The Automotive Service facility is equipped to provide students with the hands-on training paired with the academic strength necessary in order to achieve success in this field. As part of the training, students perform exciting learning activities on donated vehicles and/or on MDCPS employee vehicles, this not only exposes the students to different vehicle manufacturers, their particular vehicles and systems but it also gives the students an added advantage of learning how to interact with customers, properly complete repair orders, quote parts, calculate taxes and totals, proper fluid disposal, environmental hazards as well as proper safety and health practices – useful skills that can be applied throughout a student's career and life.

The book used in the course will be Modern Automotive Technology, 7th Edition by James E. Duffy - 2009, as well as specific ASE preparation guides in order to maximize learning gains; projects and power point presentations are also a useful tool for expanding knowledge.

ASE Certification:

ASE (Automotive Service Excellence) is an entity that was established in the early 70's to help not only customers but also Automotive Repair facility owners to identify competent technicians. ASE's mission is to improve the quality of vehicle repair and service through the testing and verification of repair and service professionals.

Prospective candidates register for and take one or more of ASE's 40-plus

exams. The tests are grouped into specialties for automobile, medium/heavy truck, truck equipment, school bus, and collision repair technicians as well as engine machinists, alternate fuels technicians, parts specialists, auto service consultants, and collision damage estimators - The tests are no cinch to pass; approximately one out of three test takers fails.

Upon passing at least one exam and after providing proof of two years of relevant work experience, the test taker becomes ASE certified. Certification, however, is not for life. To remain certified, those with ASE credentials must be retested every five years.

ASE-certified professionals usually wear blue and white ASE insignia and carry credentials listing their exact areas of expertise (brakes, engine repair, etc.), while employers often display their technicians' credentials in the customer waiting area.

Job Placement:


Upon entering the 11th grade students who have met their graduation requirements may be eligible to be placed into the OJT (On Job Training) program which will allow them to complete part of their training on a local dealership, independent repair facility or parts supplier store. The student must be able to handle the responsibilities of School, maintain passing grades in all their classes as well. Their employment as grades will be awarded upon a combination of assessments, class work as well as good employment practices such as punctuality and attendance to their respective worksite.

The Instructor:

Mr. F. Ferreira has been in the field for over 10 years having taken an Automotive Service Technology course himself while attending Southwest Miami High School. Upon graduation in he worked for an independent repair facility and a local Lexus dealership. He is certified in all 8 areas of ASE and has been teaching at Miami Northwestern since 2006.

RELATED FILES

 [2010-11 Curriculum Frameworks \(doc file\)](#)
2010-11 Curriculum Frameworks

 [File HOW TO SET UP YOUR NOTEBOOK \(wab\).doc \(doc file\)](#)
How to set up your Notebook

 [File Class Rules.doc \(doc file\)](#)
Automotive Class RULES

 [File Shop Rules.doc \(doc file\)](#)
Automotive Shop Rules

 [File 2009-10 Safety Contract.doc \(doc file\)](#)

Shop **Safety Contract**

 **File Goal setting for automotive students.doc (doc file)**
Automotive Course goal setting form

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Miami NorthDade - Automotive Supply Technology
Miami Dade County Public Schools
1100 NW 73rd Street
Miami, FL 33150
Ph: 305.826.0991 - For direct Automotive information please dial 2872

SCHOOL WORLD
Teacher Website @ www.schoolworld.com

APPENDIX EE

APPENDIX EE

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Florida Department of Education

Career and Adult Education

Career and Technical Education Programs

Curriculum Frameworks

The Division of Career and Adult Education publishes the curriculum frameworks aligned to the Career Clusters delineated by the U.S. Department of Education. The Career Cluster frameworks pages also contain links to Community College AS/AAS and CCC frameworks. To determine in which cluster a particular program is assigned, you may view an alphabetical list of all [Secondary/PSAV CTE programs \(RTF, 3MB\)](#) or [AS/AAS/CCC programs \(RTF, 3MB\)](#).

Academic Year 2014/2015 Curriculum Frameworks By Career Cluster

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, AV Technology & Communication](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Energy](#)
- [Engineering & Technology Education](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety & Security](#)
- [Manufacturing](#)
- [Marketing, Sales & Service](#)
- [Science, Technology, Engineering & Mathematics \(STEM\)](#)
- [Transportation, Distribution & Logistics](#)
- [Additional CTE Programs/Courses](#)
 - [Diversified Education](#)
 - [Instructional Support Services \(Special Needs\)](#)
 - [Other Vocational Programs](#)
 - [M/J Exploratory Career Education Wheel](#)
 - [Technical Systems and Applications](#)

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Related Documents

- [Alphabetical List of 2014-15 Secondary/PSAV Programs \(RTF, 3MB\)](#)
- [Alphabetical List of 2014-15 AS/AAS/CCC/ATD Programs \(RTF, 3MB\)](#)
- [Apprenticeship Programs - 2014-2015 \(RTF, 138KB\)](#)

- [Articulation Agreements - Statewide](#)
- [Basic Skills and Licensure Exemption List - 2014-2015 \(RTF, 2MB\)](#)
- [Basic Skills Exemption Request Form \(RTF, 71KB\)](#)
- [CC and Tech Center MIS Reporting & Non-traditional Codes](#)
- [Change Document - CTE 2014-15 \(RTF, 2MB\)](#)
- [Change Document - CTE 2013-14 \(RTF, 2MB\)](#)
- [COE Matrix \(Excel, 1004KB\)](#)
- [COE Matrix Change Request Form \(RTF, 85KB\)](#)
- [Comprehensive Course Table \(CCT\)](#)
- [Cooperative Education Manual \(PDF, 1MB\)](#)
- [Course Code Directory](#)
- [CTE Essential Skills](#)
- [CTE Course Level 3 Rubric \(PDF, 21KB\)](#)
- [Curriculum Framework Statutory Reference](#)
- [Florida Standards & Benchmarks Design Guide \(RTF, 301KB\)](#)
- [New Program Request Form \(PDF, 55KB\)](#)
- [Practical Arts CTE Courses \(2014-15\) \(PDF, 206KB\)](#)
- [Program Length Document \(CC\) - 2014-15 \(RTF, 3MB\)](#)
- [Program Length Document \(PSAV\) - 2014-15 \(RTF, 6MB\)](#)
- [SCNS Matrix - 2014-15 \(Excel, 242KB\)](#)
- [SCNS Matrix - 2013-14 \(Excel, 35MB\)](#)
- [State CTE Plan for Youth in Juvenile Commitment](#)
- [Teacher CTE Certifications \(Excel, 1MB\)](#)
- [Differentiated Accountability Intervene Process Tools](#)
 - [Classroom Visitation Checklist \(PDF, 72KB\)](#)
 - [Classroom Behaviors Worksheet \(PDF, 25KB\)](#)
 - [CTE Program Evaluation \(PDF, 130KB\)](#)
 - [Program Evaluation Pre-Visit Resources \(PDF, 53KB\)](#)

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Academic Year 2013/2014 Frameworks By Career Cluster

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- [Architecture & Construction](#)
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- [Business, Management & Administration](#)
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Adult Education Instructional Resources

- [Standards and Curriculum Frameworks](#)

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APPENDIX FF

APPENDIX HH

The School Board of Miami-Dade County Bylaws & Policies

Unless a specific policy has been amended and the date the policy was revised is noted at the bottom of that policy, the Bylaws and Policies of the Miami-Dade County Public Schools were adopted on May 11, 2011 and were in effect beginning July 1, 2011.

9125 - NOTICE OF DISTRICT ADVISORY COMMITTEE MEETINGS

The Superintendent and administrative staff are encouraged to provide for the creation of appropriate organizations such as councils, cabinets, and committees that will foster communication with the community, parents, and staff and support the District's objectives.

All District advisory committee and sub-committee meetings shall be held in open public sessions and all materials made in connection with official business of these meetings and not exempt from disclosure pursuant to Florida statutes are open for public inspection, pursuant to Florida's Government-in-the-Sunshine and Public Records Laws, F.S. Chapters 286.011 and 118. School Board members shall have the right to attend and may participate in any School District advisory committee meeting.

District advisory committees, attendance boundary committees, Educational Excellence School Advisory Councils (EESACs), Board committees, and all other committees that advise the Board are to use the following procedures for publication and posting of the District's meeting announcements.

A notice of a meeting at a location other than the Board Administration Building (BAB) must be posted in a public area, such as a school lobby, where interested persons will see it at least five (5) working days before the meeting is to take place. All District advisory meetings and sub-committee meetings must be posted electronically to the Board's Citizen Information Center at least five (5) working days prior to the meeting. A District-recognized holiday or recess will not count as one (1) of the five (5) days. The day of posting will count as the first of the five (5) days so long as the notice is posted before 10 a.m. The day of the meeting will count as the fifth day if the meeting is held after 4:30 p.m. The notice must reference the meeting's subject. If one exists, a copy of the agenda for the meeting must be provided to the Board's Citizen Information Center (BAB Room 136, FAX 305-995-1161, Work Location No. 9043).

Procedures for posting notices of meetings can be found in the User Guide at <http://handbooks@midedschools.net>

Postponed or Cancelled Meetings

If a meeting has been advertised but cannot be held and must be cancelled due to circumstances beyond the District's control (i.e., act of God or force majeure war, labor strike, or extreme weather), the re-notice of the meeting shall only require forty-eight (48) hours notice for the meeting.

Cancellations of meetings must also be posted. To cancel a meeting, locate the meeting on the District's web site, and use the password provided at the time of posting. Upon receipt of the e-mail confirming cancellation, the hardcopy of the notice of cancellation should be printed and used to replace or cover the original meeting announcement at the work location.

Additional Requirements

- A. Minutes of all meetings must be kept.
- B. The following statement should appear on every notice of a meeting: "If a person wishes to appeal

should ensure the preparation of a verbatim record of the proceedings including the testimony and evidence upon which the appeal is to be based."

- C. Committee should conduct some form of vote on all substantive issues that are to be recommended to the Board.
- D. No meeting may be held at any facility or location that discriminates on the basis of sex, race, color, religion, ethnic or national origin, political beliefs, marital status, age, gender, gender identification, sexual orientation, social and family background, linguistic preference, disability, or economic status or that operates in such a manner as to unreasonably restrict public access to such a facility.
- E. The following access statement must appear on every notice of a meeting:
"If you have a disability that requires an accommodation, you may call the individual listed as the Contact Person for the above-posted meeting or call the Telecommunications Device for the Deaf (TDD) at (305) 995-2400. Requests for accommodations or assistance must be made at least forty-eight (48) hours in advance. For special equipment (chair lifts, special wheel chairs, etc.) or other special assistance, such as a sign language interpreter or meeting materials, the request for assistance must be made at least five (5) days in advance." Should you have any questions or concerns regarding compliance with the Americans with Disabilities Act (ADA), you should contact the Division of Facilities ADA Compliance, at (305) 995-4650.

F.S. Ch. 118, 286.011, 1001.41(1)(2), 1001.42(23), 1001.43(10), 1001.452

Revised 9/7/11

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• • ANTI-DISCRIMINATION POLICY • •

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender. M-DCPS does not discriminate on the basis of sex in any education program or activity that it operates as required by Title IX. M-DCPS also does not discriminate on the basis of sex in admissions or employment.

Age Discrimination Act of 1975 - prohibits discrimination based on age in programs or activities.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40 years old.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - prohibits discrimination against employees or applicants because of genetic information.

Boy Scouts of America Equal Access Act of 2002 – No public school shall deny equal access to, or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours, or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 (as a patriotic society).

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition:

School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, sex/gender, gender identification, social and family background, linguistic preference, pregnancy, citizenship status, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

For additional information about Title IX or any other discrimination/harassment concerns, contact the U.S. Department of Education Asst. Secretary for Civil Rights or:

Office of Civil Rights Compliance (CRC)
Executive Director/Title IX Coordinator
155 N.E. 15th Street, Suite P104E Miami, Florida 33132
Phone: (305) 995-1580 TDD: (305) 995-2400
Email: crc@dadeschools.net Website: <https://hrdadeschools.net/civilrights>