

CTE

Employer Advisory Board
Handbook for Teachers

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CTE EMPLOYER ADVOSORY BOARD HANDBOOK

This handbook is a guide for CTE teachers and administrators, providing a comprehensive toolkit for effective EAB meetings.

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PURPOSE OF ADVISORY COMMITTEES

Career Technical Educational (CTE) programs that are up-to-date, relevant, and appropriate for today's work world are an important component of a student's total education. These courses are intended to prepare students for entry-level employment and further post-secondary education and training as well as to assist employers in meeting their needs for a well-prepared workforce.

If our CTE classes are to remain vital and current, it is important that we, as professional educators, involve advisory committees in planning and reviewing curriculum, as well as in sharing successes. 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.

ROLE OF THE ADVISORY COMMITTEE 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 the District's CTE courses.
- Give added support and strength to the relationship between business, industry, the community, and education.
- Assist in the promotion of the program.
- Meet the accountability requirements set by the California Department of Education.

MEMBERSHIP COMPOSITION

Advisory committees should have sufficient membership to be representative of the occupation(s) taught. A committee 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. Title 5, 11504(i)(1) indicates: “The majority of the committee membership shall represent the occupation for which instruction is given.” This is the only legal reference to the size of advisory committees. When advisory committee members are selected, the following criteria 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 recommended that CTE teachers hold an advisory committee meeting a minimum of one time during the year. More meetings may be required to approve course revisions, textbooks, etc.

RESPONSIBILITIES AND DUTIES

ALL ADVISORY COMMITTEE 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.
- Give added support and strength to the relationship between business, industry, the community, and education.
- Identify competent personnel with appropriate experience as potential teachers.
- Assist in the promotion of the occupational program.
- Meet the accountability requirements set by the state Department of Education.

TEACHER/CHAIRPERSON

1. The teacher prepares the meeting agenda.
2. The teacher sends notices of meetings and copies of minutes to all committee members and other appropriate instructional personnel.
3. The teacher will follow up on advisory committee recommendations and report to the membership.
4. The teacher will preside at the meeting(s) of the committee or ask a member or fellow teacher to chair the meeting.
5. The teacher invites members to serve on the committee.
6. The teacher 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 teacher colleague, or a parent.
7. The teacher must have attendees sign in for a record of attendance.
8. The teacher will submit all required documents to the Director or designee for filing as directed.

RECORDER

- The recorder will keep attendance and record the proceedings of the committee.
- The recorder sends the minutes to the teacher.

PLANNING AND CONDUCTING THE MEETING

- A notice of the meeting, the agenda, the previous year's minutes, and a copy of the current (or proposed new) course outline should be provided to each committee member at least two (2) weeks prior to the meeting.
- A telephone call to the committee 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 teacher will usually chair the advisory committee meeting, but a business partner may co-chair.
- The teacher may act as the recorder of the advisory committee or assign the responsibility to another member.
- A copy of the minutes of each meeting must be sent to each member and to the Director.
- If more than one teacher teaches the same course, the teachers may work together and have a combined meeting.

FOLLOW-UP AFTER THE MEETING

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

**ADVISORY COMMITTEE
TEACHER'S PLANNING GUIDE AND CHECKLIST**

Name of Committee: _____ Teacher: _____

Date & Time Scheduled for Meeting: _____ Location: _____

Task	Responsible Person	Date Planned	Date Completed
Update advisory list	Teacher		
Mail and email invitation letter with agenda, minutes, course outline(s), and surveys.	Teacher		
Telephone reminder to faculty and committee (1 week prior to meeting).	Teacher		
Prepare packets. <ul style="list-style-type: none"> • Agenda • Minutes of Prior Year's Meeting • Labor Market Employer Survey • Current Course Description and Outline • Proposed Course Outline (if proposing change) • Other printed materials 	Teacher		
Teacher's packet only: <ul style="list-style-type: none"> • Sign-in Sheet • Other information as needed (new textbooks, equipment info, etc.)	Teacher		
Thank you letters, minutes, and rosters to advisors <ul style="list-style-type: none"> • Copy to Director for filing 	Teacher		

ADVISORY COMMITTEE INVITATION LIST
(For use by Individual Teachers)

Teacher's(s') Names _____

Course _____

ADVISORY COMMITTEE MEMBERS I HAVE INVITED TO SERVE:

Name Title	Name Title
Company Address	Company Address
E-Mail Address:	E-Mail Address:
Name Title	Name Title
Company Address	Company Address
E-Mail Address:	E-Mail Address:
Name Title	Name Title
Company Address	Company Address
E-Mail Address:	E-Mail Address:
Name Title	Name Title
Company Address	Company Address
E-Mail Address:	E-Mail Address:

Use this sheet when compiling a list of industry representatives invited to serve on committee. 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 program here) Advisory Committee.

The main function of the Advisory Committee is to keep me abreast of current trends and technologies and to recommend improvements to my program. Because of your experience, I know you will make a valuable contribution and hope you will be able to accept this invitation to help me assure the success of the program.

Enclosed you will find a tentative agenda, the course outline(s), an Employer's Labor Market Survey and last year's 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) (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)

If you have any questions, please call me at _____
(telephone number)

Sincerely yours,

Suggested Questions for Advisory Members

1. Is the course outline used for this class realistic and up-to-date?
2. Are allotted hours appropriate?
3. Does the course outline reflect adequate training, current practices, and job duties on your company?
4. Does your training site offer opportunity for students to become proficient in the skills indicated?
5. Are 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 your company's employment outlook be by the end of the semester/year?
9. Would you consider for employment a student who has completed the training?
10. What is the current hourly pay rate for an entry-level position in your company?

Other Suggestions and Comments:

(Teacher's Name, Program Title, School/District Name)

EMPLOYER'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 teachers. Specify Industry Sector: _____

1. Do you see the **local** labor market need for new workers in this field as _____ increasing _____ decreasing _____ 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 _____ decreasing _____ 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 in 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?

Thank you for your time.

Silicon Valley Career Technical Education (and....)

(Joint) Employer Advisory Board Meeting

Date of Meeting
Location of Meeting
Time of Meeting

AGENDA (Template)

1. Introductions of Attendees
2. Purpose of Meeting
3. Review of Previous Year's 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 Committee 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

Date of Meeting
Location of Meeting
Time of Meeting

AGENDA

(with notes for teacher/facilitator)

1. Introductions of Attendees

Welcome
Self-Introductions
Name Tags

2. Purpose of Meeting

Refer to Page 1 in Resource

3. Review of Previous Year's 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 Committee 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 – Pg. 9-10 in Resource

Suggestions: Send electronically before meeting for partners to complete and bring with them or as a ‘heads up’ of the discussion and the information teacher(s) will need at the meeting (teachers 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.

Teachers 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

ADVISORY COMMITTEE 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 Committee 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 Motion made 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 Motion made 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 2nd meeting discussed)

Thank you and Adjournment

Motion to approve curriculum made by: _____

2nd Motion made by: _____

Vote: Yes _____ **No** _____

End Time: _____

Minutes prepared by: _____

Advisory Committee Sign-In Sheet
(Attach to Minutes)

Course/Program _____

Date _____

Teacher(s) _____

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 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 committee 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 _____ for your review. Please call me at _____ if you have any questions.

Thank you again for your support.

Sincerely yours,

Teacher, Program/Course, School/District

Enclosure

SAMPLE LETTER TO ADVISOR UNABLE TO ATTEND

(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 meeting of the _____ Program.

The advice and recommendations from leaders in your industry 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 committee 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 _____ for your review. Please review this material and call me at _____ if you have any questions. We hope you wish to remain as an active advisory member.

Thank you again for your support,

Sincerely yours,

Name of Teacher, Program, School/District
Enclosure

TEACHER'S SELF-EVALUATION OF ADVISORY COMMITTEE "HOW DID I DO"

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

Questions to Consider	Yes	No	Need to check
Do you feel that services of an Advisory Committee are benefiting your program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have Advisory Committee activities for your program developed community understanding and support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do Advisory Committee members understand what is expected of them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do committee members possess adequate knowledge of the philosophy and objectives of your program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are members provided information on new developments in career-technical education that affect your program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have committee members received sufficient orientation to your program to function effectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the committee given sufficient information and an opportunity to study and discuss the issues before making recommendations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does committee membership and representation reflect varying or opposing viewpoints which should be taken into consideration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are committee members invited to attend other CTE functions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are committee meetings conducted in an impartial, parliamentary manner to allow all members to express opinions and give information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the importance of committee members' time recognized through keeping meetings on schedule and directed to the agenda?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are committee members presented the facts and consulted when changes are made in your program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do committee members receive adequate advance notice of meetings and prompt reports of minutes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are committee members involved based on their expertise?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the chairperson dominate or allow a CTE representative or committee member to dominate meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	Need to check
Are committee members given recognition for contributions in publications, news releases or by other methods?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are thank you letters, certificates, or other methods used to express appreciation for services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there a reflection of positive support from administrators and teachers regarding the contribution Advisory Committees made to programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the Advisory Committee been appointed simply to meet the requirements of legislation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>