Technical Advisory Committee Guidebook
For Secondary Schools

About the Division:

Career & Technical Education (CTE) is the administrative arm of the State Board for Career & Technical Education that provides leadership, advocacy, quality control, and technical assistance for career & technical education in Idaho, from secondary students to adults. CTE provides the focus for career & technical education within existing schools and institutions by targeting resources, organizing and applying industry input, and managing programs.

Introduction

Idaho Career & Technical Education believes that all Idaho residents deserve the opportunity to experience the dignity of work, and the education required to prepare them for work. As Idaho's primary educational delivery system for workforce education, career & technical education is critical to the big picture of lifelong learning, ongoing training and education, economic vitality, and success in the workplace.

To fulfill our mission of *preparing Idaho's youth and adults for high-skill, in-demand careers* there must be a strong partnership between education and industry.

Industry represents the ultimate employer of the students we prepare. Industry is also constantly incorporating the latest technology into its processes and envisioning the future of the marketplace –which translates to the ever-evolving skills necessary for their workforce.

Purpose of Technical Advisory Committees

Successful career and technical education programs maintain close ties with business, industry, and labor and must be integrally linked to their communities and state. Career and technical education programs in Idaho are required to "incorporate active input from an appropriately qualified business/industry technical advisory committee."[1]

An effective technical advisory committee reveals local career opportunities, prepares students to enter the workforce, and/or helps upgrade the skills of workers already employed. The committee advises the program to ensure that it stays up to date in terms of content and training. Committee members also assist in, and advocate for, student, faculty, and program needs. Ultimately, committees strengthen the working relationships between the career and technical education programs and the communities they serve. Specifically, technical advisory committees should:

- bring focus to important program outcomes.
- bring training expertise to the table – they provide on-the-job training to their employees, and can share best practices.
- secure resources for programs – i.e., equipment, manpower, expertise, speakers/judges for student organizations (CTSOs).
- provide students and staff with new opportunities – internships, work experiences, and career exploration.
- connect with the larger community – committee members have networks they can engage as appropriate.
- advocate on behalf of programs.

---

[1] IDAPA 55.01.03.102.02(g)

Creating a Technical Advisory Committee

Advisory committees are generally established by a program representative, which is usually the local CTE administrator, teacher, or departmental chairperson. An advisory committee can be established:

- for a single program area.
- as a school-wide committee that includes representatives from multiple industries (aligned to the programs the school offers).
- as a joint committee with other schools in the district and/or with nearby districts.
- as a joint committee with a nearby postsecondary institution (Advisory committees can be shared between secondary and postsecondary programs as long as adequate geographic representation exists from business and industry representatives. This is especially helpful in ensuring alignment of curriculum and seamless transition for students from high school to the technical colleges.)

For new career and technical education programs, or for those programs in need of a more formal committee structure, the program representative should take these steps to help ensure the success of the committee.

1. Determine the structure of the committee:
   a. Interview the representatives from programs with well-established committees.
   b. Study the duties, function, and framework of existing committees.
   c. Observe committee meetings.
   d. Consider creating an ad hoc committee to plan and develop the new advisory committee.
2. Prepare a general structure and plan for the committee.
3. Obtain appropriate approvals.[2]
   a. Explain the intended function of the advisory committee to administration.
   b. Share examples of other committees, particularly for similar areas of study or those with similar workforce needs.
   c. List potential benefits to the administration, school, and teachers.

Individualized Occupational Training (IOT) programs are not required to have separate advisory committees if the program representative can gain industry input by attending the advisory committee meetings of other programs in the school.

---

[2] Note: If a program representative is unable to obtain approval for an advisory committee, ICTE should be notified immediately, as committees are a *required* component of CTE programs.

General Committee Framework

An advisory committee is a group that is:

- recognized for its expertise in a specific occupational area,
- made up of business, industry, and labor representatives of the occupation(s) for which training is provided, and
- organized to advise school personnel on matters concerning the career and technical education program.

Committee Size

The size of the committee may vary by the size of the community, scope of the career and technical education program, diversity of businesses and industries in the community, and purpose of the committee. Size may also vary over time to align with specific committee activities. Committees should be large enough to reflect the diversity of the community, yet small enough to be managed effectively.

Committees with fewer than five members tend to be less effective as they may have limited perspectives, inadequate information on a number of target jobs, and too few employers represented. Committees with more than 15 members can become unmanageable. Five to nine members are generally an adequate size for most committees.

Length of Service

To ensure continuity among committee members, each committee member should serve a standard term length, generally three years. These terms should be staggered, with 1/3 of the membership expiring each year. For a new committee, this may mean that initial appointments are assigned for one, two, or three years. As the initial appointments expire, subsequent members will serve the standard three-year term.

Generally, committee members should not be appointed to successive terms to ensure the committee allows for new perspectives. In addition, former members should have at least a one-year absence before being eligible for reappointment.

Governance

The program representative is responsible for developing draft policies (bylaws) regarding the technical advisory committee. Written policies should address the following items and should be established during the first or second meeting of the committee:

- Approval of committee establishment
- Committee membership
- Appointment procedures
- Length of appointments
- Officers and their responsibilities
- Any available financial resources

- Minimum number of meetings annually
- Any standing subcommittees
- Communication protocol with school administration
- Any data collection or annual reporting requirements

These bylaws may be specific to a program or general for many programs within a school or postsecondary institution. Bylaws help establish expectations for industry representatives and provide a process by which concerns or issues can be addressed.

Meeting Frequency

The frequency of meetings is dependent on the implementation of the program of work (Attachment A). Some committees may need to meet monthly; others may meet bi-monthly or quarterly during the academic year. All programs (cluster, pathway and career specialty) should demonstrate that the committee has taken an active role in its relevant career and technical education program through the implementation of the program of work. ICTE's expectation is that a committee meet at least twice each year.

Meetings can employ the use of technology (i.e., conference calls) as appropriate. The program representative can also meet individually with committee members to collaborate on specific goals and action items stemming from the program of work. Industry involvement in the development and successful execution of the program of work is far more important than when or how meetings take place.

Specific Roles and Responsibilities

As committees are developed and conduct their ongoing business, members may be assigned specific roles and responsibilities that align with individual roles on the committee and within the community.

Industry Representatives

Create and accomplish program of work
Support Career & Technical Student Organizations

Role of Program Representative

Work with chair to schedule meetings and create agendas
Orient new committee members
Track progress for the program of work and assist industry
 representatives as needed
Communicate with CTE Program Quality Manager

Role of School Administration

Invite and appoint new members
Publish press release naming new members
List technical advisory committees in school publications

Selection of Members and Appointment Process

Committee members should be appointed using the guidelines outlined below and a standard selection process. Division representatives, instructors or faculty of the programs, and other staff may serve *only* in an ex-officio capacity.

1. Develop a list of prospective members that include several key characteristics.
   a. Representatives of:
      i. business/industry (program specific or broad industry representation for schoolwide committees)
      ii. local community (including Idaho Department of Labor representatives, if located in the community)
      iii. general geographic area to be served
      iv. programs at other schools, if applicable
   b. People who:
      i. have recent experience related to the program area
      ii. are available to attend TAC meetings
      iii. have an interest in education and the program
2. Once the list is compiled, interview prospective members. The interviews should:
   a. explain the nature of the committee.
   b. explain the prospective member's role on the committee.
   c. describe the terms and length of service.
   d. gauge the prospective member's level of interest in serving and determine to what extent his or her participation would benefit the program.
3. Send an invitation letter to prospective new member, which is signed by appropriate program or school leadership, including the date, time, and location of the next committee meeting (see Attachment B for an example).
4. Once the administrator approves the appointment and the member has accepted it, send a formal letter of appointment (see Attachment C for an example).

Committee Meetings

Conducting the First Meeting and/or the First Meeting of the Academic Year

The initial committee meeting is critical, as it provides the foundation to engage the interest and support of committee members. The program representative facilitates the meeting until the committee selects a chairperson. It is essential that the program representative contact members and organize an agenda well in advance of the meeting. In addition, the program representative may want to have discussions with new members to ensure that at least one individual is willing to serve as chairperson.

Organizing and Conducting Meetings

Following the initial meeting, committees may fluctuate in the number of times they meet throughout the academic year. The Annual Program of Work (see template in Attachment A) helps to determine the frequency of the meetings. Contributions of advisory committee members depend to a great extent on how they are prepared for, and oriented to, their roles. For the committee to be effective, program of work responsibilities should be divided among all members so that no one individual has total responsibility for the committee's success.

The Chairperson

The chairperson collaborates with the program representative and facilitates member participation. The chairperson should be familiar with Roberts' Rules of Order and should have the ability to lead.

The chairperson's responsibilities include:

- coordinating with committee secretary (program representative) to establish meeting dates and call the committee together when appropriate.
- developing the meeting agenda with the secretary.
- preparing background information and reports as necessary.
- seeking consultants for advice on specific problems.
- presiding at meetings and ensuring agenda and schedules are followed.
- promoting the committee's role as an advisory, not policy-making, body.
- helping members reach consensus on issues.
- reviewing meeting minutes with the secretary for accuracy.
- representing the committee at various official functions (e.g., Career & Technical Student Organization banquets, school board hearings).
- assigning/organizing sub-committees, standing committees, and ad hoc committees.
- maintaining communication with members, program representatives, and board members.
- determining strategies for developing and completing the program of work.
- recruiting members for the committee.
- following up on committee decisions to ensure that they are acted upon.

The Vice Chairperson

The vice chairperson is familiar with all the duties and responsibilities of the chairperson and will assume these responsibilities in the absence of the chairperson.

The Secretary (Program Representative)

The success of the committee depends a great deal on the program representative, who serves as the committee secretary. The secretary must devote enough time and attention to keep the committee actively involved in the career and technical education program. The secretary plays a dual role, switching from leader to helper, depending on the needs of the committee.

The secretary's responsibilities include:

- coordinating meeting arrangements.
- developing meeting agendas with the chairperson and distributing them to the committee members in advance of the meeting.
- acting as recorder for the committee (e.g., coordinate all mailings, take minutes, compile committee recommendations for school administration).
- reviewing goals and objectives with the committee.
- providing members with resource materials and program information.
- initiating and facilitating discussion during each meeting.
- providing feedback to members on the results of their recommendations.
- compiling and maintaining contact information and background data from committee members, including e-mail addresses.

Ongoing Committee Activities

All members of the committee have the following responsibilities:

- Attending meetings regularly
- Assisting with development and execution of the program of work
- Respecting the opinions of other committee members
- Helping reach consensus on issues
- Maintaining objectivity and focus on the needs of the program
- Making recommendations
- Accepting assignments for subcommittee work

Given their different functions within the education system, industry, and the community, committee members will have a wide variety of roles and responsibilities on the committee. The following list, while not exhaustive, should be useful in determining how committee members can contribute.

Offer Guidance		
Labor market information	On-the-job training techniques	Equipment and technology
Skill gaps	Certifications	Facility design
Marketing/Communications	Needs analysis	Curriculum review
Work Experience/Career Exposure		
Career exploration	Internships/job opportunities	In-service opportunities for teachers
Career & Technical Student Organizations		
Speakers	Judges	Leadership development
Financial Support and Advocacy		
Scholarships and fundraising	Support district levies and other legislative efforts	Equipment and supplies donation/purchase

Developing the Annual Program of Work

During the first committee meeting each academic year, create the program of work (see Attachment A for a template). Investing time in developing a quality program of work will guide the committee for the remainder of the year. Align the program of work with the reasons for having a technical advisory committee. The committee can provide the following benefits to the program:

- Bring focus to important program outcomes

- Provide training and best practice expertise

- Secure resources for the program (i.e., equipment, manpower, expertise, speakers/judges for CTSOs)

- Identify new opportunities for students and staff (i.e., internships, work experiences, exposure to career options)

- Connect the program with the larger community through colleagues and networking

- Advocate on behalf of the program

To make it even simpler, the action items can be developed under the following objectives:

- Outcomes
- Resources – Curriculum, Equipment, Expertise
- Exposure to Work/Careers
- Advocacy

All goals and activities should be formatted as SMART goals – Specific, Measurable, Achievable, Realistic and Timely. A few examples are:

- Provide XX quality work experiences to senior students by March 20XX.
- Secure resources to purchase (or secure a donation) a XXX by December 20XX.
- Recruit XX freshmen to the 20XX "Fundamentals of XXX Course."

Once the program of work is finalized, incorporate a progress review into future meeting agendas. The need for subcommittees and assignments for committee members should become clear.

Reporting Requirements

In Idaho, technical advisory committees are required to meet at least twice per academic year and should demonstrate that the committee has taken an active role in the program.

Idaho Career & Technical Education requires that the Annual Program of Work (Attachment A) be submitted by June 1 each year. The "Status" column should completed by the program representative prior to submitting. Committees should ensure their recordkeeping supports this requirement. Reports should be emailed to: tac@cte.idaho.gov.

Additional Resources

The Association for Career & Technical Education (ACTE) has developed a handbook "Building Advisory Boards that Matter" that provides additional recommendations. It can be purchased at www.acteonline.org/shop.

IDAHO

Career & Technical Education

Attachment A – Program of Work (page 1)

To be created by the TAC each year. The purpose of this document is to direct the work for the technical advisory committee for the year.

Technical Advisory Committee
Program of Work

Program _____

School Name _____**Academic Year** _____

Dates of Meetings _____

TAC Members

TAC Member Name	Company or Industry Represented	Years on TAC (including this year)

_____ CTE Program Instructor Signature

_____ CTE Advisory Committee Chair Signature

_____ CTE Administrator Signature

Please email to tac@cte.idaho.gov by June 1.

Attachment A – Program of Work (page 2)

TAC Program of Work

Objective	Activities	What part of the 5-year plan does this support?	Committee Member(s)	Target Date	Status*
Example :Resources	*Replace 3D Printer*	*2016-17 Equipment*	*John Doe and Jane Doe*	*January 31, 2017*	
Program Outcomes (ex. recruiting & retaining students, curriculum updates)					
Resources (ex. equipment, manpower, expertise, CTSO support)					
Work Experience (ex. Internships, job shadowing, externship for instructor)					
Advocacy (ex. sharing results with administration, recommending new committee members)					

*Status must be clearly stated describing progress towards meeting objectives. Brief notes such as "in-progress", "completed", etc. is not acceptable.

We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO
Career & Technical
Education

Attachment B - Sample Letter of Invitation

April 20, 2006

Mr. John Doe, Title
Company
Street Address
Your Town, Idaho 83300

RE: LETTER OF INVITATION TO ATTEND COMMITTEE MEETING

Dear Mr. Doe:

Because of your experience and demonstrated competency in the field of **(program area),** the **(Governing Board or trustees)** of the **(school) (institution)** believe that you may be able perform a valuable service to the institution and business community as a member of the **(Committee title)** Technical Advisory Committee of **(name of school)**.

An advisory committee is composed of outstanding business and civic leaders in the community and is directed toward achieving closer cooperation between business and education in providing Career & Technical Education opportunities and training for prospective students in our community.

We would appreciate it if you would give consideration to this invitation to attend the next meeting of **(program area)** Advisory Committee to discuss your potential membership on the committee. The next meeting will be held on **(date)**. Please let us know if you are able to attend.

Sincerely,

Administrator and/or
Chair of Committee

650 West State Street, Suite 324   p: 208.334.3216
P.O. Box 83720   info@cte.idaho.gov
Boise, ID 83720   cte.idaho.gov

We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO
Career & Technical Education

Attachment C – Sample Letter of Appointment

Mr. John Doe, Title
Company
Street Address
Your Town, Idaho 83300

RE: LETTER OF APPOINTMENT

Dear Mr. Doe:

This letter is to inform you that your appointment to the _____ Technical Advisory Committee is effective beginning_____, 20 _, and ending, 20 _.

The (first/next) meeting of the committee will be held in _____(place) at _____(time) on ____ (date).

We wish to thank you for your interest as indicated by your acceptance of this committee appointment. We appreciate your willingness to assist us in supporting Career & Technical Education opportunities for students in our community.

Sincerely,

Administrator and/or
Chair of Committee

650 West State Street, Suite 324   p: 208.334.3216
P.O. Box 83720   info@cte.idaho.gov
Boise, ID 83720   cte.idaho.gov