WDE 📖 CTE

Wyoming CTE Postsecondary Advisory Board Toolkit

A guide for CTE faculty, facilitators and administrators, providing a comprehensive toolkit for effective Employer Advisory Board meetings.

Wyoming Department of Education

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Overview

Advisory boards are required for your Career and Technical Education (CTE) programs of study. Where do you begin? How do you make the advisory board an effective component of your existing (or even new) CTE program? The primary purpose of this handbook is to provide answers to some of these initial questions. In addition, this handbook contains guidelines and recommendations for CTE Advisory Boards as they work to improve CTE programs and programs of study.

As a member of a community college that operates an approved CTE program of study, you are required by Carl D. Perkins Career and Technical Education Act of 2006, which was extensively amended by the Strengthening Career and Technical Education Act for the 21st Century Act, to establish and implement a CTE Advisory Board. **It is required that the advisory council/board meet twice per program year** – once in the fall, and once in the spring is recommended. These meetings may occur virtually or in-person..

Overall, the Wyoming Department of Education - CTE Advisory Board Handbook details several key roles of CTE Advisory Boards and offers a general process to follow in establishing a board, as well as a variety of templates to use when and where appropriate. Most importantly, the information contained within this handbook has been designed to help facilitate communication and to enhance the advisory board experience so that the CTE Program Advisory Board is not just a requirement, but an integral partner in the success of your CTE program or program of study.

Purpose of Advisory Board

If you are new to the advisory Board process, or even if you are a veteran, it is important to review what a CTE Advisory Board is and the rationale for having one in place.

A CTE Advisory Board is a group of stakeholders whose experience and abilities represent a cross section of a particular occupational area. The primary purpose of the CTE Advisory Board is to assist educators in establishing, operating, and evaluating the CTE program – which serves the needs of the students, the community, and the business/industry partners – and to provide expertise and insight about current/future industry and technological changes.

Given this ever-changing economy and workforce, students need your help! CTE programs should be tailored to meet the workforce development needs of the community and the needs and interests of the individual students. Advisory Boards strengthen collaboration between those responsible for CTE programs and the communities they serve. There are myriad advantages to a CTE Advisory Council. CTE programs with advisory support are more likely to offer curriculum based on industry-trends and technology. This provides students with the opportunity to gain current workforce knowledge and experience. For educators, Advisory Councils are collaborative partnerships that contribute toward preparing students for the workforce.

Many of the recommended activities for an effective Advisory Board will fall into one of the following major areas:

Advisory Boards That Advise. The Advisory Board assesses specific areas of the CTE program and provides suggestions and recommendations for improvement, such as curriculum modifications, updates to facilities/budget/student competencies, purchase of new instructional materials and equipment, or adoption of a new safety policy.

Advisory Boards That Assist. The Advisory Board helps the instructor(s) and/or administrator carry out specific activities. These activities could include judging competitive skill events, setting up a scholarship program or working to identify and arrange meaningful structured learning experiences (SLEs) for students in the program.

Advisory Boards That Advocate. The Advisory Board promotes the CTE program throughout the community and strives to improve the relationships between CTE educators, business/industry partners, and/or the community. Promotion or marketing could include talking to legislators, speaking in support of CTE at board meetings, writing articles for local newspapers or obtaining media coverage for special events.
CTE programs that remain current, relevant, and focused on the future of the workforce are an important component of a student's total education. CTE courses that place an emphasis on career-readiness with trainings and post-secondary educational opportunities provide students with the employability skills required in today's workforce.

CTE classes that focus on workplace competencies - effective communication skills, critical thinking, and problem-solving, provides our students with an advantage in today's job market.

The attached guides are designed as practical tools and references for both for educators and for business and industry partners who assist in making our CTE courses more meaningful for our students.

Membership Composition

Advisory boards should have sufficient membership to be representative of the occupation(s) taught. A board of five to seven members is considered to be small enough to permit active participation and yet large enough to be able to offer broad points of view. Each eligible recipient shall consult with stakeholders on an ongoing basis. This consultation [Perkins V, Sec.134 (d)] shall involve a diverse body of stakeholders, including at a minimum*

- A representative of career and technical education programs in a local education agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- A representative of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
- A representative of the State board or local workforce development boards and a range of local or regional business or industries;
- Parents and students;
- A representatives of special populations;
- A representative of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk (as defined in section 1432 of the Elementary and Secondary Education Act of 1965); and
- A representative of Indian Tribes and Tribal organizations in the State, where applicable;

*Please note it may not be possible to have a representative for each of these categories, but a good faith attempt needs to be documented.

When advisory board members are selected, the following characteristics should be considered:
- Knowledge of local business community and related industry career pathway
- Appropriate occupational experience
- Adequate time for preparation
- Good character
- Interest and dependability
- Civic-mindedness
- Enthusiasm
- Ability to communicate

Frequency of Meetings

It is required that the advisory council/board meet twice per program year – once in the fall, and once in the spring is recommended. These meetings may occur virtually or in-person. Additional meetings may be required to approve course revisions, textbooks, etc. Ideally advisory boards are used for engaging consultation.

Responsibilities and Duties

All Advisory Board Members
- Assist in curriculum review, verification of labor market needs and placement of students.
- Offer information which will help design, update, modify, expand, and improve the quality of CTE courses.
- Provide support and strength to the relationship between business, industry, the community, and education.
- Identify competent personnel with appropriate experience as potential facilitators.
- Assist in the promotion of the occupational program.

Facilitator/Chairperson
- The facilitator prepares the meeting agenda.
- The facilitator sends notices of meetings and copies of minutes to all board members and other appropriate personnel.
- The facilitator follows up on advisory board recommendations and report to the membership.
- The facilitator presides at the meeting(s) of the board or ask a member or fellow facilitator to chair the meeting.
- The facilitator invites members to serve on the board.
- The facilitator may serve as the Recorder. Minutes must be recorded. Others who may record the minutes of the meeting include a business member, a student, a facilitator colleague, or a parent.
- The facilitator must have attendees sign in for a record of attendance.
- The facilitator submits all required documents to the Perkins Director or designee for filing as directed.

Recorder
- The recorder keeps attendance and record the proceedings of the board.
- The recorder sends the minutes to the facilitator.

Planning and Conducting the Meeting

- A notice of the meeting, the agenda, the previous meeting's minutes, and a copy of the current (or proposed new) course outline should be provided to each board member at least two (2) weeks prior to the meeting.
- Personal contact with the board members should be made during the week prior to the meeting to serve as a reminder and a welcome.
- The agenda is planned with specific objectives and outcomes for the meeting.
- The facilitator will usually chair the advisory board meeting, but a business partner may co-chair.
- The facilitator may ask for a volunteer and assign the responsibility to another member.
- A copy of the minutes of each meeting must be sent to each member and to the Perkins coordinator.
- If more than one facilitator teaches in the same program of study, the facilitators should **all** work together and **all** participate in the meeting.

Follow-Up After the Meeting

- Ensure that thorough and clear minutes are recorded electronically.
- All facilitators included in the advisory board should receive a copy of the minutes to review. When minutes have been finalized, send thank you letters, copy of minutes, and a list of advisory board and facilitator names and phone numbers to each advisor, including those unable to attend (see sample letter).
- Send a copy of the minutes to the Perkins coordinator for filing.

Summary

What makes an advisory board work effectively? Advisory boards can operate and flourish in a wide range of circumstances and in a variety of operating conditions. Certain factors contribute to an effective and successful council..

Effective advisory boards include:
- Administrative support;
- Engaged board members, including administrators, instructors, community and business partners, etc.;
- Meaningful program of board activities;
- Efficient organizational structure to ensure that there is good communication and every member is heard;
- Continuity in board activities.

Practices to avoid include:
- Domination of meetings, discussions and activities by the program's administrators and/or instructors;
- Limitation of discussion to the administration's concerns;
- Agendas/meetings with no content;
- Lack of recognition of board comments, suggestions and recommendations; and
- **Establishment of a "paper" board only to meet state requirements**.

As an advisory board member:

Do ...

- Allow yourself enough time in your work and personal schedule for board activities;
- Attend meetings regularly and let your colleagues on the job know about board activities;
- Remember that the only local body with authority for the school or college is the elected school board, joint operating board or board of trustees and their employees;
- Examine material presented to you prior to voting on issues, making recommendations and taking other actions;
- Familiarize yourself with the way schools and/or colleges are organized, governed and financed so that advice is realistic; and
- Serve enthusiastically and take pride in your achievements and those of the board.

Don't ...

- Complain, involve personalities, use pressure tactics or criticize without offering constructive alternatives;
- Set too broad a scope of objectives for the board;
- Lose interest in the school when your term on the board expires;
- Deal with issues outside the purview of the board;
- Disseminate privileged or confidential information;
- Meet for the sake of meeting;
- Sit back and let others assume all the responsibility for board work.

Overall, effective CTE Program Advisory Boards will create partnerships between CTE programs and the industries and communities in which they serve. It is the dialogue between advisory board members and the CTE educators that provides valuable real-world input into the workplace students will enter. This partnership fosters a shared responsibility for preparing students for a place in today's workforce and society.

Advisory Board Facilitator's Planning Guide and Checklist

Name of Program of Study: _____ Facilitator(s): _____

Date and Time Scheduled for Meeting: _____ Location: _____

Task	Person Responsible	Date Planned	Date Completed
Update advisory board list	Facilitator		
Mail and email invitation letter with agenda, minutes, course outline(s), and surveys.	Facilitator		
Make personal contact to remind faculty and board (1 week prior to meeting).	Facilitator		
Prepare packets • Agenda • Minutes of Prior Meeting • Labor Market Employer Survey • Current Course Description and Outline • Proposed Course Outline (if proposing change) • Other printed materials	Facilitator		
Facilitator's packet only: • Sign-in Sheet • Other information as needed (new textbooks, equipment info, etc.)	Facilitator		
Thank you letters, minutes, and rosters to advisors • Copy to Perkins coordinator for filing	Facilitator		

Advisory Board Invitation List (for use by Individual Facilitators)

Facilitator(s) names_____

Program of study _____

Advisory Board Members I have invited to serve:

Name			
Title			
Company address			
E-mail address			

Name			
Title			
Company address			
E-mail address			

Name			
Title			
Company address			
E-mail address			

Name			
Title			
Company address			
E-mail address			

Name			
Title			
Company address			
E-mail address			

Use this sheet when compiling a list of industry representatives invited to serve on board. Use extra sheets if necessary.

Sample Letter of Invitation (please edit as appropriate).

(Date)

(Name, Title)
(Title of Company/Business)
(Street Address of Company/Business)
(City, State, Zip Code)

Dear   ,

I am extending an invitation to you or your representative to participate as a member of the (insert name of school/program here) Advisory Board.

The main function of the Advisory Board is to keep my program aware of current trends and technologies and to recommend improvements to my program. Your experience will be valuable. I hope you will be able to accept this invitation to help me assure the success of my program.

Enclosed you will find a tentative agenda, the course outline(s), an Employer's Labor Market Survey and our last minutes. **Please review these documents and bring them with you to the meeting.** Let me know by mail or phone of any additional topics you think are important to include in our discussion. Also feel free to write directly on the course outline any suggested revisions and bring it with you to the meeting.

Our meeting will be held ___(day),___ ___(date)___ at___(time)___ at ___(location)___ . A map is enclosed.

I hope you will be able to join us. Please complete the confirmation letter and return it to me. If you would like to bring an additional representative, please feel free to do so. We would appreciate an RSVP at ___(telephone number)___ or by email at ___(Email address)___ .

If you have any questions, call me at ___(telephone number)___ or email me at ___(Email address)___ .

Sincerely yours,

Suggested Questions for Advisory Board Members

1. Is the course outline used for this class current and realistic?

2. Are allotted hours appropriate?

3. Does the course outline reflect adequate training, current practices, and job duties for your company?

4. Does your training site offer opportunities for students to become proficient in the skills indicated?

5. Are the students adequately prepared in the classroom to perform the tasks required by your company?

6. What do you see as the trend for the next few years regarding employment in their field?

7. What entry-level job titles related to the industry are used by your company?

8. What will you company's employment outlook be by the end of the semester/year?

9. What industry recognized credential or certificate would be helpful for our students to earn?

10. Would you consider a student who has completed the training for employment?

11. What is the current hourly rate for an entry-level position in your company?

(College Name, Program Title, Facilitator's Name)

Employe's Labor Market Survey

Dear Employer: Your response to the following survey questions will assist us in providing accurate labor market information to prospective students and to facilitators.

Specify Industry Sector: _____

1. Do you see the **local** labor market need for new workers in this field as
   ☐ increasing   ☐ deceasing   ☐ remaining steady?

   If there are differences among job titles, please specify those increasing and those decreasing:

2. If you have knowledge of the state labor market needs in this field, is it
   ☐ increasing   ☐ deceasing   ☐ remaining steady?

3. In what specific areas, if any, is there new job growth?

4. What new skills are required of entry-level employees?

5. What skills are recommended for workers in the field who wish to advance?

6. What, if any, industry certifications do you consider desirable for a prospective employee to have?
   (Please list them.)

7. What new technologies are emerging in this field?

8. What are the top three factors/characteristics you consider when hiring a new employee?

9. What are the major deficits you see in new/prospective employees that we could address in our classes?

10. What is a typical/average starting salary for an entry-level position?

11. What major trends/changes do you see in this field?

12. How many people does your company employ?

13. What industry recognized credentials would be valuable for an entry-level employee to have?

Thank you for your time.

Agenda (template)

(Name of School) Career Technical Education and (Name of Business Employer Advisory Board Meeting
Date of Meeting
Location of Meeting
Time of Meeting

Agenda

1. Introductions of Attendees

2. Purpose of Meeting

3. Review of Previous Minutes
    Motion to Approve; needs a "second" and a majority vote to pass. Record those who motion and "second" the motion. Record the numbers 'for' and 'against'.

4. Review of Curriculum
    - Previous Year's Board Recommendations
    - Course Outline/Weekly Plan
    - Student's Work Site Training Plans and community training site placement opportunities (if applicable)
    - Student Skills Sheet
    - Course Sequencing (grades 9-12, post-secondary)
    - Value-Added Components
        Motion to Approve; needs a "second" and a majority vote to pass. Record those who motion and "second" the motion. Record the numbers 'for' and 'against'.

5. Review of Textbooks and Instructional Materials

6. Review of Equipment

7. Labor Market Discussion/Survey

8. Additional Suggestions and Recommendations

9. Closing

Employer Advisory Board Meeting Agenda (template)

Employer Advisory Board Meeting
Date of Meeting
Location of Meeting
Time of Meeting

Agenda
(With notes for facilitator)

1. Introductions of Attendees Welcome
   Self-introductions
   Name tags

2. Purpose of Meeting
   Refer to Page 1 in Resource

3. Review of Previous Minutes
   Distribute hard copies at meeting
   Send out prior to meeting (electronically)
   Motion to approve; needs a "second" and a majority vote to pass. Record those who motion and "second" the motion. Record the numbers 'for' and 'against'.

4. Review of Curriculum
   - Review the Previous Year's Board Recommendations
     This is an extremely important part of the agenda. An update on any recommendations and suggestions from the prior advisory should be communicated (e.g., "We didn't do this because…"; "What we've done is…" etc.)

   - Course Outline/Weekly Plan, and/or syllabus

   - Student's Work Site Training Plans and community training site placement opportunities (if applicable)

   - Student Skills Sheet
     Certificate of Completion—if you would like to 'show and tell'

   - You may include Course Sequencing (grades 9-12, post-secondary)

   - Value-Added Components
     (Industry certifications, articulation, community classroom (internships), test preparation, student competitions, etc.)
     Motion to Approve; needs a "second" and a majority vote to pass. Record those who motion and "second" the motion. Record the numbers 'for' and 'against'.

5. Review of Textbooks and Instructional Materials

6. Review of Equipment

7. Labor Market Discussion/Survey

Employer's Labor Market Survey

Suggestions: Send electronically before meeting for partners to complete and bring with them or as a 'heads up' of the discussion and the information facilitator(s) will need at the meeting (facilitators may add to this survey)

8. Additional Suggestions and Recommendations

Suggestion: "Round the table (or desks set up in circle)", asking first for further input from employers/ business members. Go to others if time allows. **Very important that no business person leave without having the opportunity/being asked for their input**.

Facilitators may 'guide' input by asking them what to share (e.g., "Are you hiring? What skills do you look for in a new hire? etc.)

9. Closing

Perhaps ask them about volunteering in the classroom or visiting the classroom during a school day (Open House date, etc.)

Set Date and Time for Next Meeting (optional)

Template for Meeting Minutes

Advisiory Board Meeting
School Year _____

Official Course Title(s): _____   Date: _____

Course Number(s) _____

Location of Meeting: _____   Time: _____

1. Attendees (have a sign-in sheet with Name (print) Title, Organization, email address). Record all attendees, including CTE staff.

    Meeting Called to Order by:

    Introductions of Board Members:

2. Purpose of Meeting (refer to guide):

3. Reading/Review of minutes, corrections (if any), and approval

    Motion to approve minutes made by: _____
    2nd by: _____

    Vote: Yes _____No _____

    Status of Previous Recommendations:

4. Curriculum Review – (course materials should be available at meeting, including a copy of the current course outline) –Take minutes of the discussion on all bullets under #4 on agenda. *Revisions require a formal motion for approval.*

    Motion to approve curriculum made by: _____
    2nd by: _____

    Vote: Yes _____No _____

5. Textbooks and Instructional Materials

6. Equipment

7. Labor Market Discussion/Survey and Employer Needs

8. Suggestions and Recommendations

9. Closing
    Next meeting (if date set or second meeting discussed), thank you and adjournment

End Time:

Minutes prepared by:

Advisory Board Sign-In Sheet

(Attach to Minutes)

Course/Program _____

Facilitator(s) _____

Date _____

Name (please print)	Title/Organization	Contact information (email/phone)	Signature

Sample Thank You Letter (please edit as appropriate)

(Date)

(Name, Title)
(Name of Company/Business)
(Street address)
(City, State, Zip Code)

Dear   ,

Thank you for attending my program's advisory board meeting. The advice and recommendations from you and other attendees help me to update my instructional program, stay abreast of changing technology, and train students for your industry's needs.

I will review recommendations made by the board members and, within the limitation of our resources, we will implement appropriate recommendations.

Enclosed is a copy of the minutes of the advisory meeting held on _____(date)_____ for your review. Please call me at _____(phone number)_____ if you have any questions.

Thank you again for your support.

Sincerely yours,

Facilitator, Program/Course, College Enclosure

Sample Letter to Advisory Unable to Attend (please edit as appropriate)

(Date)

(Name, Title)
(Name of Company/Business)
(Street Address)
(City, State, Zip Code)

Dear   ,

I am sorry that you were unable to attend the advisory board meeting of the _____(program name)_____ Program.

The advice and recommendations from leaders in your industry helps me to update my instructional program, stay abreast of changing technology, and train students for your industry's needs.

I will review recommendations made by the board members and, within the limitation of our resources, we will attempt to implement those recommendations.

Enclosed is a copy of the minutes of the advisory meeting held on _____(date)_____ for your review. Please review this material and call me at _____(phone number)_____ if you have any questions. We hope you wish to remain as an active advisory board member.

Thank you again for your support.

Sincerely yours,

Name of Facilitator
Program of Study
Name of College

Enclosure

Facilitator's Self-Evaluation of Advisory Board "How Did I Do"

These are questions to ask yourself during and after your advisory board activity.

Questions to Consider	Yes	No	Need to check
Do you feel that services of an Advisory Board are benefiting your program?	☐	☐	☐
Have Advisory Board activities for your program developed community understanding and support?	☐	☐	☐
Do Advisory Board members understand what is expected of them?	☐	☐	☐
Do Advisory Board members possess adequate knowledge of the philosophy and objectives of your program?	☐	☐	☐
Are Advisory Board members provided information on new developments in career technical education that affect your program?	☐	☐	☐
Have Advisory Board members received sufficient orientation to your program to function effectively?	☐	☐	☐
Is the Advisory Board given sufficient information and an opportunity to study and discuss the issues before making recommendations?	☐	☐	☐
Does Advisory Board membership and representation reflect varying or opposing viewpoints which should be taken into consideration?	☐	☐	☐
Are Advisory Board members invited to attend other CTE functions?	☐	☐	☐
Are Advisory Board meetings conducted in an impartial, parliamentary manner to allow all members to express opinions and give information?	☐	☐	☐
Is the importance of Advisory Board members' time recognized through keeping meetings on schedule and directed to the agenda?	☐	☐	☐
Are Advisory Board members presented the facts and consulted when changes are made in your program?	☐	☐	☐
Do Advisory Board members receive adequate advance notice of meetings and prompt reports of minutes?	☐	☐	☐
Are Advisory Board members involved based on their expertise?	☐	☐	☐
Does the chairperson dominate or allow a CTE representative or board member to dominate meetings?	☐	☐	☐
Is the Advisory Board reflective of the student population?	☐	☐	☐
Are Advisory Board members given recognition for contributions in publications, news releases or by other methods?	☐	☐	☐
Are thank you letters, certificates, or other methods used to express appreciation for services?	☐	☐	☐
Is there a reflection of positive support from administrators and facilitators regarding the contribution Advisory Boards make to programs?	☐	☐	☐
Has the Advisory Board been appointed simply to meet the requirements of legislation?	☐	☐	☐

Advisory Board Action Item Follow-Up

ADVISORY BOARD ACTION ITEM FOLLOW-UP

Commenter/Contributor: Student / Faculty / Secondary Teacher / (Business & Industry) / Administration (Circle One)

Name of the Individual

Name: Castlebrook Welding and Fab Inc. – Jim Smith

Advisory Board: Welding — _Name of Advisory Board_	**Date:** 04-10-2020

Program Modification: (Equipment) / Software / Textbooks / Curriculum / Supplies / Other (Circle One)
NOTE: List item to be considered:

Circle the one that applies, for example Equipment

1) Name: _____TIG Welder_____

2) Quantity: _____2_____

3) Manufacture: __Lincoln_____

4) Cost: __$2,800.00 per_____

Program Recommendations:
Examples would be ideas that are not purchase related, such as field trips, guest speakers, professional development ideas, certifications, etc.

Logistic to Consider: There could be any number of items here. The two listed are just examples.

Logistics to Consider: Funding and Approval Process

Action Needed to Accomplish:	Date Due:	Responsible Person:
1) Begin requisition process in district.	05-02-2020	John Jones
2) Two TIG Welders for welding class for advisory consideration	Next Meeting 12-10-2020	Mr. Johnson
3) Secure funding externally or internally.	Next Meeting 12-10-2020	District Coordinator Joe Brown
4)		
Notes / Other Considerations		