Subach, Scott A. *Teacher, Administrator, and Professional Business Partner Perceptions of the Effectiveness of the Oak Creek High School Advisory Board*

**Abstract**

At the beginning of the 2017-2018 academic year, the Oak Creek-Franklin Joint School District implemented a Career and Technical Education Advisory Board comprised of teachers, administrators, and local business professionals. The mission of the board is to “provide business partners, community leaders, and teachers an opportunity to improve student learning outcomes and to expand CTE experiences for students.” CTE advisory boards that follow best practices in CTE advisory board implementation and development engage members, create work-based learning opportunities for students, and create opportunities for CTE students by partnering events that allow students and community members to collaborate.

Through this qualitative study, members of the Oak Creek CTE Advisory Board described the effectiveness of the board in regards to curriculum development, work-based learning opportunities, and the ability to create partnerships for events. Findings from the data defined the current effectiveness of the board and provided a blueprint for successful practices for the future. The results of the study demonstrated that teachers and administrators perceived the advisory board to be more effective than professional business member counterparts in the areas of curriculum development and the ability of the board to create events that featured student and community member collaboration.
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Chapter I: Introduction

Advisory boards are essential for building dynamic Career and Technical Education (CTE) programs. Advisory board members counsel organizational leaders in regards to policy, economic, and industry trends, giving CTE students a sustainable advantage against non-CTE peers. CTE teachers and administrators have many responsibilities both in and outside of the classroom including curriculum development, advising Career and Technical Student Organizations, securing financial resources, identifying guest speakers, Academic and Career Planning implementation, coordinating work-based learning, collaborating with business partners, and monitoring industry trends. CTE teachers and administrators must rely on CTE advisory boards to provide support in regards to objectives in these crucial areas (Benigni, Ferguson, & McGee, 2011).

In the 2017-2018 school year, the Oak Creek-Franklin Joint School District (OCFSD) CTE department designed an advisory board to coordinate teachers, administrators, and local industry professionals to help CTE students compete in college and career settings. CTE students benefit directly from curriculum development, resource attainment, and unique work-based learning experiences that complement students ACP.

OCFSD created the advisory board in the 2017-2018 academic school year and includes approximately 40 members between faculty from the OCFSD and business partners from Oak Creek, Franklin, Cudahy, and South Milwaukee. The advisory board meets twice per academic year, once in the fall and once in the spring. The culminating event for the academic year is the CTE Interview Summit, which the members created. Through this event, CTE students collaborate with over 25 different business professionals from various industries in the local area to perform a mock interview at the Oak Creek Community Center.
In the 2019-2020 academic school year, leaders within the CTE department and administrators at OCHS evaluated the effectiveness of the Oak Creek CTE Advisory Board. The program evaluation of the advisory board included an assessment of commonly accepted best practices in CTE advisory board implementation and development.

Advisory boards develop around a shared vision. The shared vision of the board focuses on short-term and long-term goals that will affect student-learning outcomes. CTE learners need access to industry-standard resources, rigorous academic standards, and business partner resources in the immediate. Hardware and software equipment can help students in the short-term realize their academic goals and provides them with marketable skills for the future workforce. Assistance in curriculum development such as course sequencing or standards alignment can help students in the long-term through a more efficient connection to the ACP process (Zoellner, Hill, Brock, Barlow, Alexander, Brito, & Estabrooks, 2017).

Members of an advisory board establish credibility by obtaining diverse partners with proven success in their respective fields (Hicks, Hancher-Rauch, Vansickle, & Satterblom, 2011). The city of Oak Creek can offer a large candidate pool of business professionals due to local economic and population growth. The city of Oak Creek is currently experiencing major growth and development across several industrial sectors, especially retail with the development of Drexel Town Square, a mixed-use residential and commercial town center. From 2000 to 2010, the population grew from 28,456 to 34,451 people in the city, encouraging international businesses such as IKEA and Zund to invest in business operations in Oak Creek (City of Oak Creek, 2019). The rapid population growth of Oak Creek will create a larger candidate pool for advisory board selection and help the board become more inclusive for diverse industry professionals.
The Oak Creek CTE Advisory Board must define a shared vision for its diverse members. Serving members and their unique needs provide a challenge that requires a shift in practice. The Oak Creek CTE Advisory Board must develop a system to improve member engagement. The creation of subcommittees can define the role of each member better and help to achieve objectives. Subcommittee responsibilities task individual members within the advisory board to have a role in completing action items. These roles can have a significant impact on attendance and engagement levels of members and help bolster the attendance and impact of each group member. The Oak Creek Advisory Board will focus on these best practices going forward and will directly address current problems that negatively influence the effectiveness of the board.

Statement of the Problem

Advisory boards are key elements of CTE programs in secondary institutions. Many schools do not have an advisory board or do not have boards that meet the needs of CTE students and local industry. Students in schools with effective advisory boards benefit directly from curriculum development, resource attainment, and unique work-based learning experiences that complement students’ Academic and Career Plan (ACP). These resources are integral for building successful college and career academic programs that align with local community and job market initiatives (Hyslop, 2009).

The Oak Creek CTE Advisory Board is not meeting several benchmarks in best practice, hindering the success of CTE students in future college and career settings. Currently, the Oak Creek CTE Advisory Board does not have a unified long-term vision for the success of CTE, does not establish a purpose motive for members, makes minimal impact on curriculum and work-based learning programs, and fails to recruit members that reflect the course content
taught. CTE decision-makers need to identify and analyze the root causes that hinder the performance of the advisory board. Without action from the CTE department, the advisory board will continue to lose engagement, attendance, purpose, and relevance in the local business community.

**Purpose of the Study**

The purpose of this study is to identify how effectively the Oak Creek CTE Advisory Board implements best practices in advisory board development. Further, this study aims to define how CTE teachers, administrators, and local industry professional members of the board perceive the effectiveness of the advisory board and its processes. This study will identify how ineffective practices cause potential gaps in curriculum development, resource attainment, and unique work-based learning experiences. CTE teachers, administrators, and professional business members of the board each have a vital role in the success of the board and can provide detailed information about the inner workings of the board in its current state. The study will identify potential flaws in current practices of the board as well as to serve an important evaluative tool that will indicate necessary future changes in the objectives of the board. This study may provide an increase in positive CTE student learning outcomes that will create better curriculum, financial resources, and business partnerships, such as work-based learning opportunities that may make OCFSD CTE students both college and career ready.

**Significance of the Study**

This study is significant as there is an immediate need for the Oak Creek Advisory Board to provide curriculum development, financial resources, and work-based learning opportunities for students enrolled in CTE. Students enrolled in 2,919 CTE courses during the 2018-2019 academic school year at OCHS. A large number of students participating in CTE are directly
contributing to the local workforce, and their development is essential to the continued growth of the community. Currently, best practices in advisory board development are not present, causing a hindrance in the ability of board members to provide resources for CTE students. The study may allow board members to understand the perceptions of both business professionals and CTE teachers associated with the board in regards to the effectiveness of the board may result in data production that can lead to positive future changes in student learning outcomes that will enable CTE students to succeed.

Limitations

Professional members of the advisory board have limited availability to participate with the board due to outside professional obligations. It is difficult to measure historical attendance and other advisory board contributions since minute meetings do not exist, as this is not part of the current meeting structure.

Definition of Terms

Brief descriptions of terminology and definitions associated with this research study are included to clarify industry relevant topics associated with the study.

**Academic and Career Planning.** A statewide initiative in Wisconsin featuring integrated strategies deployed by teachers, guidance counselors, and administrators to help students and their families plan for goals related to college and career readiness (Wisconsin Department of Public Instruction, 2019).

**Advisory board.** A steering committee of teachers, administrators, and business professionals that collaboratively seek to make strategic decisions and provide resources for a particular cause or group.
**Articulated credit.** Articulated credit is a process in which a student from one institution can earn credits to apply to another institution. (Wisconsin Department of Public Instruction, 2019).

**Career and technical education.** Educational curriculum and supports that prepare students to contribute to a 21st-century workforce (Wisconsin Department of Public Instruction, 2019).

**Career and technical student organization.** Co-curricular student organizations of similar postsecondary career interests that engage in competitive events, community service, and chapter development (Wisconsin Department of Public Instruction, 2019)

**Distributive Education Clubs of America (DECA).** A co-curricular association of business and marketing students that study and engage in competitive events related to marketing, hospitality, finance, and entrepreneurship (deca.org, 2019).

**Future Business Leaders of America (FBLA).** Future Business Leaders of America focuses on leadership development, academic competitions, and community service related to business careers (fbla.org, 2019).

**Family, Career and Community Leaders of America (FCCLA).** Family, Career, and Community Leaders of America is a co-curricular organization of students dedicated to professional development in family and consumer sciences (fcclainc.org, 2019).

**Health Occupations Students of America (HOSA).** A program dedicated to leadership development, motivation, and recognition exclusively for students enrolled in health science education and biomedical science programs (hosa.org, 2019).

**Oak Creek-Franklin Joint School District (OCFSD).** A metro-suburban school district located approximately 12 miles south of Milwaukee, Wisconsin.
**Regional Pathways.** An initiative created by WI DPI to create relevant course sequence options for students that directly tied to high growth industries across Wisconsin regions (Wisconsin Department of Public Instruction, 2019).

**Skills USA.** A co-curricular organization of students, teachers, and industry professionals working together to ensure that the United States of America has a skilled workforce (skillsusa.org, 2019).

**The National FFA Organization (FFA).** The National FFA organization, also known as Future Farmers of America prepares members for leadership, personal growth, and career success through agricultural education (ffa.org, 2019).

**Wisconsin Department of Public Instruction.** State government branch of educational advancement in Wisconsin (Wisconsin Department of Public Instruction, 2019).

**Wisconsin Department of Workforce Development.** A state agency that builds and strengthens Wisconsin's workforce through vocational programming (Wisconsin Department of Workforce Development, 2019).

**Youth Apprenticeship.** A work-based learning program that provides students with an opportunity to work with local employers to obtain in-demand job skills under the supervision of a mentor. Students take related coursework in their field concurrently with their work experience (Wisconsin Department of Workforce Development, 2019).

**Methodology**

For data collection, representatives from departments within the Oak Creek-Franklin Joint School District CTE department, administrators, and business professionals from the advisory board will comprise the data sample. The researcher in this qualitative research design will gather data through personal interviews and analyze the findings upon completion. Fifteen
members associated with OCHS comprising both teachers and administrators, along with 10 business professionals, will be asked five questions about the perceived effectiveness of the OCHS CTE Advisory Board. The responses to the five interview questions will be recorded on an audio recording device and subsequently transcribed for data analysis. All data gathered may help to conclude the efficacy of the Oak Creek CTE Advisory board. Leaders within the Oak Creek CTE department will evaluate data provided to make necessary program improvements that will improve CTE student learning outcomes.
Chapter II: Literature Review

Every academic year, CTE leaders focus on curriculum, career and technical student organizations, work-based learning opportunities, and strategic partnerships with community members. The goals associated with CTE leaders often call for the expertise of individuals outside of their educational institutions. The Oak Creek CTE Advisory Board attempts to recruit professional business members from various industries to improve their professional membership (Hyslop, 2009).

This study will examine the effectiveness of the Oak Creek CTE advisory board in regards to the board’s ability to develop curriculum, increase access to resources, and to improve work-based learning opportunities for students. The following literature review discusses CTE, functions of advisory boards, benefits of advisory boards for CTE programs, benefits of advisory boards for professional business members, best practices in the development of advisory boards, and successful outcomes of advisory boards.

Career and Technical Education

CTE prepares youth and adults for numerous high-wage, high-skill, and in-demand careers. Students enrolled in CTE at secondary levels of education elect to enroll in coursework include but are not limited to Agriculture, Automotive, Business, Computer Science, Engineering, Family and Consumer, Health Sciences, Marketing, and Technology Education (careertech.org, 2019). CTE disciplines are part of 16 career clusters and 79 pathways that help students advance their ability to become college and career ready. Clusters and pathways are related courses sequenced to build the knowledge of a student in a concentrated field of study. The 16 career clusters are:

- Agriculture, Food, and Natural Resources
Coursework in the 16 career clusters can lead to occupational certifications and college credit that prepare students for the future workforce (Wisconsin Department of Public Instruction, 2019).

CTE, as we know today, evolved from vocational education of the 19th and 20th centuries and modeled successes established by European nations. The German system of education focused on providing students with both vocational and academic opportunities in separate settings for students to maximize vocational efficiency (Deissinger & Jackson, 2015). Efficiency in this regard alludes to the benefit received by society and industry because of the
focus on ideal class sizes, instructional methods, and curriculum. Due to economic successes, the German model based on an apprenticeship model of education had been studied and emulated by other nations at the turn of the 20th century with the hope of similar production. Educational policy implementation in the United States focused on providing both liberal education and vocational education to outperform educational efficiency outputs displayed by the German system. This decision modeled the efforts of John Dewey, an educational reformer and professor from Columbia University, who believed in maintaining both types of education within one institution. John Dewey directly contrasted the ideals of his colleague David S. Sneeden who advocated for separate institutions of learning for vocational programs (Gonon, 2009).

Vocational educational became a foundational element of comprehensive education throughout the early 20th century. Throughout this timeframe, vocational education began to transform due to the needs of the United States economy. The availability of courses in CTE that tie themselves to career readiness is prevalent in today’s secondary school curriculum. Nearly 19 out of every 20 high schools in the United States offers students comprehensive educational opportunities, and nearly 90.7% of students in the US have taken at least one CTE course (Bishop & Mane, 2004). With the increase of successful learning outcomes and employment rates for CTE students upon graduation, many school districts have turned their focus towards developing curricular pathways and have been actively promoting CTE to students to boost enrollment.

CTE concentrators are students that enroll in two or more CTE courses during their secondary school careers. Students that are CTE concentrators graduate at a 14% higher percentage than their non-CTE counterparts do, and 91% of concentrators enroll in college courses upon graduation. (United States Department of Education, 2016) The graduation rates of
students enrolled in CTE have led many school district administrators to reconsider current academic course offerings and to focus more on expanding options for students who wish to enroll in CTE courses.

**Benefits of Advisory Boards for CTE Programs**

CTE students, teachers, and administrators associated with advisory boards see direct benefits from the planning, implementation, and evaluation processes of the committee. Students, teachers, and administrators benefit from improvements to curriculum, support for Career and Technical Student Organizations (CTSOs), an increase in work-based learning opportunities, and the ability to network with local business professionals. Students that enroll in CTE courses gain valuable transferable skillsets that can allow them to thrive in other academic areas and the labor market. Having a consistent board of dedicated individuals associated with the advancement of a CTE program allows for the completion of concrete action items that help to obtain long-term goals and broaden the influence of the program (Meeder, Hans, & Pawlowski, 2012).

Students need to obtain knowledge of software, hardware, mechanical equipment, etcetera to meet the unique needs of job markets. CTE offers students opportunities to learn skills that partner well with high wages, in-demand positions. The role of a CTE advisory board is to ensure that students are learning transferable skills and have an avenue to apply them. Board members must give students access to industry-standard levels of resources. Many districts are unable to provide the necessary equipment, software, and or staffing to meet the needs of CTE areas without the help of an advisory board. To meet the need for students with transferable skills, high achieving countries such as Finland, Australia, and the Netherlands facilitate CTE learning for a majority of their students. Their respective educational systems work directly with
local governments, unions, and agencies to coordinate curriculum and to provide students with transferable skills to succeed in a variety of settings (Lewis, 2010).

CTE programs benefit from a consistent dialogue of its members in curriculum development. CTE programs utilize Wisconsin Model Academic Standards that determine educational benchmarks that students need to demonstrate in their development across all academic subjects. These standards help educators to plan course content and communicate to students if they are on track for college and career readiness. The Wisconsin Department of Public Instruction (WI DPI) makes revisions to standards on a rotational basis to keep standards current with colleges, universities, and industry settings (WI DPI, 2019). Given the speed in which technology advances, it is challenging to maintain revisions in model academic standards that accurately reflect industry needs. CTE advisory board members collaborate with industry leaders to provide a CTE program with valuable knowledge about content area standards without waiting for substantial statewide revisions that may be obsolete by the time WI DPI publishes them.

CTE programs also benefit from increased opportunities in a business partnership that lead to work-based learning opportunities for students. Work-based learning opportunities such as Youth Apprenticeships (YA) offer college and career readiness experiences for students that produce certification from the Wisconsin Department of Workforce Development. YA opportunities integrate school-based and work-based learning in employability and occupational skills that Wisconsin industries define. Students work with classroom teachers in the YA content area and have a workplace mentor. Advisory boards offer vital networking opportunities for CTE teachers to utilize to identify potential worksites for students (Wisconsin Department of Workforce Development, 2019).
Benefits of Advisory Boards for Professional Business Members

Professional business members associated with advisory boards gain valuable experiences by contributing their expertise to their local schools. The contributions that business professionals offer through their partnership leads to mutually beneficial connections. Professional business members representing various industries benefit from having better access to the future of the local workforce, they directly work with students to address local labor needs, and they participate in goodwill that helps to serve their local community (Hyslop, 2009).

Currently, half of all Science, Technology, Engineering, and Mathematics careers require less than a bachelor’s degree, and in the next decade, US infrastructure needs will require three million workers. This means that many companies will seek ways to gain access to secondary school students that can contribute to the workforce immediately (ACTE, 2019). Since the demand for skilled workers is growing, there is an incentive for professional business members of advisory boards to establish working relationships with CTE students as they become acquainted with the world of work. Professional advisory board members work directly with the curriculum as well; they can identify if CTE students are reaching key indicators of employability. Professional business members of advisory boards not only have access to future workers, but they are also responsible for the development of these workers. Current students will fill numerous roles within the job market and must be prepared to change careers at a much higher rate than previous generations.

Many companies and their members participate in goodwill activities such as volunteering and or pro bono work. Advisory boards and their members also make sacrifices and give their time to collaborate with students and staff members of CTE programs. As a result, CTE programs grow stronger with these contributions, and professional members gain positive
reputations in their local industry. Advisory board members carry out goodwill activities for positive public relations opportunities. Goodwill activities can create a better public image for companies and the advisory board members that represent them. Individuals involved with CTE programs at the advisory board level can gain valuable networking experience and more prominence in social media circles. Stakeholders of the advisory board have favorable perceptions of professional business partners and often refer to friends, families, and colleagues to engage with board members. Successful programs can leverage social media platforms such as Twitter and Youtube to create a favorable positive image and to engage audiences with dynamic content (Meadows & Meadows III, 2016).

Functions of CTE Advisory Boards

Advisory boards bring together education and industry leaders to work as a collaborative team and share the responsibilities for training the workforce. Advisory boards in CTE currently operate at the district level up to the state level to address statewide initiatives and action plans. The Business, Marketing, and Information Technology Advisory Council in Wisconsin promotes a variety of initiatives in CTE. The council promotes the validity of Business, Marketing, and Information Technology coursework through articulated credit, advanced standing, transcripted credit, and work-based learning opportunities (Wisconsin DPI, 2019).

Articulated credit is a significant function of Advisory Boards. Advisory boards partner with postsecondary institutions to offer a mirror image curriculum that bears credit for high school students. Many advisory boards work with local technical colleges to create articulation agreements that directly benefit students in CTE areas. Articulated credit is a process in which a student from one institution can earn credits to apply to another institution. Students may also receive credit through Advanced Standing. Students are eligible to receive technical college
credit if they complete coursework that reflects the standards and objectives of a college course taught in a high school setting by a certified staff member. Students can additionally earn postsecondary credit for completing college-level courses through transcripted credits. Postsecondary institutions offer transcripted courses to high school students through on-site, online, and distance education courses (WI DPI, 2019).

Advisory boards improve public perception of career & technical education via promotion of career and technical education as applied academics through skilled coursework. Many educational stakeholders have negative impressions of CTE because they fear it discourages students from postsecondary education, therefore holding them back from achieving academic goals such as enrollment in 4-year universities. Opponents of CTE cite the history of inefficient CTE programs that did not adequately prepare students for college and career settings. Historically, CTE courses enrolled students who struggled academically and did not fit into traditional academic courses (Tillman & Tillman, 2008).

CTE advisory boards aim to change the perception that CTE courses are a dumping ground for underachieving students. Creating consistent standards across CTE subject areas in high demand areas brings validity to CTE programs. Regional pathway development is a new initiative supported by the Wisconsin Department of Public Instruction. The Wisconsin Regional Careers Pathways Project goals are to increase the number of students that complete career pathways tied to high-skill, high demand jobs, and to redefine pathway program delivery for students to ensure they are college and career ready. The development of courses through rigorous academic standards, along with efficient course sequencing utilizing the regional pathway model, provides CTE students with validated learning (WI DPI, 2019).
Advisory boards should endorse CTSOs as an integral part of the CTE curriculum. CTSOs develop citizenship, technical, leadership, and teamwork skills essential for students who are preparing for both college and career. These organizations enhance students' civic awareness and provide opportunities for developing social competencies and attitudes about living and working. The six CTSOs in Wisconsin are DECA, Future Business Leaders of America, Health Occupations Student Association, Family, Career, and Community Leaders of America, Future Farmers of America, and Skills USA. CTSOs enable students to achieve high academic and occupational standards, develop meaningful partnerships in business, creates college and career relevance, motivate youth to become productive citizens, develop community leaders, and enhances student confidence levels. Along with championing CTSO’s, advisory boards have a crucial role in Carl D. Perkins vocational legislation (WI DPI, 2019).

The Carl D. Perkins Vocational Education Act of 1984, PL 98-524, amended the Vocational Education Act of 1963 and replaced it and existing amendments from 1968 and 1976 (Gordon 2008). The act addressed needs in the economy, along with special needs students’ access to vocational education. The legislation focused on improving funding for vocational education programs to provide better access to workplace skills and career development (Scott & Sarkees-Wircenski 2004).

After 1984, government officials have reauthorized Perkins funding four times. Donald Trump signed into law, “The Strengthening CTE for the 21st Century Act,” on July 31, 2018. This legislative act reauthorized the Carl D. Perkins CTE Act of 2006 and provided nearly $1.3 billion annually for CTE programs for our CTE students. The Carl Perkins legislation, throughout history, has included requirements for high-quality CTE programs, which outlines the requirement for the utilization of an advisory board. Without and advisory board, Perkins
funding would not be made available to a CTE program. Perkins funding is the lifeline of many CTE programs across the country and subsequently makes the development and inclusion of an advisory board an essential priority for school districts (Perkins Collaborative Resource Network, 2019).

**Best Practices in Advisory Board Development**

Many states have their system in regards to developing advisory boards at the district level. The North Carolina Department of Education based its best practices on a survey they gave to stakeholders within various advisory boards across the state. The results of the survey yielded the following practices:

1. **Engage partners:** As a priority, business partners stated that engagement is paramount in planning and implementation cycles.
2. **Provide feedback or results of the partner’s work:** Business partners want to see concrete examples of the effect of their work within the scope of the board.
3. **Develop a plan of action:** Citing time constraints, business partners want to ensure that their time contributions are being valued.
4. **Provide a clear sense of direction:** Business partners will quickly realize if there if the tasks or objectives are not precise. Leading meetings that lack focus can negatively affect attendance for future meetings and hurts the professional reputation of the board.
5. **Provide expectations for the group:** Without solidifying expectations, partners begin to question the purpose of their involvement. Give them clear expectations of the group at the initial meeting and hold them accountable to them.
6. Develop attainable goals: It is essential to develop short and long-term goals. Setting long-term goals without attaining short-term goals may cause frustration amongst members of the board.

7. Create partnership with a diverse group of stakeholders: Take time to identify a diverse group of partners. Failing to do so will result in missed opportunities as it relates to all aspects of the industry.

8. Deliver on actionable items: If the partnership develops a set of recommendations, be sure to act on the recommendations. Partners may lose confidence in the effectiveness of the members if essential tasks are not completed in an expedited manner.

9. Communicate effectively: Failure to communicate meeting times, event dates, expectations of the group, results of action items, etcetera, will confuse and frustrate members of the board and can negatively impact the culture of the group.

10. Define clear action steps: Defining steps provides action items that hold participants accountable for their involvement (North Carolina Department of Public Instruction, 2019, p.20).

The North Carolina Department of Instruction advocates that celebrations of success become an essential practice of advisory boards. Advisory boards should publicize positive happenings wherever possible and appropriate, including the publishing and dissemination of new partnerships and roles of sponsors, which can substantially help to garner positive support from the community (Hicks, Hancher-Rauch, Vansickle, & Satterblom, 2011). Advisory boards should leverage social media to highlight activities to generate new support and interests from prospective business members. Public relations play a vital role in the development of a board,
but determining structure and hierarchy for individuals can help to place critical members in roles that can maximize their positive impact.

Structures of advisory boards are essential components to ensure that meetings run smoothly and that professionals in the best systems make their plans for improving CTE succeed. The structure of an advisory board dictates descriptions for each position and assignments in duty for members. The joint structure between secondary and postsecondary advisory committees are becoming a common trend nationwide. Career pathways require secondary and postsecondary educators to collaborate and develop plans of study with business and industry. Joint advisory committees that assemble secondary educators, postsecondary educators, and industry are advantageous because they encompass several perspectives of CTE. As secondary districts expand CTE opportunities, it is advantageous to merge middle school and secondary advisory committees to create synergy throughout a larger student population. In addition to joint committees, a cross-representation structure may provide an additional solution towards achieving best practice (Colorado Community College System, 2019).

Advisory boards should seek partnerships and synergy with middle schools and postsecondary institutions. Advisory board leaders should include representatives from all CTE departments, appropriate program-specific business leaders, and individuals from middle school through postsecondary institutions. Representation on the committee should reflect individuals from all genders and minority backgrounds within the local community (Michigan Department of Education, 2019).

Advisory boards should attract a group of positive professionals, collaborative people who can work collaboratively to represent a program best. Advisory board leaders should prioritize personal qualities to look for in members. The best candidates for advisory boards have
at least five years of experience in their respective fields, connect with the community, and have
a reputation for meeting high expectations. In terms of hierarchy, the advisory committee should
elect officers from its membership. Suggested officers include a chair, a vice-chair, and a
secretary, with terms ranging from one to three years, though some smaller committees may
simply have a chair and a secretary (minnstate.edu, 2016).

To retain members and to sustain levels of engagement, advisory boards establish a
purpose for each member of the board and carry out activities that are relevant to the goals of all
stakeholders. Developing goals at the onset of the academic year and creating supports that
prioritize goals will influence each member to revisit and address goals throughout the year.
Advisory boards tend to meet once in the fall, and once in the spring, which creates challenges
for collaboration Program success depends on the ability to initiate contact between members to
keep them on track for notable progress. CTE advisory board development includes practices
regarding the structure of the program, qualifications of board members, communication,
engagement, and retention. Implementing alongside middle schools, higher learning institutions,
unions, agencies, and other organizations lends to the best possible student learning outcomes.
Advisory boards that combine collaboration with curriculum enhancement create more
opportunities for students. When creating new CTE programs, advisory boards determine the
demand for programs offered to students. Regional pathways evaluate each program offering
based on the local job market. These practices are essential for all CTE programs (WI DPI,
2019).

**Successful Outcomes of Advisory Boards**

Advisory board implementation has led to numerous improvements to CTE programs
across the country. Schools are redesigning curriculum pathways and introducing academy
models of education, implementing ACP for every student, and college and career ready standards. In Castle Rock, Colorado, Castle View High School built an advisory board as part of their shift to an academy model. Castle View’s STEM program has an advisory board that includes members from local colleges and industry to help ensure that students develop skills relevant to college and career settings. Industry partners on Castle View’s advisory board have helped students connect to local SolidWorks User Group, while also arranging trips to local businesses and in-class presentations by industry experts. Castle View offers internship opportunities to students in their senior academic year. They have found placements for students at local engineering firms, architecture firms, and related companies. The shift towards an academy model has significantly affected positive student learning outcomes for schools (Mumm, 2018).

The academy model of career and technical education represents a dramatic shift from current methods in general education. Well-implemented academies move learning communities of students through course sequences taught by an interdisciplinary team of teachers. The learning community structure aims to create environments where students and teachers can develop close relationships. Career academies also integrate career-centered and academic coursework and offer opportunities for work-based experiences such as youth apprenticeships through local business partnerships as a critical element of their curriculum. The goal of the career academy model is to prepare students for college education while simultaneously preparing them for career fields. CTE advisory boards have championed this shift in educational methodology to better promote career clusters and career pathways as a part of every student’s ACP (Dixon, Cotner, Wilson, & Borman, 2011).
Advisory boards actively focus on the impact of ACP on schools around the state. On June 30, 2013, through Act 20, Wisconsin Statute 115.28(59), WI DPI allocated $1.1 million of General Purpose Revenue for 2014-15 for implementing ACP statewide. ACP involves students from grades 6-12 in continual career planning and requires all students to graduate high school with a formalized plan for their prospective career plans. Administrators, teachers, and guidance counselors play an integral role in the ACP process and collaborate with students to document goals, take career interest surveys, apply for college, research careers, and much more. The State of Wisconsin provides for equipment, software, and training in regards to the fulfillment of ACP goals will provide substantial resources for advisory boards to administer ACP implementation with fidelity (WI DPI, 2019)

Summary

Advisory Boards offer an extraordinary amount of benefits to CTE programs that include students, teachers, administrators, and professional business members. Members of advisory boards develop curriculum, maintain partnerships, provide resources, and create a connection for students to access local industry directly. As many states have explicit obligations to create and maintain district-level advisory boards in CTE, many guidelines dictate best practices of advisory board development and feature successful outcomes in CTE created by local boards. These guidelines are the cornerstones of many statewide CTE programs across the country. Essential functions of advisory boards include the promotion of articulated credit, transcripted credit, and work-based learning programs such as Youth Apprenticeships. Additionally, members of advisory boards evaluate statewide academic standards and curriculum, develop regional pathways for employment, and support the promotion of CTSOs. These functions
enhance CTE for students and directly challenge misconceptions that describe CTE as an inefficient model that holds students back in regards to postsecondary educational success.

Best practices of advisory boards vary from state to state agency; however, there are common themes in each guide. Nearly all states advocate best practices that include:

- Advisory Board members that are representative of the local industry
- Transparent communication between members and collaboration across school within the district as well as postsecondary schools in the area
- Identification of members who are well connected to the business community that exhibit strong interpersonal skills, passion for education, and knowledge of the local job market and the skills required to obtain those jobs.

These indicators of best practices in advisory boards have led to significant gains in CTE productivity. Advisory boards create positive outcomes for students, staff, administrators, business members, and other stakeholders in CTE. Positive outcomes include increased student engagement, stronger CTE curriculum, increases in available equipment, and financial resources. Districts that follow best practices in CTE will engage their members and deliver compelling CTE content for their stakeholders.
Chapter III: Methodology

The purpose of this study is to analyze the perceived effectiveness of the Oak Creek-Franklin Joint School District Advisory Board. Further, this study hopes to define how both teachers and local industry professionals perceive the effectiveness of the board in implementation practices regarding curriculum development, work-based learning opportunities, strategic partnerships, and the growth of the advisory board. Teachers and business partners comprise two very different roles within the advisory board setting and offer different perspectives. Participant responses will help to answer the following research questions:

1. What are the perceptions of CTE teachers and administrators in regards to the effectiveness of the Oak Creek Advisory Board in the development of curriculum, partnerships, work-based learning, and growth of the advisory board?

2. What are the perceptions of professional business members in regards to the effectiveness of the Oak Creek Advisory Board in the development of curriculum, partnerships, work-based learning, and growth of the advisory board?

Research Design

Face-to-face interviews will create data for this study. Future decisions will be directed by data analysis from CTE teachers, administrators, and professional business members of the Oak Creek CTE Advisory Board in regards to the effectiveness of the Oak Creek CTE Advisory Board. Fifteen members of the CTE department teaching staff and two supervising administrators will be interviewed along with 10 professional members of the advisory board.

Subject Selection and Description

The CTE teacher members, administrators, and professional business members of the Oak Creek CTE Advisory Board will serve as the sample population for the study at the school
located in Oak Creek, Wisconsin, a suburban community with a population of approximately 2,150 students. Advisory board members comprised of professionals in local industry in Oak Creek, Wisconsin, such as building trades, educational training, finance, hospitality, marketing, manufacturing, and retail. 15 CTE teachers, two administrators, and 10 business professionals will participate in various areas of educational discipline and industry. Every member of the Oak Creek CTE Department, along with the Career and Technical Education Coordinator, associate principal of CTE, and building principal will be invited to participate in the study. Inviting all involved stakeholders will reflect key elements from all involved with the advisory board.

**Instrumentation**

A personal interview will be used to gather data regarding the perceptions of effectiveness of advisory board for the 2019-2020 academic year. The interviews may provide the most detail in regards to insights regarding the advisory board and give opportunities for both CTE teachers and professional business members to provide honest feedback. The entirety of each conversation will be subject to audio recording for transcription and analysis. Participants in the survey will answer the following questions in a free-response format:

1. What is your role within the Oak Creek CTE Advisory Board?
2. How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance the curriculum?
3. How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?
4. How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?
5. How would you increase the growth of the Oak Creek Advisory Board?

**Data Collection Procedures**

The following steps in the data gathering process include the obtainment of signatures of consent from each participant, scheduling of participants, an audio recording of the interview, and transcribing the process of participant answers.

**Data Analysis**

Advisory board development themes in responses such as advisory board leadership, advisory board practices and initiatives, and member participation will be analyzed. Themes that are apparent in responses will be classified into the following categories:

- Curriculum
- Work-based learning
- Event development

Qualitative statements will be analyzed for common themes and will be summarized to be utilized in future CTE department meetings.

**Limitations**

The findings from the study will reflect data from the local Oak Creek CTE Advisory Board and may be difficult to replicate based on the unique composition of members. Oak Creek’s CTE Advisory Board is heavily concentrated in representatives from finance, health services, and building trades. This breakdown of representative areas may be different depending on geographical industrial compositions across the state. The availability of business professionals may be less reliable than CTE teachers and administrators due to conflicts in availability.
Chapter IV: Findings

The purpose of this study was to gather and analyze the perception of teachers, administrators, and business professionals in regards to the effectiveness of the Oak Creek High School Career and Technical Education Advisory Board. This study analyzed perceptions of current members to implement improvements to the board that will lead to better curriculum, work-based learning opportunities, and the creation of events that allow students and community members to collaborate. The research questions addressed were:

1. What are the perceptions of CTE teachers and administrators in regards to the effectiveness of the Oak Creek Advisory Board in the development of curriculum, partnerships, work-based learning, and growth of the advisory board?

2. What are the perceptions of professional business members in regards to the effectiveness of the Oak Creek Advisory Board in the development of curriculum, partnerships, work-based learning, and growth of the advisory board?

Demographics

Teachers, administrators, and professional business members of the Oak Creek High School Career and Technical Education Advisory Board comprise the participants. 2 of 2 administrators affiliated with the advisory board served as participants, a 100% participation rate. 13 of 14 teachers and completed the survey for a 94% return rate. Ten of a possible 15 professional business members of the board participated in the survey for a 66% return rate. Overall, 81% of potential participants completed the study. Participation statistics are found in Table 1.
For each research question, participants the interviewer utilized audio recording software. The interviewer transcribed the audio files. Table 1 below describes the participation rate administrators, teachers, and business professionals associated with the board.

Table 1

*Participation Rates*

<table>
<thead>
<tr>
<th>Role in Advisory Board</th>
<th>Participants</th>
<th>Potential Participants</th>
<th>Participation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Teachers</td>
<td>13</td>
<td>14</td>
<td>93%</td>
</tr>
<tr>
<td>Business Professionals</td>
<td>10</td>
<td>15</td>
<td>66%</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>31</td>
<td>81%</td>
</tr>
</tbody>
</table>

**Research Question 1: What are Perceptions of CTE Teachers and Administrators in Regards to the Effectiveness of the Oak Creek Advisory Board in the Development of Curriculum, Partnerships, Work-based Learning, and Growth of the Advisory Board?**

The first research question determined how effective teachers and administrators perceived the advisory board to be in regards to curriculum, partnerships, work-based learning, and growth. The transcription of the interviews with participants who serve as administrators or teachers at Oak Creek High School is located in Appendix C.
Table 2

Perceptions of Effectiveness – Teachers and Administrators

<table>
<thead>
<tr>
<th></th>
<th>Curriculum</th>
<th>Partnerships</th>
<th>Work-Based Learning</th>
<th>Total #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Perception</td>
<td>8 (53%)</td>
<td>14 (93%)</td>
<td>10 (67%)</td>
<td>32 (71%)</td>
</tr>
<tr>
<td>Neutral Perception</td>
<td>3 (20%)</td>
<td>1 (7%)</td>
<td>2 (13%)</td>
<td>6 (13%)</td>
</tr>
<tr>
<td>Negative Perception</td>
<td>4 (27%)</td>
<td>0 (0%)</td>
<td>3 (20%)</td>
<td>7 (16%)</td>
</tr>
</tbody>
</table>

Table 2 illustrates that 26 of 45 perceptions (71%) in regards to all categories of questions were positive. For curriculum, 53% of the population had a positive perception of an effective curriculum. 20% of respondents had a neutral perception and 27% had a negative perception of curriculum effectiveness. 93% of respondents had a positive perception associated with advisory board partnerships while only 7% of participants had a neutral opinion. No participants held a negative perception regarding partnerships. 67% of respondents had a positive perception of work-based learning efficacy. 13% held a neutral perception and 20% held a negative perception.

Common themes of the interviews include the CTE Interview Summit, youth apprenticeship, curriculum, community collaboration, program improvement, and criticisms of the board. Teachers and administrators most commonly discussed how the interview summit provided opportunities for a large number of the student population to participate and gain real-world experiences, however not all aspects of the board were as positive as the summit.
Curriculum development was an area of concern for teachers and administrators. One teacher specifically noted that they are not aware of any curriculum that has been added or altered to fit the needs of students based on work done by the collaboration of advisory board members. Two other members of the teaching and administrative team described the curriculum aspect of the board to be somewhat effective. The remainder of the teaching staff did not specify units or learning objectives that were altered but did indicate that collaborating with the board allowed them to bring authentic information for curriculum back to the classroom.

Youth apprenticeship and other work-based learning opportunities are a neutral topic for participating teachers and administrators. One administrator noted that there has been a slight increase in opportunities for students created by the board. Even though the overall number of opportunities may have increased over the last 3 years, one teacher claimed that they do not see any benefit from the board in this capacity because their subject area may not be as conducive to create apprenticeships as other discipline areas. Another teacher stated they were unable to secure a partnership at any of the meetings of the board. Teaching members associated with health sciences and business have had more partnerships developed through board membership whereas other areas such as family and consumer sciences and technology education have voiced their inability to secure partnerships.

For community collaboration, many teachers and administrators mentioned that the CTE Interview Summit was the primary vehicle for obtaining a connection between students and the community. A respondent working with the childcare program at OCHS mentioned that the board created opportunities for field trips and guest speakers. A respondent representing the Computer Science program indicated that he was excited to see banking professionals of the
board interacting with technology members. The collaboration among board members has proved beneficial for understanding the needs of the local economy.

Lastly, teachers and administrators indicated how they improve participation of current and prospective board members to increase engagement and to recruit and retain more members. Members indicated that the board should ask students and parents to become board members since they are key stakeholders and would provide valuable insight into programming. Other proposals to change the structure include the request to have every department seek new members from the discipline that they teach to create a more synchronized approach to tasks. Other remarks included the difficulty associated with the sheer size of the board and the time and place offered to facilitate meetings and communication.

**Research Question 2: What are Perceptions of Professional Business Members in Regards to the Effectiveness of the Oak Creek Advisory Board in the Development of Curriculum, Partnerships, Work-based Learning, and Growth of the Advisory Board?**

The second research question was used to determine how effective professional business members perceived the advisory board to be in curriculum, partnerships, work-based learning, and growth. The transcription of the interviews with participants who serve as administrators or teachers at Oak Creek High School is located in Appendix C.
Table 3

*Perceptions of Effectiveness – Professional Business Members*

<table>
<thead>
<tr>
<th></th>
<th>Curriculum</th>
<th>Partnerships</th>
<th>Work-Based Learning</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Perception</td>
<td>4 (40%)</td>
<td>5 (50%)</td>
<td>7 (70%)</td>
<td>16 (53%)</td>
</tr>
<tr>
<td>Neutral Perception</td>
<td>4 (40%)</td>
<td>1 (10%)</td>
<td>1 (10%)</td>
<td>6 (20%)</td>
</tr>
<tr>
<td>Negative Perception</td>
<td>2 (20%)</td>
<td>4 (40%)</td>
<td>2 (20%)</td>
<td>8 (27%)</td>
</tr>
</tbody>
</table>

Table 3 illustrates that 16 of 30 perceptions (53%) in regards to all categories of questions were positive. For curriculum, 40% of the population had a positive perception of an effective curriculum. 40% of respondents had a neutral perception and 20% had a negative perception of curriculum effectiveness. 50% of respondents had a positive perception associated with advisory board partnerships. 10% had a neutral perception and 40% had a negative perception. 70% of respondents had a positive perception of work-based learning efficacy. 10% held a neutral perception and 20% held a negative perception.

Common themes of the interviews include the CTE Interview Summit, youth apprenticeship, curriculum, community collaboration, program improvement, and criticisms of the board. Curriculum development was a primary concern from business partners. One business partner claimed that the board is not effective in this regard. The business partner discussed how curriculum was rarely mentioned at meetings of the board. Other board members indicated that curriculum development is present and that is has shaped lessons in the classroom for the better. A professional member indicated that when it comes to enhancing the curriculum, students directly benefit from the discussions between teachers and networking business partners.
Youth apprenticeship and other work-based learning opportunities have been a more neutral topic for business partners on the advisory board. One partner described how the board was able to identify the opportunity for YA students to work with their business however, he felt that the qualifications of the student and the program didn’t quite match up with the objectives of their business. Business professionals noted that they experienced success with the program and utilized the board to get students into these opportunities. One board member mentioned that they would like to take advantage of this program but is unable to depend on budgetary constraints.

For community collaboration, business partners discussed how the interview summit provided a positive experience for business professionals and students alike. Teachers, administrators, and business professionals referenced the mock interviews as an opportunity for students to extend their learning beyond the classroom and understand the qualifications that 21st-century workers need. Some of the business members had direct experience working with the summit and were able to elaborate on the potential benefits that they witnessed students obtain. Statements regarding the summit were very positive when interviewing business professionals.

Lastly, business professionals indicated how they would improve the participation of current and prospective board members to increase engagement and to recruit and retain more members. Members indicated that the need for sub-committees, new schedules and locations should be added, directly recruiting a wider range of content areas, more collaborative work time allotted during meetings and professional development days, and to explore recruiting members from outside of Oak Creek. Most professionals cited difficulty with meeting during the scheduled times and dates in the fall and spring.
Chapter V: Discussion, Conclusion, and Recommendations

The Oak Creek High School Career and Technical Education Department took a major step in program improvement when it implemented an advisory board in the 2017-2018 school year. The board consists of teachers from various CTE disciplines, administrators involved with the supervision of CTE programs, and professional business members from the community. Since implementation, the board has expanded membership, created new events for students, and improved work-based learning opportunities.

The purpose of this study was to identify how effectively the Oak Creek CTE Advisory Board implements best practices in advisory board development. Further, this study aimed to define how CTE teachers, administrators, and local industry professional members of the board perceived the effectiveness of the advisory board and its processes.

This study was conducted at Oak Creek High School and various local business settings in Oak Creek, Wisconsin. The following research questions were addressed through this study:

1. What are the perceptions of CTE teachers and administrators in regards to the effectiveness of the Oak Creek Advisory Board in the development of curriculum, partnerships, work-based learning, and growth of the advisory board?
2. What are the perceptions of professional business members in regards to the effectiveness of the Oak Creek Advisory Board in the development of curriculum, partnerships, work-based learning, and growth of the advisory board?

Personal interviews were the source of data collection for this research. This chapter will discuss the results regarding perceptions of the effectiveness of the board. A conclusion of the study and recommendations for future research and changes to the board will be examined.
Research Question 1

Results showed that 71% of all responses by teachers and administrators were positive in regards to the efficacy of the advisory board across all categories however; when it came to the curriculum, the perceptions were not as positive as partnerships and work-based learning. Only 53% of responses for the curriculum were positive. This shows that the advisory board and its ability to help develop an effective curriculum is an area of weakness as perceived by teachers. This gap can cause students to lack access in 21st century curriculum that is relevant in today’s job market and collegiate settings.

Major themes that were consistent in subject responses included positive perception of the CTE Interview Summit, mock interviews, curriculum, networking, representation of board members, and incentive ideas. Respondents from OCHS mentioned the benefit to students and their professional development as they recruited students from their departments to participate in the CTE Interview Summit. The mock-interview or real-life experience of conducting conversations with local professionals garnered many positive responses and helped student engagement in the classroom. Teachers mentioned that these interactions gave students a better sense of what they needed in terms of skills to succeed in the local job market.

However, several teachers felt that the advisory board was not as effective when it came to directly improving the curriculum. Many teachers discussed that they felt that there was not enough focus on their specific content area and that many members of the board did not necessarily represent industry from their content area. Some instructors have sought the advice of professionals outside of the board that understands underrepresented content areas such as building trades. Another concern was concerning the size and scope of the advisory board. Some
teachers felt that the board is so large and represents so many educational disciplines that it can be difficult at times to focus specifically on content that would best represent each member.

Results showed that work-based learning was perceived positively at a 67% rate. This is in-line with the overall perception held by the teaching staff and administrators associated with the advisory board. Work-based learning was interpreted with a wider range of responses than partnerships and curriculum as many individuals have different interpretations of what constitutes a work-based learning opportunity.

Partnerships were the most successful area with 93% of respondents claiming that they had a positive perception. This shows that events such as the CTE Interview Summit (mock interviews) hosted by the department and led by the advisory board has received substantial positive reviews and has established a reputation for quality.

Lastly, teachers recommended providing incentives to participating members in business to create a sentiment of goodwill towards volunteers and their contributions. They felt that the increased attention to the sacrifice of time on the part of business members may help to establish a better sense of belonging and lead to an increase in participation. Teachers offered the idea of creating apparel and distributing to members to achieve this goal.

**Research Question 2**

Results showed that professional business members did not have the same rate of positive perception responses than there teaching and administrative peers. Professional members had a 53% positive response rate when it came to discussing their perception of the effectiveness of the board. This rate is 13% lower than the teachers.

Only 40% of professional members felt positive about the curriculum. This rate demonstrates that professional members feel like they are less impactful when it comes to
curriculum compared to teacher perception. For the board to grow, professional members will need to feel like they are fulfilling their purpose for serving on the board.

In regards to work-based learning opportunities, 70% of professional members felt that opportunities for students provided by the board were effective. This result was much closer to the result of 62% demonstrated in the teacher responses. The similarity here would indicate that this area is the closest in terms of having a synchronized perception. Business professionals had differing perceptions of the youth apprenticeship opportunities made available to students. Many on the board claimed that they did not directly participate in the recruitment and training of students. Some business members understood that the board could directly affect the number of students enrolled in youth apprenticeship however; they were unclear of how they could specifically contribute to the growth of the program.

When discussing events that bring students and community members together, 50% felt that partnership events were effective. This result is substantially lower than teacher perception. This would indicate that professional members do not feel as strongly about the impact of events such as the CTE Interview Summit (mock interviews). Many professionals still held a positive view of the CTE Interview Summit and felt that it was beneficial for student growth and development. Some respondents were participants themselves in the event and attested to the positive benefits on student learning outcomes that they witnessed.

Another theme included the desire to receive more communication from other board members. Board members expressed positive views of the CTE department and the board itself however, in terms of growing the board and bettering participation, communication was the main theme.
Conclusions

The advisory board at OCHS offers opportunities for CTE students in the areas of curriculum, partnerships, and work-based learning opportunities. However, a gap exists in the perceptions of the board by key stakeholders. Teachers and administrators hold a more positive outlook on the performance of the board in regards to meeting objectives and goals than professional business member counterparts. Individuals who do not feel that the board is effective directly influences attendance rates at meetings and may not share key resources in the future. Limiting membership attrition has been a key focus this year for board leadership and will continue to be in the future.

Recommendations

Based on the findings of the study, the following recommendations address key issues affecting the perceptions of the effectiveness of the OCHS CTE Advisory Board:

1. More time needs to be dedicated to curriculum development and work-based learning discussions between teachers, administrators, and professional business members.
2. Professional business members need to have access to more information regarding the work-based learning programs and events that the advisory board holds to brings students and businesses together to create a unified understanding.
3. Professional members should collaborate specifically with a teaching or administrative counterpart that best complements the industry in which the professional represents.
4. Communication between OCHS staff and business professionals needs to occur throughout the year rather than only once in the fall and once in the spring during semi-annual meetings.
5. The advisory board needs to grow in professional membership to reflect the courses currently taught at OCHS by requiring departments to recruit at least one professional business to the advisory board.

6. Teachers and administrators need to have professional development time allocated to them during the school year to reach out to professional business member counterparts.

7. Seek more partnerships with students and parents as they are key stakeholders in this process.

8. Focus discussions and initiatives on specific disciplines within the CTE department at meetings to increase participation of members.

9. Increase social media exposure for events and initiatives including but not limited to the CTE Interview Summit to help recruit new members and to build audience engagement.

10. Host meetings at various locations that include places of employment of business partners rather than exclusively meet at the high school in Oak Creek.

11. Create incentives for professional members with promotional items to show appreciation for their efforts and partnership with the school.
References


Gonon, P. (2009). ‘Efficiency’ and ‘vocationalism’ as structuring principles of industrial education in the USA. *Vocations and Learning, 2*(2), 75-86.


Hyslop, A. (2009). Fostering partnerships between education, business and industry: CTE programs can be at the center of both today's economic recovery and the long-term future of the country's workforce. One way that these two needs can intersect is through growing partnerships between education and businesses. (Perkins Implementation Spotlight Series) (Career and Technical Education). *Techniques, 84*(5), 42-43.


Appendix A: Email to Participants

Dear Invitee,

I am kindly requesting your participation in my Master of Science in Education research study entitled:

*The Perceived Effectiveness of the Oak Creek Career and Technical Education Advisory Board*

The purpose is to explore the perceived effectiveness of the advisory board from the perspective of CTE teachers, administrators, and professional business members of the board.

The study involves completing a face-to-face interview. The interview will be five questions in length. This interview involves questions regarding your role on the board, observations of the board, and suggestions for improvement.

If you would like to participate in the study, please read the attached Informed Consent. Then provide your signature stating your consent.

Thank you for your time and prospective participation.

Sincerely,

Scott Subach

Graduate Student, University of Wisconsin – Stout

scott.subach@gmail.com
Appendix B: Informed Consent to Participate In UW-Stout Approved Research

**Project Title:** Perceived Effectiveness of Oak Creek Career and Technical Education Advisory Board

**Description:**
This study is examining the perceptions of the effectiveness of the advisory board. Interviews will be conducted with advisory board personnel and will ask about observations of the boards practices.

**Risks:**
You may feel that questions regarding the advisory board may be critical in nature. It is important to answer as truthfully as possible and understand that measured critique of the program will lead to improvements in process. Identifying information will be removed to preserve anonymity but some degree of reputational risks still applies.

**Benefits:**
There are minimal risks by being involved in this research project.

**Confidentiality:**
No identifying information will be publicized during this study. Your name and any information regarding the study will be stored in the researcher’s password protected computer and will be permanently deleted after the study is finished.

**Future Use:**
Any information collected for this research project will be stripped of identifiers and will not be used in other research in the future.

**Time Commitment:**
The standard interview will likely last between 10-20 minutes.
Right to Withdraw:

Your participation in this study is voluntary. You may choose not to participate without any adverse consequences to you. You also may choose to remove your data and participation at any time.

IRB Approval: This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and university policies. If you have questions or concerns regarding this study, please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

Investigator: Mr. Scott Subach
262-412-1315 | subachs6268@my.uwstout.edu

IRB Administrator
Elizabeth Buchanan
Office of Research and Sponsored Programs
152 Vocational Rehabilitation Bldg.
UW-Stout
Menomonie, WI 54751

Advisor: Dr. Greg Matthias
715-232-1206 | matthiasg@uwstout.edu

Statement of Consent:

By completing the following survey, you agree to participate in the project entitled, Perceptions of Effectiveness of the Oak Creek Career and Technical Education Advisory Board

__________________________________________________
Name

__________________________________________________
Date
Appendix C: IRB Exemption

November 14, 2019

Scott Subach
Teaching, Learning, and Leadership
University of Wisconsin-Stout

RE: Perceptions of effectiveness of Oak Creek High School’s Career and Technical Education Advisory Board

Dear Scott,

The IRB has determined your project, “Perceptions of effectiveness of Oak Creek High School’s Career and Technical Education Advisory Board” is Exempt from review by the Institutional Review Board for the Protection of Human Subjects. The project is exempt under Category #2 of the Federal Exempt Guidelines. Your project is exempt for 5 years from November 14, 2019. If a renewal is needed, it is to be submitted at least 10 working days prior to the approvals end date. Should you need to make modifications to your protocol, please complete the modification form.

Informed Consent: All UW-Stout faculty, staff, and students conducting human subjects’ research under an approved “exempt” category are still ethically bound to follow the basic ethical principles of the Belmont Report: 1) respect for persons; 2) beneficence; and 3) justice. These three principles are best reflected in the practice of obtaining informed consent from participants.

If you are doing any research in which you are paying human subjects to participate, a specific payment procedure must be followed. Instructions and form for the payment procedure can be found at http://www.uwstout.edu/rs/paymentofhumanresearchsubjects.cfm

If you have questions, please contact the IRB office at 715-232-2691, or buchanane@uwstout.edu, and your question will be directed to the appropriate person. I wish you well in completing your study.

Sincerely,

Elizabeth Buchanan
Interim Director, Office of Research and Sponsored Programs; Human Subjects Protections Administrator,
UW-Stout Institutional Review Board for the Protection of Human Subjects in Research

CC: Matthias
Appendix D: Interview Transcripts

Administrator #1

1. What is your role within the Oak Creek CTE Advisory Board?

I am the Career and Technical Education Coordinator for the district.

2. How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance the curriculum?

Over the past two years, the Advisory Board has helped connect students with members of the business community. The CTE Interview Summit and various activities with Wisconsin Regional Training Partnership Big Step has provided students with extensions to apply what they have learned in their classes and extend the learning into those practices currently used by local business and industry.

3. How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?

The Advisory Board has created business partnerships that have led to a slight increase in our work-based learning experiences, but this gradual increase is trending upward.

4. How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?

This has been the main focus of the last two years, and I feel that the Interview Summit has provided opportunities for a large number of our students to engage with local businesses. The mock interviews have led to an increased appreciation for the class experience, an opportunity to expand learning experiences beyond the classroom, and in some cases, employment or Youth Apprenticeship opportunities.
5. How would you increase the level of participation for all members of the Oak Creek Advisory Board?

The best thing that happened to the CTE Advisory Board was the current rebranding effort. This has re-energized and refocused our team and provided direction to our efforts to increase participation in Youth Apprenticeships and opportunities to capitalize on current and future business partnerships.

Administrator #2

1. What is your role within the Oak Creek CTE Advisory Board?

I am a grades 10-12 building administrator that works alongside the CTE department in a supervisory role.

2. How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance the curriculum?

I have limited experience working with the advisory board, however I feel that it is a definite plus to have community members directly involved with teachers. It seems like it everyone is in the loop and plenty opportunities are being brought to students based on this partnership. Overall, I have been impressed with it’s development so far.

3. How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?

One of our goals as a school is to have students graduate with high credentials and one of those priority areas within our high credential goal is related to certifications and work based learning opportunities. Having business people that work in the community meet directly with our
teachers would be a very effective way to network and find opportunities for students. I would consider this method to be very effective.

4. **How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?**

I saw on social media last year, images of our students participating in the CTE Interview Summit. Talking with community members, a lot of them expressed interest in serving as volunteers for this event because they heard about all of the positive happenings. Having a culminating event where students can work with community members in a mock interview setting undoubtedly provides a very effective platform for students to professionally develop.

5. **How would you increase the level of participation for all members of the Oak Creek Advisory Board?**

I would consider targeting more parents of students to participate as they may have a stronger drive to participate since they are invested in the future of students more than anybody is. It would also help to get numbers high enough to match the needs of the discipline areas.

Teacher #1

1. **What is your role within the Oak Creek CTE Advisory Board?**

Business and Marketing Teacher working with introductory business courses and digital design.

2. **How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance curriculum?**

I believe the effectiveness of the OC CTE advisory board in regards to enhancing curriculum is minimal. Being in my second year of involvement with the advisory board, I am not aware of
any curriculum that has been added or altered to fit the wants & needs of our local business professionals and industries.

3. **How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?**

I believe the effectiveness of the OC CTE advisory board in regards to building work-based learning opportunities has been very effective and beneficial for both the businesses and students alike. The businesses on the advisory board have been very supportive and want to work with our students. I have talked with numerous students whom are involved in work-based learning programs and the consensus is that they are learning many vital skills that will help them in their future endeavors.

4. **How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?**

I believe the effectiveness of the OC CTE advisory board in regards to creating and managing events have been very successful. Each year, the CTE advisory board participants host a CTE Interview Summit where students participate in mock interviews with business professionals. This year, the board is also hosting a financial reality day that will provide students a simulation to better help them prepare for post-graduation everyday expenditures.

5. **How would you increase the level of participation for all members of the Oak Creek Advisory Board?**

I would try to increase awareness but promoting new industries that aren’t currently involved with the board. Getting some fresh blood might be the key to get some more enthusiasm going.
Teacher #2

1. What is your role within the Oak Creek CTE Advisory Board?
I am a Health Sciences Teacher primarily working with our CNA program

2. How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance curriculum?
When teaching employability skills unit within my health science classes, I am able to bring about updated information from industry. For example when teaching about employer policies, I am able to share the dress code policies a local employer has so students are able to understand the relevance and see how it relates to them.

3. How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?
Building employer connections can help to build the pipeline of future health professionals for businesses as well as students to gain work experience towards future career goals. We have consistent opportunities for students to work with local hospitals for career experience.

4. How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?
The annual CTE interview summit has been something that is a win for both students and employers. Students have learned valuable interviewing skills which they can apply to any future employer as well as it has served in Youth Apprenticeship placements for students and jobs filled for employers.

5. How would you increase the level of participation for all members of the Oak Creek Advisory Board?
A goal of mine for the advisory board would be to hear more employment trends from area employers. Currently, meetings are too difficult to have anyone get what they really need out of them. The structure and set up isn’t conducive to my discipline area because the discussion isn’t focused enough. If there was a way that we could breakdown the meetings and focus on specific tasks that are essential to each department, we would probably have some better results.

Teacher #3

1. **What is your role within the Oak Creek CTE Advisory Board?**

Teacher member from Family and Consumer Education Department.

2. **How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance curriculum?**

It has assisted with building community relations between school and real-life experiences, especially in my childcare classes where it has led to field trips, guest speakers, and curricular changes.

3. **How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?**

Yes, students have benefited from the involvement and have gained resources as well as businesses that can lead to student employment.

4. **How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?**

We have created partnerships and are only going to grow over time, such as the CTE interview summit. That has been a very beneficial event for students.
5. How would you increase the level of participation for all members of the Oak Creek Advisory Board?

Now that we have become more established, perhaps a future meeting could be at a local business that is part of the advisory board and we could see what they offer and of course still cover our talking points that need to be made, but would just be a different experience. It was great at our last meeting to ensure we have ample time to discuss within breakout groups goals and talk about what we would like to accomplish as a team.

Teacher #4

1. What is your role within the Oak Creek CTE Advisory Board?

Technology Education teacher primarily working with the Graphic Arts Program.

2. How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance curriculum?

Very effective. Adding industry experts to the classroom to provide real world experience to the kids is great.

3. How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?

Very effective. The advisory board has opened up endless job placement opportunities for students.

4. How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?
Very effective. The CTE interview summit helps connect students and business. The real world experience of that event if hard to match anywhere else. It seems to be getting better every year as well.

5. **How would you increase the level of participation for all members of the Oak Creek Advisory Board?**

Maybe have a social event for everyone.

Teacher #5

1. **What is your role within the Oak Creek CTE Advisory Board?**

Teacher in the CTE department working with Family and Consumer Education and Health Sciences coursework.

2. **How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance curriculum?**

I believe it has great potential to enhance the curriculum of the CTE department at Oak Creek. It is immersing community professionals into our school through multiple different formats. I believe it provides great insight into the career and technical fields directly from individuals that know the expectations in the industry.

3. **How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?**

Going off the previous question, I believe that these professionals are giving firsthand experience to the teachers in the CTE department and their students about what is current in the field. I think we are still working on building up the effectiveness of the Advisory Board and how to involve
the professionals more. I only see this improving year after year as the relationships become stronger and networking furthers in the community.

4. **How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?**

I think we have made great strides in our department to develop different events to involve the community members directly with the students. Each year again we are fixing issues from the previous years and coming up with new ideas for ways to meld the two worlds together in an effective way.

5. **How would you increase the level of participation for all members of the Oak Creek Advisory Board?**

I know personally, we are looking for more connections in the community in the Culinary Arts department. We have been reaching out to different restaurants and hospitality industries to potentially work directly with our students through field trips, guest speaking, work apprenticeships, and demonstrations. We are also hoping to draw a lot more professionals in to our program after our commercial kitchen is built next year.

Teacher #6

1. **What is your role within the Oak Creek CTE Advisory Board?**

Technology Education instructor that works with our Knight Construction building trades program.

2. **How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance curriculum?**
I don't feel it has helped with the curriculum from a Tech Ed perspective. A few reasons why could be because we don't have a lot of representation on the board from partners in our areas. It could also be we haven't been persistent enough with our advisory members on their input on our current curriculum and what it should look like. Also, I have a group of partners with the Knight Construction program already established that I lean on and they are not a part of the advisory board. I have found the advisory board most beneficial with networking and with the interview summit the high school runs during the spring semester.

3. **How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?**

Again, the advisory board has been beneficial with setting up contacts, but most of the contacts represented at the advisory board are not tied to careers in our tech areas we teach. With the Knight Construction program, I had a few members that I work with to create this program and continue to build it. I don't have an official advisory board. It would be possible to create one and there would be benefits in doing so. It was easier to contact and work with our partners over email and phone conversations to make it more flexible with their schedules.

4. **How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?**

I feel our board has been effective. When it was decided to run an interview summit in April, it has been very successful the last two years. Year 2 improved from year 1. We seem to have this one event, which works well, but is there a next step of other items that should be looked at and worked on to improve. I'm not sure of the direction of the advisory board other than the interview summit.
5. **How would you increase the level of participation for all members of the Oak Creek Advisory Board?**

We probably need to create some incentives and do something for the business partners that are part of the advisory board. It would take some money to do so, but maybe get them and OC shirt or something along those lines. Ask the teachers to put in more time with the advisory board. Create time during inservices so our department can create plans for the meetings and get more partners at these meetings. Take time during the inservice time to send out emails or make calls to current or potential partners that could be a part of the advisory board. We could also so a small marketing plan to promote the current advisory board and bring on new members.

Teacher #7

1. **What is your role within the Oak Creek CTE Advisory Board?**

I am an engineering and technology teacher that primarily teaches Project Lead the Way curriculum.

2. **How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance curriculum?**

I would describe it as very effective given that it is relatively new. It is something that is gaining momentum.

3. **How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?**

I don’t necessarily have students that would participate in opportunities like that, so it doesn’t really fit what I do. Youth apprenticeships in the areas related to PLTW aren’t as easy to find as
other areas in business and the trades. However, I do imagine that other teachers in the
department are able to build those type of partnerships.

4. **How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?**

As mentioned earlier, the interview summit is an excellent example of an event that brings
together students and local business professionals. There have also been opportunities for
business professionals to come to speak to classes and for students to tour local businesses.

5. **How would you increase the level of participation for all members of the Oak Creek Advisory Board?**

It could be increased if over the next several school years every class in CTE was targeted to
bring in a local business professional, and eventually extend visits to other departments in the
building.

Teacher #8

1. **What is your role within the Oak Creek CTE Advisory Board?**

Teaching staff member of the Family and Consumer Education program at the Ninth Grade
Center at OCHS

2. **How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance curriculum?**

It is somewhat effective in getting feedback on the skills those in the community want to see in
our students when they graduate. We do a great job in providing programs for our students to get
in contact and develop skills with the businesses.
3. How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?

Very effective, we have put on successful fairs and interactive activities for students to get involved.

4. How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?

Think this is somewhat redundant, but they do a good job in this area.

5. How would you increase the level of participation for all members of the Oak Creek Advisory Board?

More incentives on getting information and whatnot. I think people need to be pushed a little more to get them coming and participating more.

Teacher #9

1. What is your role within the Oak Creek CTE Advisory Board?

I am a teaching member of the board representing Culinary Arts.

2. How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance curriculum?

Getting industry professionals to work with our students enhances the CTE curriculum because they have experiences to share with our students that cannot be learned from a book. Having members offer their time in this area has been essential for students to succeed.

3. How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?
The work-based learning opportunities are positively influenced by the CTE Advisory Board because the members are more willing to accept students into their program because they have a relationship with the school. Students benefit the most from that because they are getting experience that will help them succeed directly after high school.

4. **How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?**

The CTE Advisory Board gives students opportunities to get career ready by organizing the interview summit. This is a great opportunity to prepare students for interviews they will be facing in their future.

5. **How would you increase the level of participation for all members of the Oak Creek Advisory Board?**

I would have an additional meeting per semester, send out questionnaires to the members asking for suggestions of topics they would like to assist with curriculum wise, and have members present to the rest of the board what specifically they are working on.

Teacher #10

1. **What is your role within the Oak Creek CTE Advisory Board? A Computer Science Computer Science teacher at OCHS.**

2. **How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance curriculum?**

I believe the CTE Advisory Board does an adequate job of enhancing curriculum. I've been fortunate enough to collaborate with a community partners such as IIT SourceTech over the last
few years. They have been committed to taking in programmers as a major component of their Development Team.

3. **How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?**

   Based on my observations at IIT/SourceTech, the CTE Board has made it possible for students to get a unique opportunity as programmers. They are able to work alongside of recent graduates in Computer Science and get to see the entire software development process first-hand. This is a very unique opportunity. The CTE Board has made it possible for me to place students along with the DWD and WI DPI Youth Apprenticeship program.

4. **How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?**

   I believe this is an area that the CTE Board is improving on. There are efforts underway to allow local businesses to interact with the Board on a regular basis. I found it interesting that at the last meeting there were Banking professionals interacting with IT representatives. This collaborative environment is unique. There are not many times when you get a diverse group of people to meet in K-12 Education.

5. **How would you increase the level of participation for all members of the Oak Creek Advisory Board?**

   I would like to suggest workshops that are specific to an industry. For example, there could be a connection with the Cyber Security Awareness and Cyber Defense center that offers similar workshops and could be a conduit to connect the k-12 and industry all in the same venue. I think building around specific events in the general area would assist in building a community with
additional resources to assist students in identifying what career pathway they would like to take in the future. There is another group called STEM forward. This is a great organization that promotes CTE related careers. A presence as these annual events will go a long way in securing a unique CTE presence at OCHS.

Teacher #11

1. **What is your role within the Oak Creek CTE Advisory Board?**

Business Education teacher and department chair primarily teaching accounting, management, and finance courses.

2. **How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance curriculum?**

The advisory board is somewhat effective in terms of enhancing curriculum. Often, not enough time is set aside to work specifically on curriculum. Our best effort to better curriculum has been identifying work based curriculum opportunities and have students participate in events sponsored by the board.

3. **How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?**

This is an area where we are getting stronger and focusing more of our attention. This has been a goal of our CTE department and we have put some of the responsibility on the board as well. We have really been encouraging businesses to take part and have attempted to start a public relations campaign that would help publicize businesses that are helping us out in this area. Overall, I would say that it could be better with some time but I would deem it to be effective at this point in time.
4. **How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?**

Our CTE Interview Summits have been successful enough that we feel that adding in a personal finance reality day this year will propel us even further. Overall, the events that the board creates are the most effective element that the board brings to the table.

5. **How would you increase the level of participation for all members of the Oak Creek Advisory Board?**

More subcommittee work and more communication throughout the school year, meeting only twice a year makes planning difficult, however I understand that business partners and teachers are busy throughout the year.

Teacher #12

**1. What is your role within the Oak Creek CTE Advisory Board?**

Business Education teacher teaching Microsoft courses along with personal financial literacy.

**2. How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance curriculum?**

I would say that it isn’t effective in this area. I have not personally seen much change in my curriculum for the better because of the board. I work primarily with one member of the board to enhance curriculum but I feel like we would still work closely hand in hand without the formalities of the board process.

**3. How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?**
It isn’t as effective as it could be. I don’t feel that there is enough participation from members and there are a lot of members that come and go. Making work based learning relationships work, requires more dedication.

4. How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?

I think we are effective in this area, local businesses have really reached out to participate in our events. We are adding a new event this year related to personal finance. For these events, the board really helps get things off of the ground.

5. How would you increase the level of participation for all members of the Oak Creek Advisory Board?

There needs to be more benefit for the business members to join. Having an incentive will lead to stronger relationships because there will be more dedication on everyone’s part.

Teacher #13

1. What is your role within the Oak Creek CTE Advisory Board?

Technology Education teacher working in our Manufacturing program and lead for our Knights Racing program.

2. How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance curriculum?

I don’t think it is effective at all. I am not partnered with anyone in my content area and there isn’t enough of an incentive to attend meetings.
3. **How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?**

Not effective, I don’t think there are very many Youth Apprentices that have worked with us in our department because of a partnership made at these meetings.

4. **How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?**

Somewhat effective, some of our students participate in the summit but that is about it. Any other events that we host as a department are on our own. We tend to rely on our own contacts for that.

5. **How would you increase the level of participation for all members of the Oak Creek Advisory Board?**

Everything seems very generic; it is almost like our school is too big to have a board that serves everyone’s needs. There has to be a way to make the board feel more personalized.

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Business Member #1

1. **What is your role within the Oak Creek CTE Advisory Board?**

Member and advisor from Educators Credit Union. I work with community outreach.

2. **How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance curriculum?**

I would say that they are very effective. The advisory board brings “real world” insight and support to the high school.

3. **How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?**
Could be more effective, I think that the opportunities exist for more work-based learning but the resources are not available to us.

4. **How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?**

Very effective, having participated in several. Very well run events and the students know what to expect out of the experience.

5. **How would you increase the level of participation for all members of the Oak Creek Advisory Board?**

Form sub committees and invite more community members to attend.

Business Member #2

1. **What is your role within the Oak Creek CTE Advisory Board?**

Professional Business Member from Educators Credit Union

2. **How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance curriculum?**

The board is successful in a lot of ways but I don’t know what direct impact we have on curriculum. I would guess that some of that gets weaved in but I am not entirely sure.

3. **How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?**

Our business works directly with the Youth Apprenticeship program at the high school, primarily in the area of Finance. We have had several students participate the last few years.
4. How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?

Students will be participating with us at the Financial Reality Expo in the Spring. This is a tremendous opportunity for students to connect with local business people. This is an effective partnership.

5. How would you increase the level of participation for all members of the Oak Creek Advisory Board?

I am not entirely sure. I think that it runs well now but there is always room to improve. Maybe there could be more contact before each meeting in hopes of rounding up more people and working around their schedules.

Business Member #3

1. What is your role within the Oak Creek CTE Advisory Board?

Professional Business Member from Ebenezer Child Care

2. How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance curriculum?

The CTE Advisory Board is very effective when it comes to enhancing curriculum. Students directly benefit from the discussions that the board provides teachers and networking business partners. Through these discussions, teachers of students gain access to industry knowledge and connections. We could extend this further but at this point in time, I would say that is operating quite well.
3. **How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?**

The potential is there but I do not know any of the statistics off hand. I am not sure how measurable this is either. Not entirely sure what constitutes a work based learning opportunity. Our students do gain insight into the requirements for childcare licensing in the region.

4. **How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?**

I have had a very positive experience with the Interview Summit held in April. Our business has expressed interest in potentially hiring some of the students from this event. We have always been impressed with the talent that students bring to the table.

5. **How would you increase the level of participation for all members of the Oak Creek Advisory Board?**

I would try to raise the stakes a little bit and maybe look to have the gatherings in either a more formal venue or even having different businesses rotate hosting the event. It would give each business professional some exposure to what other businesses are like in the area.

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Business Member #4

1. **What is your role within the Oak Creek CTE Advisory Board?**

Professional Member from AIT

2. **How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance curriculum?**
Somewhat effective. Always more can be done. I don’t know if we take enough time when we meet to discuss course content or look at a syllabus.

3. **How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?**

I’d say that this is great, I have talked to other districts about getting more students involved in apprenticeships but it seems like Oak Creek is very involved in this areas. They also place a lot of emphasis on the trades.

4. **How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?**

We have had students involved in training programs with WRTP Big Step and have also had several students participate in the Interview Fair that the school hosts. We have connected a lot of students and families to industry and the trades in this process. It has been a great success so far and hope to see it expand more in the future.

5. **How would you increase the level of participation for all members of the Oak Creek Advisory Board?**

Although there has been some nice work done with the trades, the demand is still there to grow. If there would be a way to recruit more members from the trades and even find a way to work around their schedules. We typically meet at times that they might be unavailable to attend. It would be great to get more input from them.
Business Member #5

1. **What is your role within the Oak Creek CTE Advisory Board?**

   Business Member from Training Division at Harley-Davidson

2. **How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance curriculum?**

   It would be hard to say as this is probably more of a question for the teachers. As a representative of the private sector, I feel like students are already gaining really good experience from the content that students are already receiving. Students seem very well prepared to contribute to the local job market.

3. **How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?**

   We have had some students work with us in the past and in all cases this has worked out very well. We don’t always have the budget to take on a student every year but the times that we have collaborated with the school in this regard has been beneficial.

4. **How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?**

   We participate in the career fair in January. We get a few students interested in our industry but maybe there is a way to meet them in a personalized manner. I think I would say that it is somewhat effective overall.

5. **How would you increase the level of participation for all members of the Oak Creek Advisory Board?**
I think that participation already is pretty strong. I would almost look to specialize the team and maybe reduce it to a few dedicated members. We might be able to get more concerted efforts in the areas that need the most attention that way.

Business Member #6

1. **What is your role within the Oak Creek CTE Advisory Board?**
   Member representing IIT Source Tech in West Allis, Wisconsin

2. **How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance curriculum?**
   It hasn’t been so much from the board, I have been creating personal contacts with another board member. He comes out to our building and we have discussions. The field of software development changes so rapidly. Any head start students can get at the High School level is really hard to come by. I do not get that level of communication from other schools.

3. **How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?**
   It hasn’t helped very much for me myself. I haven’t participated much. I am kind of an outlier because the doesn’t reflect what we are looking for. The types of internships are trying to get are different. When I hire interns, I am hiring them for a 5 or 6 year commitment. Looking for Computer Science, Math cream of the crop, the high end. We seek college bound individuals who want to keep working throughout the years. I am looking for a longer-term commitment from those types of candidates.
4. **How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?**

The only thing that I participated in are the mock interviews. I don’t think they apply to my business, I am drawing a blank, I know they had a big event last school year. It seems like it was tailored more to manufacturing and the trades. I have been a part of both of those. I am happy to continue to participate.

5. **How would you increase the level of participation for all members of the Oak Creek Advisory Board?**

I don’t know the answer to that one. The one thing that brings me back is communication. Being able to talk one on one. That has been the most beneficial.

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Business Member #7

1. **What is your role within the Oak Creek CTE Advisory Board?**

Professional member working as an inside sales lead for a medical device company called Atos.

2. **How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance curriculum?**

The advisory board is very effective when it comes to curriculum development. Students are prepared for the real world and members work together to create the best content possible. The teachers are always on top of it and prepare our students so well.

3. **How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?**
Work based learning opportunities are available to students through internships and Co-op. I think that the board is very effective at providing these opportunities and helps students get into the right fields for them.

4. **How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?**

The board and its members brings students and teachers together in a very effective manner. Every year, students can do mock interviews with local businesses to gain experience for their first interviews. Interviewing is one of the hardest things to do and I feel that the school provides a great practice for students to get involved in.

5. **How would you increase the level of participation for all members of the Oak Creek Advisory Board?**

I think that given everyone’s busy schedule, I think that participation is already very high. Maybe we could do some more recruitment though out the year to find people that are interested but may not know how to get involved.

Business Member #8

1. **What is your role within the Oak Creek CTE Advisory Board?**

I am an Account Manager with Standard Electric Supply Company, an electrical distributor focused on selling automation products and solutions.

2. **How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance curriculum?**
The advisory board is moderately effective when it comes to curriculum development. I personally don’t recall working on curriculum specifically but I have been able to provide input during networking breakouts discussing current industry trends. I think it would be more beneficial to have more time to specifically work with teachers in my area of expertise. Technology is always changing and we are seeing this reflected in our field.

3. **How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?**

Mostly successful. The board helps us to identify potential students for apprenticeships but there hasn’t been a lot of students who are eligible or make a tremendous fit right away. The students that we have had have been somewhat of a mixed bag. Some years, students are fantastic but we aren’t always able to retain them for the amount of hours we need. It would be nice to have a larger pipeline of students that have the prerequisite knowledge in our field to contribute in a variety of ways.

4. **How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?**

My business partner and I participate in the CTE Interview Summit each year. I think it is a tremendous first step but it would be great to include something in the fall as well.

5. **How would you increase the level of participation for all members of the Oak Creek Advisory Board?**

It would be a good idea to have more people involved. I think we could go to some networking events and see if we could drum up some more interest. I think that going in person would be more effective than an email.
Business Member #9

1. **What is your role within the Oak Creek CTE Advisory Board?**
   General Member working with finance curriculum. Currently working for US Bancorp in the Mutual Fund Division.

2. **How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance curriculum?**
   Not very effective. This isn’t something that is covered in the meetings that I have been to.

3. **How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?**
   I am not sure how many students are working in this capacity. It would be more helpful to get a little more information on the Co-op program. Not sure if they still have one or not.

4. **How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?**
   I think they do a good job. I don’t know how many events that there can be. I think it would be good to have students take a field trip to Drexel Town Square or visit City Hall. It could be a good experience for them.

5. **How would you increase the level of participation for all members of the Oak Creek Advisory Board?**
   It would be much better if we could rotate the date and times of meetings, it is hard to make the timeslot right after school.
1. **What is your role within the Oak Creek CTE Advisory Board?**

Business Member working as a real estate director for Newmark Knight Frank

2. **How would you describe the effectiveness of the Oak Creek CTE Advisory Board to enhance curriculum?**

The advisory board is very effective when it comes to improving curriculum. The networking opportunities provided by the board help to improve opportunities for students.

3. **How would you describe the effectiveness of the Oak Creek Advisory Board to build work-based learning opportunities for both businesses and students?**

The board is very effective at building opportunities with local businesses. Students have gone through training programs, mock interviews, and will participate in a reality fair at the end of the year.

4. **How would you describe the effectiveness of the Oak Creek Advisory Board to create and manage events that bring students together with local businesses and local business professionals?**

Students and businesses are coming together more and more. I think that they advisory board is a big part of that. The events that students partake in involve them getting to know different community members in town and forces them to get a taste of real world networking.

5. **How would you increase the level of participation for all members of the Oak Creek Advisory Board?**

To increase participation, it would be best to invite more professionals, not just from Oak Creek. I know people in Milwaukee, South Milwaukee, and Cudahy that might be interested. They have
similar boards and groups there, but I think they would be open to getting their name out there more.
Appendix E: Consent to Interview

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Consent to Participate In UW-Stout Approved Research

Project Title: Perceived Effectiveness of Oak Creek Career and Technical Education Advisory Board

Description:
This study is examining the perceptions of the effectiveness of the advisory board. Interviews will be conducted with advisory board personnel and will ask about observations of the boards practices.

Risks:
You may feel that questions regarding the advisory board may be critical in nature. It is important to answer as truthfully as possible and understand that measured critique of the program will lead to improvements in process. Identifying information will be removed to preserve anonymity but some degree of reputational risks still applies.

Benefits:
There are minimal risks by being involved in this research project.

Confidentiality:
No identifying information will be publicized during this study. Your name and any information regarding the study will be stored in the researcher’s password protected computer and will be permanently deleted after the study is finished.

Future Use:
Any information collected for this research project will be stripped of identifiers and will not be used in other research in the future.

Time Commitment:
The standard interview will likely last between 10-20 minutes.

Right to Withdraw:
Your participation in this study is voluntary. You may choose not to participate without any adverse consequences to you. You also may choose the remove your data and participation at any time.

IRB Approval: This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study, please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.
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**Statement of Consent:**  
By signing below, you agree to participate in the project entitled, Perceptions of Effectiveness of the Oak Creek Career and Technical Education Advisory Board.

Name [Redacted]  
Date 3-4-2019
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[Signature]

Name  
Date  
12/5/19
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[Date]  

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Name: [Redacted]
Date: 11-26-19
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[Signature]

Name

12/15/2019

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<thead>
<tr>
<th>Name</th>
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Name __________________________ Date 12/08/2020
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Name [redacted]  
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[Signature]

*Name*

*Date 7/1/2019*
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[Signature]

Date: 12-09-19
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