

Building Effective Advisory Committees and Business Partnerships

A. Why have an advisory committee?

Minnesota Rule 3505.1400—Local Advisory Committees

1. “Each eligible recipient local education agency...which receives federal assistance shall establish a local advisory committee on career and technical education.”
2. “The local advisory committee shall be composed of representatives of the general public including representatives of directly related business, industry, and labor.”
3. 50%+ of members must be business/industry partners in fields related to those addressed in local CTE program

Purpose of Advisory Committees:

- Compliance:
 - Secondary level--the requirement for advisory committees are written into state statute
 - Postsecondary--mandated by Board policy
- Program Quality and Student Success:
 - Program advocacy—increase school district and community support
 - Business partnerships: Develop new resources, new opportunities
 - Keep curriculum current--prepare students for education/training beyond high school & employment
 - Make CTE programs reflective of career & industry

B. How to build an advisory committee?

Recruiting Advisory Committee Members:

- Recruiting members—Creating the right “mix”:
 - 50%+ membership from business/industry in fields developed in the CTE program
 - Example 1: Agriculture courses in Plant Science, Animal Science, Power Systems...1-2 reps for each
 - Example 2: Business courses in Accounting, Marketing, Information Systems...1-2 reps for each
- Finding Advisory Committee Members
 - Large, established employers in key local industries...and Small, fast-growing companies in key industries
 - Chamber of Commerce...Workforce Development boards...Economic Development committees
 - Secondary career counselors...and Postsecondary faculty
 - Trade union representatives...and Professional associations
 - Parents who work in same industry as your program
 - Rotary, Lions, Elks (local service organizations)

Strategies for Small or Rural School Districts

- Combined CTE advisory committee across multiple program areas
- Engage business partners from neighboring communities
- Use virtual committee meetings to minimize travel as a barrier to attendance/participation

C. From Big Picture to Action Plans: What Do Advisory Committees Do?

POTENTIAL WORK of your committee:

- Identifying local needs
- Identify and develop dual credit or articulation opportunities
- Advise on current curriculum and instructional delivery
- Professional development for teachers
- Assist in program marketing and fundraising
- Act as Guest Speakers, Host Industry Tours, Offer Internships

WHERE do I start?

- What are the goals and mission of your program?
- What do you need to get there?

ASK your committee:

- Are we relevant? (developing current workforce needs and skills?)
- Do we have the right tools? (are facilities and equipment industry-standard?)
- How do we strategically plan for the BIG PICTURE?
- How do we share our stories—of success and of needs?

LISTEN to your committee:

- Build relationships
- Respond to feedback
- Be “outcome” focused
- Move from “compliance” to “recommendations for improvement”
- Empower group to be “change agents”!

Advisory Committee Effectiveness—Evaluating the Secondary Program

(From “[State-Recognized Programs of Study User Guide](#)” on Minnesota State website)

PART D

Secondary Program Continuous Improvement ELEMENT 2

Integrated Network of Partnerships – Addresses business and community partner recruitment and a variety of activities partners should engage in to support the CTE program and ensure alignment with workforce needs.

	Exemplary	Quality	Emerging
2.1: Program Advisory Committee Membership	<p>A. Membership represents a cross-section in terms of socioeconomic status, race, occupation, gender, special populations, and non-traditional workers.</p> <p>B. Member’s contributions are formally and publicly recognized.</p>	<p>A. Membership includes representative of business, industry, and labor (at least 50 percent of membership) with backgrounds directly related to the career pathways developed in the CTE program.</p> <p>B. Advisory committee has a process for membership recruitment, selection, appointment, and retirement.</p>	<p>A. Membership includes representatives of business, industry, and labor (at least 50 percent of membership) with backgrounds related to the CTE program area.</p> <p>B. Membership includes parent and student representation.</p>
2.2: Program Advisory Committee Roles and Responsibilities	<p>A. Meets formally and informally during the year with clearly-defined committee structure to accomplish committee program of work.</p> <p>B. Uses collected data and industry standards to identify program needs and develop recommendations.</p> <p>C. Committee member businesses regularly provide experiential learning opportunities for students.</p> <p>D. Committee member businesses regularly provide experiential learning opportunities for teachers by providing teacher externships.</p>	<p>A. Meets formally during the year to accomplish committee program of work.</p> <p>B. Evaluates current program needs and makes recommendations for program improvement.</p> <p>C. Ensures programs reflect current industry standards and informs teachers of workplace needs.</p> <p>D. Committee’s structure is clearly defined (e.g., chair and vice-chair selected from community members).</p>	<p>A. Meets formally at least twice per year with a planned agenda.</p> <p>B. Committee discusses current industry practices, curriculum, student needs, and program issues.</p>
2.3: CTE Program Advocacy	<p>Provides the school board, foundations, local elected officials, and community members with career and technical education program reports and updates.</p>	<p>Fosters alliances with postsecondary and business/ industry partners to develop and promote opportunities for work-based learning (WBL) experiences, postsecondary credits, and industry-recognized certifications.</p>	<p>Promotes CTE Program and Career and Technical Student Organizations (CTSO) to community.</p>

Advisory Committee Effectiveness—Evaluating the Program of Study (POS)

(From “[State-Recognized Programs of Study User Guide](#)” on Minnesota State website)

Consortia Program of Study Self-Evaluation ELEMENT 2

Integrated Network of Partnerships: This element addresses business and community partner recruitment, partnership structure, and the wide variety of activities partners should be engaged in to support the program of study and ensure programs are aligned with workforce needs.

	Exceeds Expectations	Approaching Expectations	Limited or No Evidence	Meets Expectations
a. Program of study incorporates active involvement from an integrated network of partners, with ongoing relationships among education, business, and diverse community stakeholders. [minimum requirement]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Partnerships are formed with a diverse range of stakeholders who represent differing perspectives, including employers from small, medium, and large businesses; industry representatives; community, workforce, and economic development agencies; and other education stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Secondary and postsecondary CTE programs engage partners through formalized, structured advisory committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Partners ensure that the program of study meets current and future workforce demand and skill needs by: <ul style="list-style-type: none"> » Identifying, validating, and reviewing curriculum and competencies » Identifying appropriate assessments and recognized postsecondary credentials » Evaluating facilities, equipment, technology, and materials to ensure consistency with industry standards 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Partners support students' and teachers' extended learning by: <ul style="list-style-type: none"> » Identifying and providing student experiential learning experiences » Participating in student leadership activities (e.g., serving as mentors and judges) » Offering opportunities, such as externships, for educators on current industry-relevant knowledge and skills 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Partners support the program of study in tangible ways, such as by investing funds, providing in-kind support, and/or helping raise external funds to meet program of study goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Resources about Advisory Committees

- [Minnesota Career Program Advisory Committee Handbook](#)
- [Employer Engagement Toolkit](#)
- [Tools for Building Employer-Educator Partnerships](#)
- [National Career Pathways Advisory Committee Toolkit](#)
- [Employer Engagement Strategies \(from ACTE\)](#)