

IET and Community/ Industry Partnerships: Using advisory committees to drive the selection of CTE objectives

Handbook



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Institute for the Professional Development of Adult Educators

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Alexandre Ramirez, MBA



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Institute for the Professional Development of Adult Educators
3209 Virginia Avenue - Fort Pierce, FL 34981
Phone 772-462-7409 • E-mail info@floridaipdae.org

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Introduction to Industry Advisory Committees

Defining Advisory Committees

Industry Advisory Committees or IACs provide schools with an opportunity collaborate with industry partners to ensure that program goals align with the needs of employers. They are a critical component of Career and Technical Education and play an important role in the successful implementation of Transition Academies. IACs are made up of members which represent the student body, the school staff, and the industry hiring students upon graduation. They provide stakeholders with an opportunity to provide meaningful insight, enabling educators and school administrators to make effective strategic decisions on the direction of their program. In many CTE settings, Industry Advisory Committees are mandated by accrediting agencies. As adult educators, it is good practice to leverage these committees which are active at your local technical colleges and other CTE institutions.

In adult education, Industry Advisory Committees can guide educators and school administrators in ensuring that CTE objectives which drive IET are aligned with local industry demands. Additionally, the committees provide adult education programs with insight into expected academic requirements and skills needed for success in represented career and technical programs. While essential to the development of adult education and career and technical programs, the importance of Industry Advisory Committees

extends into Job Placement. By involving local industry partners, schools can create a network of employers involved in the strategic growth of the school. This in turn provides students with several avenues for employment upon program completion. Ensuring adequate job placement is a critical component of a successful CTE program. As adult education students transition into CTE programs via Transition Academies, the importance of community involvement through Industry Advisory Committees takes new form, providing support for strategic program growth, input on curriculum development, and avenues for employment upon graduation.

In addition to providing employment avenues and curriculum and strategic support, Industry Advisory Committees also benefit AGE/CTE programs by providing a continuous evaluation of employed-graduate students. This component of Industry involvement is essential in addressing the skills and knowledge required to succeed in employment. Reporting on deficient skills or content/area knowledge assists curriculum developers and administrators in addressing the strategic needs of a program. Data collected from the industry can be used by school administrators when considering which competencies, objectives, and AGE/CTE standards to utilize to best address the occupational needs of the program. This strategy is particularly beneficial to adult educators creating transition academies integrating IET, as it facilitates the selection of CTE standards and objectives to support a single set of learning goals.

Selecting Industry Partners

Choosing the Right Industry Partners Will Impact the Effectiveness of a School's Advisory Committee

Selecting industry partners for an Industry Advisory Committee requires local industry research to determine which companies are hiring the most students completing CTE programs from local CTE institutions in addition to prospective employers and new businesses. When selecting members for a school's IAC, educators and administrators should build partnerships by leveraging strong relationships with community partners already involved in the development of locally provided CTE programs. Adult education institutions are encouraged to collaborate with CTE institutions to include industry advisory members from CTE Advisory Committees.

Industry Partner Selection Checklist:	
X	Partner is employed in related field or industry in which students will be hired.
X	Partner maintains leadership position with hiring power.
X	Partner has the time available and is willing to engage the school regularly, attending meetings and events

Industry Advisory Partners should be employees from companies which directly hire students from the CTE program. The advisory members should be employees in a supervisory capacity and should be in a position with hiring responsibilities. Ideally, advisory committee members will provide feedback on student performance on the job and report back to the

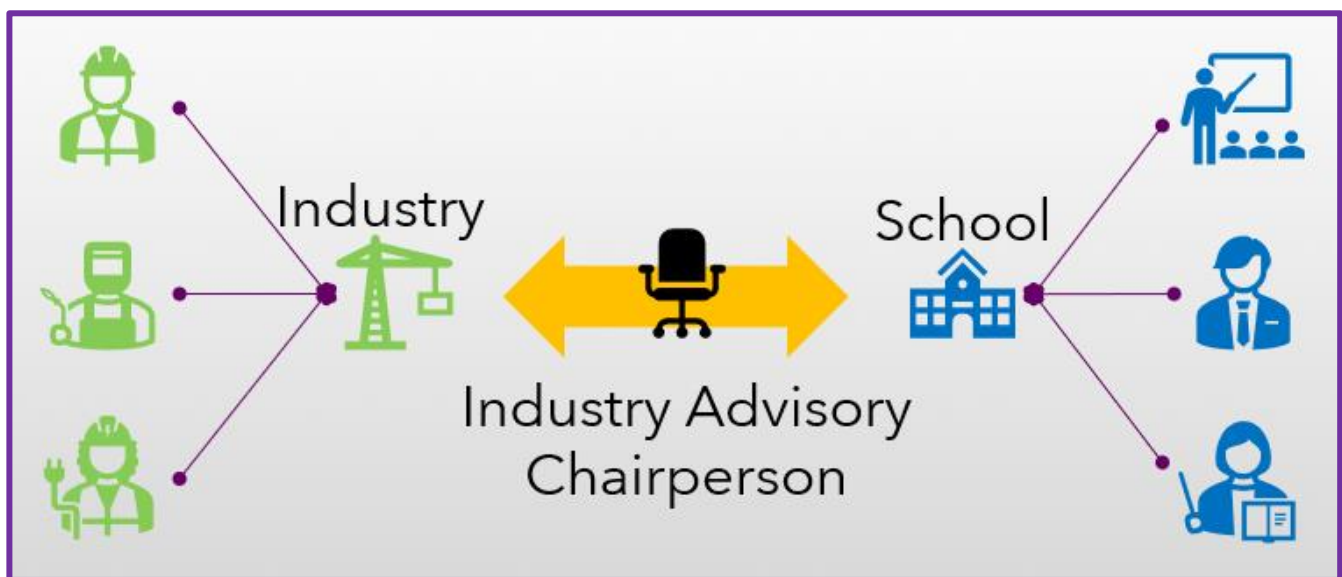
school on key skills and content which may need improvement. This relationship and open dialogue between the employer and the school supports strategic planning and organizational growth at a school-wide level, while promoting academic achievement and career achievement after graduation for students. Administrators should consider IAC members who will have time in their schedule to participate in committee meetings and be involved in the strategic planning process of the school. These advisory committee members may spend time at school strategic planning meetings, excellence advisory committee meetings, and volunteer at community events.

Structuring Successful Advisory Committees

Advisory Committees are Structured to Include Key Member Roles

Industry Advisory Committees are structured to include members from the industry, student body, teaching faculty, administration, and community. For many accrediting agencies, which require advisory committees, there are a minimum number of industry members required to establish quorum. To effectively establish an advisory committee, there should be a minimum of three local industry partners on the membership roster for the committee. Having multiple advisory members will ensure a diverse representation of the hiring companies in the industry, while providing ample feedback for strategic initiatives and propositions. Of the industry members, one will serve as a chairperson of the committee, who will help organize the meetings and ensure that all items on meeting agendas are covered. It is important that the chairperson role is assigned to a participating industry representative.

Organization of an IAC:



In addition to industry representatives, students are also involved in successful Industry Advisory Committees. Student input is an often overlooked, yet critical component of successful strategic planning for a school or program. Input from students regarding instructional quality, customer service, learning environment, and testing requirements is critical in determining future strategic goals. Having students collaborate with industry also provides them with a meaningful opportunity to build relationships with future employers and discuss concerns for new graduates entering the workforce such as mentorship programs and apprenticeships. A successful Industry Advisory Committee will maintain at least 3 students on the roster.

Teachers, administrators, student services, and curriculum development staff and faculty represent AGE and CTE programs, providing data and information regarding potential strategic initiatives. For committees representing AGE programs with CTE Transition Academies, staff and faculty from both the school providing the AGE program and the school/technical college providing the CTE program will be present to address challenges in the transition and preparation process. This element of cooperation is important to the success of a CTE Transition Academy, as it provides educators and administrators with an organized time and space to discuss the development of the academy and its effect on addressing key skills and competencies. This not only supports the implementation of IET in the AGE program but ensures that its CTE goals are aligned with industry demands.

IET Integration: Selecting CTE Objectives

Leveraging Industry Knowledge is Critical in Selecting IET/CTE Objectives

Integrated Education and Training focuses on developing a single set of learning objectives which address AGE skills and competencies using real-world career/technical applications. Developing a single set of learning objectives based on skills and standards from both AGE and CTE Curriculum frameworks requires educators to perform extensive research in choosing CTE standards. Industry Advisory Committees play an important role in this research phase. During committee meetings, educators and administrators gather data from industry committee members on critical skills and content area knowledge. This data is used during the process of selecting CTE standards and skills which will form the base for the IET Single Set of Learning Objectives.

As members in leadership positions within the industry, advisory committee members representing local companies have data which is used during the program objectives development process. During Industry Advisory Committee meetings, curriculum developers, educators, and administrators discuss the organizational goals of the school and how those goals will adjust in the coming school year to best utilize data provided by industry partners. These discussions are also shared with students, utilizing their input on initiatives to enhance the learning environment and promote growth in critical entrepreneurial skills while increasing student achievement.

When discussing CTE objectives during an Industry Advisory Committee Meeting, some questions frequently asked are:

- Which skills are most in-demand within the industry, currently?
- What are the most common skills deficiencies observed in new hires?
- Which entrepreneurial skills are most needed for entry level positions in the field?
- What are some adult basic skills areas where new hires and existing employees can benefit from improvement?

The selection of CTE objectives should be driven by data collected through discussions with industry partners. Selecting CTE Objectives to support IET implementation is not a static act, but rather a consistent collaborative effort in which schools maintain open dialogue with industry partners to ensure synchronicity between workforce preparation and career development.

Strategic Planning

School's may use Advisory Committees to Steer Strategic Planning and Choose New Objectives

The primary function of Industry Advisory Committees is to provide strategic support to educators and school/program. School strategic planning is an essential component of organizational growth and often entails making policy and curriculum changes to adapt to the changing needs of the economy. Educators can leverage IAC members' work experience to drive school strategic development. When organizing strategies to increase student achievement and job placement upon program completion, educators should keep three key metrics in mind: Program Completion Rates, Job Placement Rates, and Licensure Attainment Rates. These metrics often offer insight into the success of a CTE program and are, in many cases, required for accreditation purposes.

As adult educators, paying close attention to these metrics pertaining to programs in which ABE/AGE students are attending during IET programs and transition academies can help with the adjustment of the Single Set of Learning Objectives. This strategy will help educators ensure that alignment between ABE/AGE programs and CTE programs properly prepares students to succeed. When discussing strategic planning at IAC meetings, school administrators will engage industry partners on issues preparing students for the workforce. This may manifest as a discussion regarding soft skills, literacy, practical or hands-on skills, or specific content knowledge required to succeed in the industry. This discussion between industry partners and educators is at the core of what makes IACs so successful in the

development of CTE programs. Using IACs and their strategic goals can also help adult educators with the improvement of IET programs and transition academies. By aligning IET supported programs to CTE strategic objectives, adult educators can ensure that students are preparing adequately for CTE training and in field job placement. This begins with the establishment of strategies which address the foundational needs of a specific CTE program.

Resources

Council on Occupational Education Website:

www.council.org

Video on the New Economy:

<https://www.youtube.com/watch?v=bauDp4NdPK8>