

Section 2: Tools for the Program Administrator



TOOLS FOR THE PROGRAM ADMINISTRATOR

The resources available to you as a program administrator for a Construction Trades program are extensive. In this section, you will find information on tapping the resources available from the Division of Career Education at Missouri Department of Elementary and Secondary Education (DESE), creating and managing an advisory committee, and sourcing funding as well as facilities, equipment, and tools necessary for a successful program.

To begin to build your program, access the *Common Standards for Career Education Programs* with associated quality indicators (developed by DESE, Division of Career Education). These standards are organized in six areas:

- **Program Management and Planning** — A system of data collection and evaluation that supports continuous improvement resulting in high student achievement
- **Curriculum** — A written curriculum for each sequential course that balances classroom/lab instruction, leadership, and personal development
- **Instruction** — Classroom instruction congruent with the written curriculum
- **Professional Development** — Certified teachers participating in ongoing, high-quality professional development activities
- **Career and Technical Student Organizations (CTSOs)** — CTSOs affiliated with state and national organizations as an intra-curricular element of the program



- **Instructional Facilities and Equipment** — Safe, clean, and appropriate facilities and equipment

For a downloadable copy of these standards and quality indicators, access:
http://dese.mo.gov/divcareered/Common_Program_Standards.pdf

Key to initiating a successful program is the creation of an advisory committee. An advisory committee collectively advises decision making regarding career education and/or workforce development. Members predominantly hail from outside the education field, and are selected because of their expertise and experience in business, industry, and labor. The committee collectively serves schools, students, and educators, consulting on current job skills, employment trends, program delivery needs and resources available, and the relevancy of the program's curriculum.

Once an advisory committee has been formed, the members can assist with sourcing facilities, equipment, and tools; and help solidify and communicate program requirements.

TIP: Contact other advisory committees and consider attending one of their meetings as a visitor to get advice on conducting and evaluating a needs assessment as well as setting up your own advisory group.

Alternately, if there is an active advisory committee near you, talk to committee members about expanding their focus (and adding members from your community) to form a regional advisory committee serving your area.



CREATING AN ADVISORY COMMITTEE

Your construction career and technical program will benefit from having an advisory committee in a number of ways. This group can help enhance the program quality by:

- Tapping into community expertise to review local needs assessment planning and findings as well as short- and long-range plans for recruiting students to the program
- Helping prioritize CTE expenditures
- Reviewing existing local and state board of education policies on career and technical education for relevance to the industry
- Fostering public awareness
- Offering career awareness and guidance to the students in the program through internships, job shadowing, and full- or part-time employment
- Strengthening ongoing partnerships between education and business/industry in the community
- Evaluating facilities, program equipment, and resources and comparing these with current standards
- Reviewing the safety program for compatibility with industry standards
- Evaluating course content (including software packages, textbooks, and other resources) as well as instructional methods (e.g., field experiences, occupational training stations) to ensure essential areas are covered for students to successfully find employment

- Championing your program through promotional, multi-media programs that encourage other businesses to develop work experience programs and build interest and understanding between the school and community organizations

SETTING UP AN ADVISORY COMMITTEE

Before you begin to create an advisory committee, be sure to conduct a needs assessment for the CTE program in your community. Next, you will need to develop a list of prospective members. Plan for a maximum of 15 members, with two or three being “ex-officio education members” (e.g., school administrators, CTE teachers, academic teachers) and the rest being managers, supervisors, technicians, and laborers from business and industry in the area (e.g., county/city leaders, chamber of commerce leaders, former students, or media and labor representatives). Ensure that those you invite understand what will be required of them (see table 2.1 below) and adequately represent the geographic area served in terms of race, gender, and ethnicity. Invite these prospective members to come to an initial meeting, assuring those you contact that their input will be utilized to make the program stronger.

TIP: Focus on the expertise of the members you invite. Think about who will be most committed to the students and their success: Have they contributed to education initiatives in the past? Do they know about emerging career opportunities in your area?

TIP: Make sure you understand local policies regarding advisory committees and inform proper school administrators of your plans.

Table 2.1. Typical Requirements for Advisory Committee Members

ADVISORY COMMITTEE MEMBER REQUIREMENTS
A specific term of service (one, two, or three years)
Member replacement (on a staggered basis so there is continuity from year to year, prevention of “burn out,” and increased program awareness by regularly recruiting new members)
Regular meeting attendance
Following parliamentary procedure
Recording and dissemination of minutes
Possible need to assign subcommittees to further explore issues arising during meetings
Decision-making by quorum vote

PREPARING FOR THE FIRST MEETING

Develop a thoughtful, well-structured agenda to make the advisory committee a meaningful experience for everyone involved. Have the committee chair and a school representative identify and prepare the agenda and distribute it to members before the meeting. Meeting agenda items typically include:

- Roll call and agenda additions (if any)
- Introduction of guests
- Approval of previous minutes
- Special presentations
- Communication
- Committee reports
- Old business

- New business
- Adjournment

At the first advisory committee meeting, allow members to introduce themselves and give their backgrounds – the school representative will provide an explanation of the program background and may also lead a tour of the CTE facility. Elect a chairperson and other officers identified (as needed), establish a procedure for developing committee by-laws, and determine number and schedule of future and annual meetings to hold. Table 2.2 (below) summarizes typical officer responsibilities.

Elect officers at the first or last meeting of the school year. The first meeting of each new year can be reserved for orienting new members and for establishing the program of work.



Table 2.2. Typical Officer Responsibilities

COMMITTEE CHAIR	VICE CHAIR	SECRETARY
<ul style="list-style-type: none"> • Work with school and community representatives to plan and carry out the program of work. • Prepare agendas and assist the instructor in handling meeting details. • Preside at meetings. • Keep group efforts focused. • Delegate tasks and follow-up. • Represent the committee at official meetings and functions. • Submit recommendations to appropriate groups. • Follow-up on committee recommendations. 	<ul style="list-style-type: none"> • Fill in for Chair whenever necessary. • Same responsibilities as the Chair. 	<ul style="list-style-type: none"> • Take, prepare, and distribute minutes. • Mail agenda, announcements, minutes, and other information to members. • Help assemble and distribute necessary background information to members. • Correspond with the school and community, as needed.



MANAGING YOUR ADVISORY COMMITTEE

Four elements are key to the ongoing operation of an effective advisory committee:

1. Utilizing by-laws or policies and rules that specify purpose and scope of responsibility for the committee as well as member expectations. By-laws should reflect program requirements and the needs of the school district/school in which the program operates.
2. Maintaining a focus on helping programs and schools improve CTE instruction quality in CTE with serving the needs of business and industry as secondary goals.
3. Recognizing member participation and enthusiasm.
4. Reviewing progress in terms of whether or not annual priorities were met, program of work was realistic, and impact of the committee on the CTE program.

DETERMINING AND SOURCING FACILITIES AND TOOLS

Implementing a successful construction trades program requires significant resources in terms of facilities, equipment, tools, and materials. Funding and in-kind sources for these are many, including:

- **Advisory Committee Members** — By establishing an advisory committee comprised of local business and industry leaders, your program will benefit from their fundraising expertise and connections within the industry and community.

- **Local Construction Companies/Suppliers** — Your students will be the skilled craftsmen of the future. As such, local builders and building supply companies (e.g., Lowes, Home Depot, Sutherlands) understand the importance of supporting construction education programs. Look to these sources for tools, supplies, facility use, and expertise.

- **Industry Organizations' Outreach Programs** — Many construction industry professional associations offer educational outreach programs and support for career education. For resources, access information on local chapters of building industry organizations (see information at right).

- **Government Funds/Grants** — A number of programs fund equipment and other resources through Missouri's Vocational-Technical Education Enhancement Grant Award program. These grants require that eligible programs have an existing advisory committee of at least 12 members and that funds be used for instructional equipment, information technology resources (i.e., software, network/Internet connections, and installation), curriculum enhancement, and facility improvement. Awards can be as much as 75 percent of the cost of items with 25 percent local matching required. For complete information on applying for an enrichment grant, download the Administration Planning Guide (either as a .doc or .pdf file) at <http://dese.mo.gov/divcareered/grants.htm>.

Also, talk with your career center administrator about using Carl Perkins funds for program resources.

Find information on building industry organizations and how to contact local chapters at:

- Associated Builders and Contractors (ABC), www.abc.org
- Associated General Contractors of America, Inc. (AGC), www.agc.org
- National Association of Home Builders, www.nahb.org
- National Association of the Remodeling Industry (NARI), www.nari.org/education
- International Facility Management Association, www.ifma.org
- Mason Contractors Association of America (MCAA), www.masoncontractors.org
- Air Conditioning Contractors of America, www.acca.org
- American Society of Heating, Refrigerating and Air Conditioning Engineers (ASHRAE), www.ashrae.org
- Refrigeration Service Engineers Society (RSES), www.rses.org
- National Electrical Contractors Association (NECA), www.necanet.org



ESTABLISHING PROGRAM REQUIREMENTS — TEACHER QUALIFICATIONS

When recruiting instructors for your Construction Trades program, you will need to focus on finding those individuals who have a genuine desire to teach, and ability to relate to teens, AND possess relevant experience in the construction field. Instructors can begin working with the program with a Temporary Authorization Certificate (TAC) until they acquire the credentials necessary for a Career Continuous Career Education (CCCE) classification. Additionally, many programs prefer relevant industry certifications and field experience.

TEMPORARY AUTHORIZATION CERTIFICATE (TAC)

To obtain a TAC, candidates will need to comply with the professional requirements indicated in table 2.3 below. The initial TAC is valid for one (1) year and renewable annually by the certificate holder and the employing Missouri school district submitting an application. The school must also verify the certificate holder has satisfied all of the following requirements:

- Continued contracted employment
- Successfully completed a yearly Performance-Based Teacher Evaluation

Table 2.3. Initial TAC

EDUCATION ATTAINED	EXPERIENCE*	DOCUMENTATION
High School Diploma	6,000 hours	Professional License**
BA/BS or Higher***	4,000 hours	Transcript****
Associates Degree***	5,000 hours	Transcript****

Notes:

* Minimum DESE-approved, Related Occupational Experience with most recent 10 years

** Valid, unencumbered, undisciplined copy of professional license for instructional area

*** From accredited college or university in the subject area to be taught

**** Includes verification of coursework in education not to exceed eighteen (18) credit hours, falling under the following competencies: curriculum, methods, assessment, psychology of the exceptional child, foundations/implementation, and coordination of cooperative education.

- Participated in a yearly mentoring program
- Submitted official transcript(s) documenting the completion of six (6) semester hours of coursework toward initial career education certificate

CAREER EDUCATION LICENSE-TO-TEACH REQUIREMENTS – CAREER CONTINUOUS CAREER EDUCATION (CCCE)

To obtain the CCCE classification, applicants must complete and verify all of the following:

- Four (4) years of state-approved teaching experience
- Development, implementation, and completion of a professional development plan of at least ninety (90) contact hours [at least thirty (30) contact hours per school year] in the career education subject in which the applicant is seeking certification
- Participation in a two (2)-year mentoring program, reflecting the guidelines established by the local school district
- Verified participation in a Beginning Career Education Teacher’s Assistance Program, which can include re-training, internship, counseling, and in-service training
- Annual participation in the district’s Performance-Based Teacher Evaluation (PBTE) program

INDUSTRY CERTIFICATIONS/FIELD EXPERIENCE

Many programs require industry certifications or licenses as part of teacher qualifications. For example, an area career center might require a construction program teacher to have at least 6,000 hours of experience with five year's teaching experience. Many programs prefer teachers to have national credentials as well (e.g., from AGC).

RECRUITING STUDENTS

Recruiting students to your construction program will require both a short- and long-term strategy. In the short term, attract high school students to the program by:

- Developing relationships with directors and teachers at sending high schools
- Sponsoring booths at high school career fairs and participating in Career Day activities
- Being involved in “career night” events along with counselors, superintendents, principals, and teachers
- Volunteering to help with high school extracurricular activities and field trips (e.g., coaching summer baseball, football)
- Offering to speak at 9th grade career exploratory classes that introduce students to various career opportunities
- Hosting tours for students and teachers of the career center and especially the construction trades program area
- Ensuring that all students and teachers who visit the construction trades area leave with a positive

impression about the training and the opportunities students have in the field

- Advertising your program at high school sports events, dances, and other school-sponsored events
- Ensuring that your program’s Web site and social media pages (e.g., FaceBook, MySpace, Twitter) are up to date and inviting with new content added regularly

For longer-term recruiting, you need to interest youth at the elementary and middle school/junior high levels. Recommended strategies include:

- Getting local chapters of industry professional organization (e.g., AGC, APWA) to put on demonstrations and events (e.g., construction rodeo) at younger grades to generate interest earlier
- Having high school students in the Construction Trades program (as part of their CTSO activities) visit elementary schools and talk to younger kids about what they’re learning in the program and what they hope to be doing after high school in the field
- Advertising in local papers, school newsletters, and other venues that target the whole family and community; getting parents, siblings, grandparents, friends, and others interested in promoting the construction trades to youth they come in contact with

For all recruiting activities, it is vital that everyone associated with the program, including students, project a positive, work-oriented image for the program, including perhaps wearing the uniform or job-specific work clothes typical of that trade when addressing groups or giving tours. Also key to your recruiting efforts is to always show relevancy of education to the real world of working in the construction trades.

