

ADVISORY COMMITTEE GUIDEBOOK



Local advisory committees are designed to increase the participation of the public in local Career and Technical Education programs and to provide greater cooperation between Career and Technical Education and the private sector.



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PURPOSE

One of the most common characteristics associated with quality programs in Career and Technical Education (CTE) is their link with the business community. Local advisory committees are, in many cases, the most effective way to develop and strengthen such partnerships.

Local advisory committees are designed to increase the participation of the public in local Career and Technical Education programs and to provide greater cooperation between Career and Technical Education and the private sector in:

- Preparing individuals for employment.
- Promoting quality career and technical education.
- Making career and technical education more responsive to, and reflective of, both the labor market and business/industry.

An advisory committee is required for each Career Cluster in every approved CTE program in Utah as directed by USBE board rule R277-911-3.6-7. These advisory committees are an invaluable part of the program and ultimately the student's success. The underlying purpose of the advisory board is to build relationships between educators and business professionals for the benefit of the students. Advisory committees strengthen collaboration between those responsible for Career and Technical Education programs and the communities they serve. The dialogue between advisory committee members and Career and Technical Education educators fosters shared responsibility for preparing students for a place in the workforce and in society.

USB E BOARD RULE

The requirements to put in place an advisory committee is directed by **USB E board rule R277-911-3** and is as follows:

(6) An LEA implementing an approved CTE program shall:

a) create an advisory committee that includes education and industry stakeholders which may serve several LEAs or a region; or

b) utilize an existing advisory committee created by an LEA that is implementing an approved CTE program.

(7) An advisory committee described in Subsection (6) shall review and make recommendations to an LEA that is implementing an approved CTE program regarding:

- a) program offerings;
- b) quality of programs;
- c) equipment needs; and
- d) work-based learning opportunities.



BENEFITS

In addition to fulfilling a state requirement in Utah, advisory committees help to:

- Allow the community to be linked to the educational system via business and industry representatives that add expertise and resources to the CTE program;
- Identify new and emerging fields and modify existing programs;
- Promote communication among education and industry regarding employment needs of the community;
- Strengthen programs by providing student competency lists and reviewing curriculum;
- Ensure that each CTE Career Pathway matches the industry needs;
- Promote CTE Career Pathways within the community;
- Review student outcomes (concentrator and completer rates, placement rates, skill certification and industry certification outcomes);
- Ensure that programs are relevant and up to date by assessing the equipment and facilities available and make recommendations as needed;
- Provide work-based learning experiences for teachers and students;
- Provide training opportunities for educators;
- Advocate programs to communities and leaders; and
- Leverage community resources.

Developing Your CTE Advisory Committee

Advisory boards can come in a variety of formats, depending on the needs of the students, the structure of the LEA, and the make-up of the community at large. As their name implies, advisory boards are typically formed to “advise” a CTE program. Areas of advisement typically include but are not limited to the following:

Advise. Advocate. Support.

Advise: Advisory Committee members advise educators and students as to the skills, knowledge, tools, technology, certifications, and tasks needed in today’s careers. They can share information about education, conferences, workshops, visits to local businesses, equipment, curriculum, safety, resume writing, and interview skills for a particular career.

Advocate: Advisory Committee members advocate to sustain local CTE programs in their schools. They can meet with school administration to stress the importance of the skills and knowledge students gain in CTE programs. Furthermore, they can advocate locally, within the state, and nationally to share their experiences by preparing students for the world of work.

Support: Advisory Committee members can support teachers and students through active connections with education, networking events, visits to local businesses, donations of equipment, tools or supplies which would benefit students as they learn the skills and knowledge needed for a particular career. Participation in CTE Career and Technical Student Organizations (CTSO) competitions, meetings, or events as well as visiting classrooms would also support students in their career paths.

STUDENT GROWTH

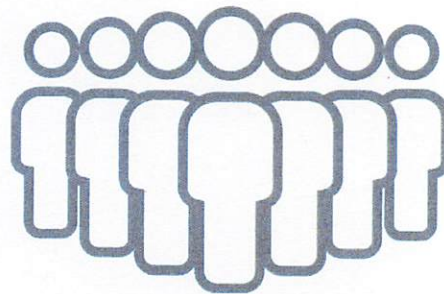
“A program advisory committee is vital for any successful CTE program. The committee guides, supports, and provides opportunity for student growth. A successful advisory committee will be able to evaluate the courses, make connections to postsecondary training, and provide internship opportunities for students to be able to prepare for careers in industry.”

Jonathan Frey, CTE Coordinator,
Utah State Board of Education.

Advisory Committee Members

The Advisory Committee should be composed of a diverse group of people and have enough members to be effective. However, a small advisory committee will not offer the diverse information and collaboration needed to be effective. The following list offers suggestions of who the members should be on a successful advisory committee:

- Local business professionals from the CTE program area of study
- CTE teachers in the LEA from the CTE program area of study
- LEA CTE director
- School administrator
- School counselor
- Career Center director (if applicable)
- Postsecondary school representatives from the CTE program area of study
- Special Education teacher or administrator
- Academic teachers (as you see relevant for the CTE program area)
- Parents
- Students



Advisory Committee Members (continued)

Broad representation will include viewpoints of segments of the community being served by Career and Technical Education. A Career and Technical Education instructor and a representative of the administration are also recommended to serve on the committee. Personal qualities that are desirable in members include:

Interest – Choose motivated persons who express sincere interest in the program. Members must be willing to devote the energy and attention required to do a good job. This means being dedicated both to their occupation and to the training process.

Availability – Seek members who will be available in terms of time and location. Members are expected to attend meetings, work on projects, and work in the community on behalf of the Career and Technical Education program.

Character – Seek members who have earned the confidence of others in the community. Their good reputation will enhance the program's standing with the community. Members should have the courage to express their own ideas and to respect, tolerate, and work with ideas conveyed by others.

Skill/Experience – Seek members who are knowledgeable about the target occupations of the educational program. Usually this means selecting members who have work experience in the occupation. Seek members who demonstrate good communication skills, administrative skills, social vision, intelligence, and leadership.

CTE REGIONS

Bear River
Central
Mountainland
Southeast
Southwest
Uintah Basin
Wasatch Front North
Wasatch Front South

In Utah, CTE courses and programs are delivered through 170 public middle/jr. high schools, 154 public high schools and charter schools, and seven CTE centers. Most Utah colleges and universities offer postsecondary CTE programs.

Committee Member's Length of Membership

Establishing membership terms for the CTE Advisory Committee members can ensure the committee is in a constant state of new ideas, skills and knowledge. Many schools choose to set terms of membership so members are replaced every 2-3 years, rather than changing the whole committee in one term. When recruiting new members, they should be asked to commit to a term of membership; this will ensure continuity within the group. A committee that begins to lose members will become ineffective and difficult to sustain. If members are given a term of membership, they will become vested in the collaborative process. Committee partners are an important source of connections to the industry and should regularly discuss attracting new partners.

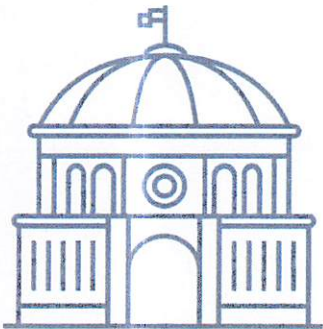
Inviting Members to Join the CTE Advisory Board Committee

It is suggested that the educator contacts business and community members personally to begin the discussion about the CTE Advisory Committee at the school. A business or community event is a great place to begin to network and discuss the advisory committee. A follow-up letter of invitation can be sent to these business partners asking them to join the CTE Advisory Board. When sending a letter of invitation, be sure to include information about the school and the CTE programs so they have some background information to make their decision. Be sure to include an orientation meeting date to give potential members a tour of the school and the CTE programs. If an orientation meeting is held, plan it at a time when potential members can meet students and other potential members.

MEETING VENUES

Ideas for meeting venues:

- Community building
- Local business
- Local community site
- Local high school
- Postsecondary school
- Virtual meetings



Where and When to Meet with the Advisory Committee

Deciding where and, most importantly, when to meet with the Advisory Committee can be difficult for both educators and business professionals. Educators teach during the day and often all teachers in a CTE Career Cluster do not have a common planning time. Business professionals have a full day of work and it may be difficult to attend meetings in the evening. To sustain an effective Advisory Committee, the meetings should be planned at a time convenient for all members.

A quick survey, which includes a question about preferred meeting times, is an excellent way to collect preliminary information from committee members. When deciding on a location, you should look at both business locations as well as the school itself. Meeting at the school for the first meeting of the year will allow businesses to view the classroom environments and to meet teachers as well as administrators. Subsequent meetings can take place at local businesses, so teachers, students, administrators, and parents can get a close look at what that business industry looks like today.

An Advisory Committee meeting can also be held in the evening on occasion. In the evening, the local Chamber of Commerce, Rotary Club, or Town Business Association can be invited for a networking evening.

Moreover, if a schedule of meeting dates is determined at the first meeting of the year, and adhered to, then members will be committed to the committee. Many changes in the meeting schedule or agenda can make members disenfranchised with the committee, which subsequently results in an ineffective committee.

Meeting Schedule and Protocols

The meetings should be scheduled for a minimum of two to four times a year. One meeting should be scheduled at the beginning of the year for introductions, planning, review the program, etc. Another meeting should be planned for the end of the year to wrap-up the year, celebrate accomplishments, recognize students and advisory members as well as preliminary planning for next year. As for meetings in the middle of the year, a variety of topics can be discussed to review programs, skills, knowledge, and the latest industry trends.

The CTE program department head or lead teacher should prepare the agenda with colleagues and/or students for each meeting. The meeting agenda should be prepared prior to each meeting and sent to each of the members at least one week prior to the scheduled meeting.

The CTE teacher should lead each meeting or determine who will lead each meeting. You should involve students as well as business leaders in the process of leading the meetings. The agenda should be followed, and notes should be taken at each meeting. When CTE Advisory Committee members arrive for a meeting, have them sign in to document their attendance. The attendance list and notes must be forwarded after the meeting to the CTE director for documentation. Any events, activities, or additional information, which occurs outside of the meeting, should be forwarded to the CTE director as well for documentation. The notes should also be sent to all members of the committee for their review and record.

The CTE program Advisory Committee should continuously disseminate information from the meetings to all CTE teachers within a department. This will ensure that the work of all stakeholders on the advisory committee is heard, reviewed, and implemented.

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Evaluating the Effectiveness of the CTE Advisory Committee and the CTE Programs

It is important that the CTE teachers reflect and evaluate the effectiveness of the committee. Review all the notes, events, and activities from the past. Have the goals been accomplished? Could anything be improved to ensure an activity or event was more successful or meaningful? Does anyone have recommendations for meetings, invitations, communication, or events? Everyone from the committee should be heard in regard to the evaluation of the committee. The committee may choose to put out an anonymous survey to ensure everyone is comfortable with sharing his or her thoughts and ideas.

In addition, the advisory committee along with CTE teachers and students can evaluate the effectiveness of the CTE program areas. **The committee should look at the relevance between learning experiences and instruction to the real world of work with that CTE program area.** Are we effectively instructing students and offering them learning experiences as well as many opportunities to gain the skills and knowledge for postsecondary and careers?

89% of parents think students should receive more education about career choices while in high school.

Source: The Value and Promise of Career and Technical Education: Results from a National Survey of Parents and Students.

GOALS

Effective goals give a committee clarity, focus, and motivation. Be **SMART** as you write advisory committee goals.

- S** – Specific
- M** – Measurable
- A** – Achievable
- R** – Realistic
- T** – Timely



Working Together

To work together effectively, Advisory Committee members must understand:

- **Communication skills** – the ability to convey information and ideas effectively by listening, speaking, observing, and empathizing.
- **Diversity** – the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, etc.
- **Hard skills** – quantifiable skills gained through training, school, or work experiences.
- **Soft skills** – personal attributes that enable someone to interact effectively and harmoniously with other people.
- **Work ethic** – a set of values centered on the importance of doing work and reflected in a desire or determination to

Professionalism

Remember this is a professional group, therefore being a role model for every member is important to our students success. This Advisory Committee is an experience for students where they can receive a first-hand look at what is required in the world of work and what it means to be professional.

For business and community professionals to work together effectively, they must understand diversity, communication skills, work ethic, soft skills, and hard skills. The environment in your meetings will determine whether it can be truly effective.

Create a Working Agreement at the very first meeting to agree on how everyone will treat one another, how to resolve conflicts and agree upon the meeting times. A mission statement and goals can be created to refer to when deciding on events and activities planned by the committee.

Effective CTE program advisory committees will create partnerships between CTE programs, the local businesses, industries, and the community as a whole. The relationships and communication between advisory committee members and the CTE educators is essential to the success of the CTE programs and the students. **The collaboration and dedication between all stakeholders is vitally important to the local and regional economy**, as the students become the future business and community leaders.



Sample Advisory Committee Activities

The following are some suggested topics/ideas/activities to keep your CTE Advisory Committee involved and working toward improvement and success within your CTE program area.

Community Relations Activities

- Present programs to civic and service groups.
- Establish ways to recognize outstanding students, teachers, and community leaders.
- Obtain contributions to promote programs.
- Participate in and promote special school events.
- Provide information at school board meetings.
- Set up and support a scholarship program.
- Promote secondary/postsecondary connections.

Curriculum Activities

- Review instructional materials for technical accuracy.
- Assist in obtaining instructional materials .
- Recommend equipment and supplies.
- Recommend core curriculum content.
- Recommend safety policies.
- Provide equipment and facilities for specialized training needs.
- Encourage/promote secondary/postsecondary connections.



CAREER CLUSTERS

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, Audio/Visual Technology & Communications
- Business, Finance & Marketing
- Computer Science & Information Technology
- Education & Training
- Engineering & Technology
- Health Science
- Hospitality & Tourism
- Human Services
- Law, Public Safety, Corrections & Security
- Manufacturing
- Transportation, Distribution & Logistics

CTSOs

Career and Technical Student Organizations (CTSO)

DECA

An association for marketing students.

Educators Rising

An association for future teachers.

FBLA

Future Business Leaders of America

FCCLA

Family, Career and Community Leaders of America

FFA

The organization for agricultural education students.

HOSA

Future Health Professionals

SkillsUSA

Skilled and Technical Sciences Student Organization

TSA

Technology Student Association

Sample Advisory Committee Activities (continued)

Community Resource Activities

- Identify community resource people.
- Provide tours and field trip experiences.
- Provide speakers.
- Promote awareness of career opportunities.

Career and Technical Student Organization (CTSO) Activities

- Assist in developing competitive skills events.
- Judge competitive skills events.
- Sponsor student organization activities.
- Collect skill events contributions of equipment and supplies.

Job Placement Activities

- Organize employer/student conferences.
- Notify teachers of job openings for students.
- Provide training sites for students.
- Encourage other employers to provide training sites.
- Assist students to develop interviewing skills.
- Recommend employability skills.
- Hire career and technical education graduates.



RESOURCES

Below is a list of resources highlighting six states and one country who have a guide, handbook, toolkit, or blueprint on establishing advisory committees.

ARIZONA, **COLORADO**, **CONNECTICUT**, **NEBRASKA**, **NEVADA**, **NEW ZEALAND**, **TEXAS**

HYPERLINKS

Arizona Career and Technical Education Local Advisory Committee Leadership Guide	https://www.azed.gov/cte/programs
Colorado State Advisory Committee Handbook	http://coloradostateplan.com/administrator/advisory-committee/
Colorado State Plan - Partnership Pyramid	http://coloradostateplan.com/wp-content/uploads/2018/10/Guide5PartnershipPyramid.pdf
Connecticut Advisory Handbook	https://portal.ct.gov/-/media/SDE/CTE/cte_advisory_handbook_sample.pdf?la=en
Nebraska Advisory Handbook	https://www.education.ne.gov/wp-content/uploads/2022/01/AdvisoryHandbook-updated.pdf
Nevada Advisory Handbook	https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/CTE/Documents/CTE-Advisory-Committee-Handbook-ADA.pdf
New Zealand Employer Engagement Toolkit	https://sltk-resources.tki.org.nz/assets/Employer-Engagement-Toolkit_1.2.pdf
Texas P-Tech blueprint	https://tea.texas.gov/sites/default/files/2020_P-TECH_Blueprint_2-13-20.pdf

SUMMARY

This Advisory Committee Guidebook was created to assist LEAs in developing local advisory committees in order to build relationships between educators and business professionals for the benefit of students. Such collaboration strengthens Career and Technical Education programs and the communities they serve.

For additional information about Career and Technical Education, and for CTE publications and resources, visit UtahCTE.org.



Career and Technical Education provides all students access to high-quality, rigorous career-focused programs that result in attainment of credentials with labor market value.

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Learning that works
for Utah

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