



CAREER EDUCATION ADVISORY BOARD GUIDELINES



INTRODUCTION

Excellence in career education is the goal of teachers, administrators, and volunteer advisory board members. Bringing Employers and Educators together on Advisory Board provides a format for sharing information and ideas. In the state of California, the regulations clearly state that each Career Education (CE) program shall have an active advisory board which includes industry partners.

Program advisory boards are organized to provide advice and assistance to the teachers and administrators of specific programs. To be sure students are learning the most current skills; employer's staff are an integral part of designing and updating curriculum.

The purpose of this handbook is to provide you with helpful information in (1) establishing an advisory board and (2) maintaining a desired relationship with that advisory board. To a significant degree, the success of the advisory board will depend on everyone's input and effort. The recipients of your efforts will assist students, faculty, staff, and administrators over the program.

A LOCAL CAREER EDUCATION ADVISORY BOARD IS...

A group of employers and employees from outside the field of education who advise educators on the establishment and maintenance of programs.

A LOCAL CAREER EDUCATION BOARD IS NOT...

- a forum to move an individual agenda that has not been approved by the department or the college
- a forum to complain about college processes and procedures

WHAT IS THE PURPOSE OF AN ADVISORY BOARD?

A program advisory board is a representative group of individuals whose experience and abilities represent a cross section of an occupational area. The primary purpose of the local program advisory board is to assist educators in establishing, operating, and evaluating programs which serve the needs of students, business, and industry, and to provide expertise pertaining to technological changes in the field.

WHAT IS THE VALUE OF AN ADVISORY BOARD?

Boards are needed:

- To provide information about labor market needs and changes
- To provide information on industry standards and practices and direct curriculum
- To provide expertise to the program by reviewing curriculum, facilities, budget, student learning outcomes, and student internships in related occupations
- To provide an opportunity for discussion among people in education, business and industry
- To focus on how to improve career education (CE) and make the most of the community resources that are available
- To provide input to the college on the value of new and replacement equipment purchases being considered

Requirements:

Local schools and institutions that operate CE programs receive state and federal funds, and are required by federal and California regulations to establish and operate Program Advisory Boards.

WHAT ARE SOME ADVISORY BOARD ACTIVITIES?

The program advisory board can assist with the following activities:

Program Evaluation:

- Reviewing goals/objectives of the Career education program
- Examining outcomes relating to quality and quantity of graduates and job placement
- Participating on program evaluation teams
- Assuring that programs are up-to-date and technologically current
- Staying current on new legislation

Curriculum Development:

- Reviewing curriculum materials for state-of-the-art-content
- Identifying competency levels and performance standards
- Identifying employability skills
- Reviewing textbooks and other instructional material
- Encouraging contextual education in the classroom

Job Placement and Recruiting:

- Providing students with cooperative education internships/training or job shadowing opportunities
- Sharing of full and part-time job opportunities with students
- Coordinating potential job openings with employers
- Conducting occupational surveys and employment forecasts
- Assisting in recruiting teachers
- Assisting in recruiting new students—secondary, postsecondary, and adult
- Assisting in recruiting new advisory board members

In-service Training:

- Providing summer and part-time employment experiences for teachers to upgrade skills
- Providing in-service activities for the teacher on current methods and processes
- Obtaining counsel and assistance on special problems and new undertakings

Public Relations:

- Obtaining effective media coverage
- Recognizing outstanding career education educators
- Recognizing outstanding students
- Being visible in support of programs during public and special events
- Presenting to civic and community groups
- Recommending technical resource personnel
- Providing classroom speakers from business and industry
- Providing tours and field trip experiences
- Securing additional funding and donations for materials and equipment

HOW ARE ADVISORY BOARD MEMBERS CHOSEN?

Career education advisory board members are highly valued partners in the educational enterprise. When considering service on an advisory board, potential members should evaluate their commitment based on these key factors:

1. Prepare a prospective list that includes:

Representative of:

- Local businesses
- Employers in the industry of the program
- Other schools' program representatives
- Workforce Development board
- Community-based organizations
- Unions representing workers in the occupation

Persons who:

- Have current and relevant related experience with demonstrated competence in the area being served.
- He/she is a person who has the respect and confidence of associates in the community
- Are interested and available to participate
- Are diverse in gender and ethnicity

2. Interview the prospective members, explaining purposes, nature, and term of membership. Determine if their participation would benefit the program.

3. Send letter of appointment from the Dean of the respective division or appointed designee stating the date, time, and place of the first meeting.

4. Business and industry representation should comprise a majority of board membership, and school representatives may only serve in an ex officio (by virtue of or because of office) capacity.

HOW ARE THE MEETINGS CONDUCTED?

All meetings should be well organized, with an atmosphere of open participation and consideration of time. Members should receive the agenda in time for adequate review before the meeting, a minimum of two weeks in advance. Minutes of the last meeting should be provided with the agenda for the upcoming meeting. Any other material that board members need to study in advance of the meeting (for example, proposed curriculum changes) also should be provided with the agenda. Members should also be sent a valid parking permit and campus map to facilitate participation.

In order to prepare for subsequent meetings, the board chair presumes the responsibility to:

- Plan an agenda
- Prepare items for representation
- Arrange for meeting space
- Prepare special and progress reports
- Send copies of minutes and recommendations to the Dean, advisory board members, VPI, or others, as appropriate.

FREQUENCY OF MEETINGS

In order to maintain the currency of the Diablo Valley College CTE curriculum each program Advisory board must meet no less than once each fall and spring term. The first meeting should be scheduled between September 1st and November 1st. In order to inform program review planning and resource allocation requests, scheduling early in the fall term is highly recommended. The second meeting should be scheduled between February 1st and April 1st. Subcommittees and additional meetings may be formed and scheduled as required to follow up or resolve specific issues/topics.

WHAT ARE THE ROLES OF ADVISORY BOARD MEMBERS AND OFFICERS?

College Board Facilitator:

A college faculty member is responsible for the scheduling, direction, and follow up to the Advisory Board meetings. Support may be sought from other instructional or clerical support staff. The facilitator performs or oversees the execution of the following duties:

- Assist in the selection and appointment of board members
- Assist the Advisory Board chairperson with the preparation of the agenda and attachments of items to be discussed
- Prepare and provide, as necessary and appropriate, reports, statistical and descriptive information regarding the program to board members
- Record and prepare minutes of meetings
- Arrange for a meeting place and parking permits*
- Notify members of time and place of meetings (email, telephone, hardcopy)*
- Calendar the next meeting at the current meeting to ensure maximum participation*
- Keep, file and disseminate minutes of all meetings*
- Furnish a current list of board members including name, company name and address and contact information to the Workforce Development Office no later than November 1st of each year.
- Furnish meeting agenda, meeting notes and sign-in sheets to the Workforce Development Office immediately after the meeting.
- Be sensitive to the views of the members
- Be able to listen critically
- Exercise good judgment and fairness
- Spend more time than other members on the affairs of the board

*NOTE: WFD/CE Office can support some of these duties. To include, support in industry recruitment to develop board membership and location reservations and campus parking permits.

Board Chair:

The chairperson of the board is elected by the board and represents business, industry, government or labor. It is common to select a chairperson for a one-year or two-year term. The chairperson should be an experienced member of the Advisory board. The chair provides overall direction for the board and generally has the following specific duties:

- With the assistance of the College Board Facilitator, prepare and distribute a written agenda for each meeting
- Preside at all meetings of the board

- Appoint standing or special subcommittees as the need arises, delegate follow-up duties and monitor progress
- Assist with maintaining necessary contact with members
- Be well informed about the CE program and his/her field
- Appoint special committees as the need arises, which may include persons other than board members
- Meet with the faculty or program director to prepare an agenda prior to a forthcoming meeting
- Arrange for special presentations
- Prepare reports
- Establish meeting agenda
- Encourage a relaxed atmosphere conducive to productive discussion
- Plan board activities and providing sufficient background information when needed
- Approve all announcements, notices, and other information sent to board members
- Preside over all meetings, lead discussions, and bring closure on key points of discussion

The Board Chair should avoid:

- Acting as the final authority on all subjects
- Putting pressure on the group to agree with his/her own personal views
- Chairing subcommittees
- Discussing questions or issues that are outside the purpose of the board

Board Members:

Board members should:

- Be an active participant of the group
- Be sensitive to the views of the members
- Be able to listen critically
- Exercise good judgment and fairness
- Serve on special committees as the need arises

Faculty Members:

The key to a successful program advisory board are the faculty members. The faculty members should be enthusiastic and willing to take on extra responsibilities. These people are the promoters who do most of the detailed work if a program advisory board is to be successful. Specifically, the faculty members should:

- Be sensitive to points of view and suggestions from the board
- Act as liaison from the board to the administration
- They should be genuinely interested in industry input that will benefit their programs
- Willing to engage in active listening with a focus on program improvement, labor market need and preparing students for successful job placement

PLANNING THE AGENDA

The agenda will determine the format of the meeting. The College Board Facilitator should prepare it with input from the Chairperson of the board. Agenda items should also be actively solicited from board members.

Every agenda should include the following:

1. Welcome and introductions
2. Review and approval of prior meeting's minutes
3. Employment Trends/ Labor Market Trends
4. Review of current program
 - a. New developments, student learning outcomes (course and program)
 - b. Enrollment trends, program review outcomes, Core Indicator Reports
 - c. Projected course offerings
 - d. Course and program modifications
5. Curriculum Changes
 - a. Additions
 - b. Changes to titles and descriptions
 - c. Deletions
6. Equipment Requirements
7. Employment Trends/Labor Market Trends
8. Discussion/Other

**The Workforce Development Office has developed a template to assist you in writing your agenda. The items on the template are in alignment with accreditation standards.

MEETING FOLLOW UP

The Board Chairperson, College Board Facilitator and program staff will approve a draft of the minutes within two weeks and distribute to board members, as well as strategize on how to address any recommendations made by the board.

Minutes should be prepared and distributed within two weeks following the meeting. Minutes may be accompanied by a note of appreciation for attendance. Minutes should be distributed to the following;

- Advisory board members
- Division Dean
- Workforce Development Office

The minutes will include the following information:

- Date and Place of meeting
- Time the meeting was called to order
- Name and affiliations of board members attending
- Names and affiliations of guests attending
- Summary of reports, discussion, and action
- Date and place of next meeting
- Time the meeting adjourned

HOW LONG WILL BOARD MEMBERS SERVE?

An average term is two years with replacement members being added as needed.

HOW ARE VACANCIES ON THE BOARD FILLED?

The replacement should be appointed through the same procedure as the original appointments to fill the unexpired term.

WHAT HAPPENS TO BOARD ADVICE AND RECOMMENDATIONS?

Following the meeting, it is the Chairperson's responsibility to:

- follow up with board members on completion of assigned tasks
- write required reports
- maintain contacts with board members
- submit recommendations or requests for information to the proper personnel or individuals
- prepare the agenda for the next meeting

RECOGNITION OF MEMBERS

Advisory board members willingly give time and expertise in service to the school. The school, in return, should recognize their service in every way possible. Public recognition also benefits the school. Community leaders who voluntarily associate themselves with a vocational program add to that program's prestige. Suggestions for recognition include the following:

- Members will be presented with a certificate of appreciation at the end of every year of service.

EDUCATION CODE

SECTION 8070

The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers.

The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Department of Employment Development.

Non-Discrimination Statement:

Federal law prohibits discrimination on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and the Carl D. Perkins Vocational and Technical Education Act of 1998); or disability (Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990) in educational programs or activities receiving federal financial assistance.

Employees, students, and the general public are hereby notified that the California Department of Education does not discriminate in any educational programs or activities or in employment policies or practices.