

**Role of Industry Advisory Committee Working Groups in
Collaboration with Curriculum
Planning and Revision for Vo Ag Centers
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Vocational Employment Planning

Direct Industry input provides the Agriculture Center curriculum important diagnosis for trends in occupational forecasts, direct and indirect employment information and related supplies and equipment.

- 1) Direct employment related to job titles or contacts (working group)
- 2) Indirect - relates to associated industries not represented in the working group (pumps and pool companies for example).

Example - our closed Aquaculture Systems use Jacuzzi pumps. Students learn how to build systems and work on Jacuzzi pumps in Aquaculture Engineering and Instrumentation may find non direct aquaculture employment in the commercial pool industry.

Curriculum Content and Selection

Identifies elements important to skill based activities (hands on projects).

Identifies important applications related to employment.

In the future will provide industry competencies for employment certification and certificate programs.

Curriculum Conceptualization

Connecticut State Statutes and State Board of Education Regulations - Some regulations established by the enabling legislation such as FFA participation as Career Exploration or Agribusiness during the regular school day.

Several centers use parent volunteers on the working group especially for FFA activities beyond the regular school day.

Role of Vo Ag Teachers

Most of Vo Ag employment descriptions contain a provision for Vo Ag teachers maintaining and or establishing industry advisors. "Instructor will be required to attend professional meetings relating to the curricular areas and keep informed of changes and needs of the industry and establish a rapport with the agriculture community and advisors." This is critical to finding appropriate SOE placements.