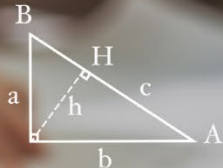


Right triangle



$$a^2 + b^2 = c^2$$

$$A = \frac{1}{2} ab = \frac{1}{2} ch$$

$$\frac{1}{h^2} = \frac{1}{a^2} + \frac{1}{b^2}$$

$$a^2 = BH \cdot c, \quad b^2 = AH \cdot c$$

CTE Advisory Councils

Bureau of Career and Technical Education

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Advisory Councils

Advisory councils serve an important role in the development of each career and technical education (CTE) program. A diverse and engaged advisory committee should work to provide meaningful feedback to educators on the design, implementation, evaluation, maintenance and revision of program curriculum and training equipment.

Members of the advisory council must consist of representatives of businesses or employers within the occupation or occupational field related to the program, as well as other stakeholders with expertise and knowledge of the occupation or occupational field. This guidance document contains information and suggestions designed to assist administrators and instructors in organizing and facilitating a local (program) advisory council.

Advisory Groups Within Iowa Code

258.9 Local advisory council.

1. The board of directors of a school district or community college that maintains a career and technical education program receiving federal or state funds under this chapter shall, as a condition of approval by the state board, appoint a local advisory council for each career and technical education program offered by the school district or community college. However, a school district and a community college that maintain a career and technical education program receiving federal or state funds may create a joint local advisory council. The membership of each local advisory council shall consist of public members with expertise in the occupation or occupational field related to the career and technical education program. The local advisory council shall give advice and assistance to the board of directors, administrators and instructors in the establishment and maintenance of the career and technical education program.
2. Notwithstanding subsection 1, a regional advisory council established by a regional career and technical education planning partnership approved by the department pursuant to section 258.4 may serve in place of a local advisory council.
3. Local advisory councils are not subject to the requirements of section 69.16.
4. Members of an advisory council shall serve without compensation.
[C24, 27, 31, 35, 39, §3845; C46, 50, 54, 58, 62, 66, 71, 73, 75, 77, 79, 81, §258.9] 86 Acts, ch 1245, §1431; 2016 Acts, ch 1108, §42; 2017 Acts, ch 29, §71

The rules developed to address the changes in CTE (HF2392) and that also address 258.9 include the following information regarding advisory councils.

281—46.8(258) Advisory council.

46.8(1) Appointment. The board of directors of a school district or community college that maintains a career and technical education program receiving federal or state funds under this chapter shall, as a condition of approval by the board, appoint a program-oriented and program-specific advisory council for each career and technical education program offered by the school district or community college. The local advisory council shall give advice and assistance to the board of directors, administrators and instructors in the establishment and maintenance of the career and technical education program. An advisory council established under this rule shall meet at least twice annually. **46.8(2) Joint advisory council.** A school district and a community college that maintain a career and technical education program receiving federal or state funds may create a joint local advisory council which may serve in place of an advisory council required under sub rule 46.8(1).

46.8(3) Regional advisory council. A regional advisory council established by a regional career and technical education planning partnership approved by the department pursuant to rule 281—46.10(258) may serve in place of an advisory council required under sub rule 46.8(1).

46.8(4) Membership. The membership of each advisory council established under this rule shall consist of public members from multiple businesses within the occupation or occupational field related to the career and technical education program and of other stakeholders with expertise in the occupation or occupational field related to the career and technical education program. There shall be a good-faith effort to include secondary and postsecondary career and technical education teachers from related secondary and postsecondary programs on the advisory council. Members of an advisory council shall serve without compensation. Local advisory councils are not subject to the requirements of Iowa Code section 69.16.
[ARC 2947C, IAB 2/15/17, effective 3/22/17; see Delay note at end of chapter]

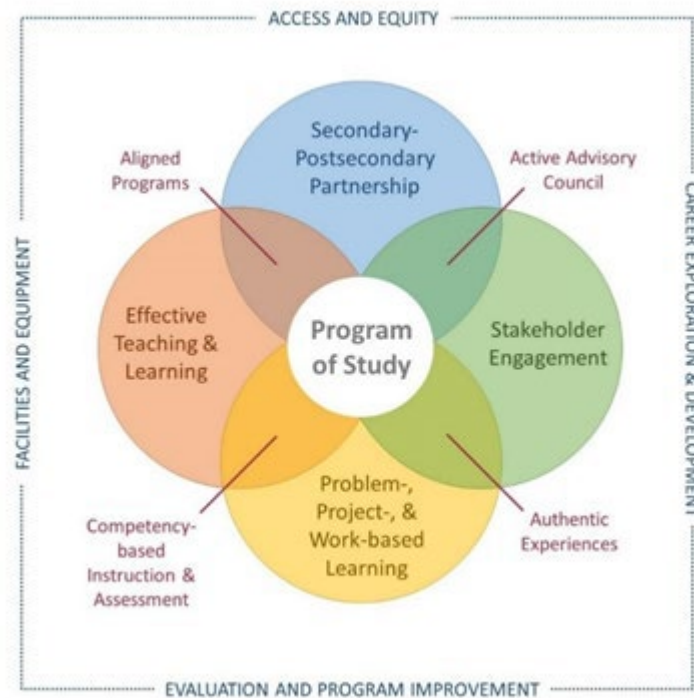
Perkins V – Four-year State Plan

The above requirement is reinforced in Iowa’s Four-year State Plan under the federal Carl D. Perkins Act.

The following statements are written in Iowa’s Perkins Four-year State Plan:

- All CTE program advisory councils must be oriented toward, and specific to, the program. The program advisory council is to give advice and assistance in establishing and maintaining the program, as well as consulting in matters related to the program.
- Members of the advisory council must consist of representatives of businesses or employers within the occupation or occupational field related to the program, as well as other stakeholders with expertise and knowledge of the occupation or occupational field.
- All efforts must be made to include the participation of secondary and postsecondary teachers from related secondary and postsecondary CTE programs.
- Advisory councils must assist with the self-study review and help prioritize the action plan as well as assist with monitoring, measuring and reporting progress regarding the program’s action plan.
- Local CTE advisory councils shall assist recipients with the evaluation and selection of appropriate technology.
- Councils must improve parental and community/stakeholder involvement through the use of active advisory committees.
- Advisory councils at the local level will be utilized to obtain input from CTE stakeholders.
- The technical skills assessed, the instrument utilized to assess those skills and proficiency level to be obtained to pass the assessment must be approved by a third party. The third party may be a nationally or state recognized industry organization, a provider of reliable and valid third-party assessment instruments or a regional or local advisory council for the CTE program being assessed.
- A robust program will result when the indicators are implemented with fidelity and will be evident when a district has an aligned program that integrates competency-based instruction and assessment, fosters authentic experiences and has an active, engaged advisory council.
- Maintain and consult a program advisory council to ensure all aspects of the program reflect the current workforce as well as industry and/or occupational practices. [Program Self-Study Criteria 4.2]

- A postsecondary program must incorporate curriculum reflecting the knowledge and skills required of employers within the aligned industry, as validated by the program’s advisory council.
- Serve as a reviewer of annual financial reports from the Career and Technical Student Organization. [CTSO Minimum Standards]



Advisory Member Roles & Responsibilities

Advisory members have the following major roles within the council:

1. Attend meetings
2. Suggest agenda items
3. Provide information
4. Participate in advisory council’s discussion, analysis, and deliberation of program issues
5. Provide recommendations for program(s) improvement
6. Represent the council at official functions and meetings
7. Accept council appointments

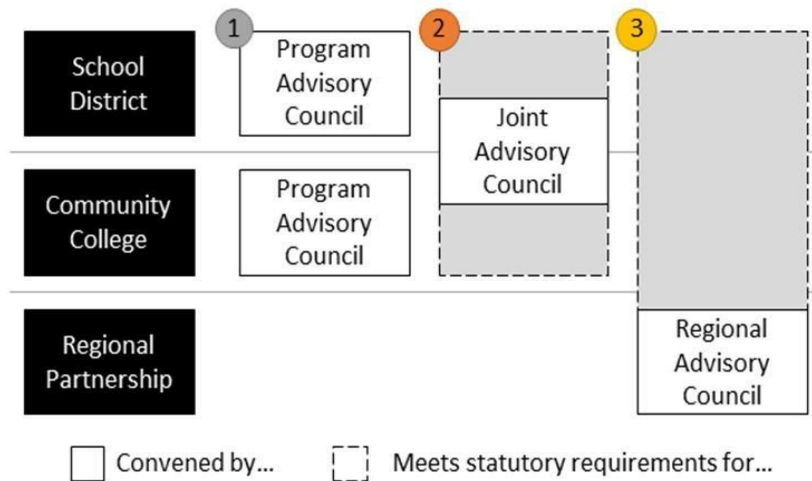
Types of Advisory Councils

Program advisory councils may be configured in one of three ways:

1. A standalone program advisory council maintained independently by the school district or community college. To date, this is the primary way by which program advisory councils operate;
2. A joint program advisory council shared by the school district and community college. Any district and community college that maintains CTE programs in the same occupation or occupational

field may form a joint program advisory council. The joint program advisory council may serve in place of the local program advisory council, fulfilling the statutory requirement for maintaining a program advisory council.

3. A regional program advisory council established by a Regional CTE Planning Partnership (RPP) on behalf of district and/or community college may serve in place of a standalone or joint program advisory council. A district and/or community college which utilizes a program advisory council established by an RPP would fulfill the statutory requirement for maintaining a program advisory council.



Goal: To more effectively engage business and community stakeholders and deliberately move toward greater use of joint advisory councils amongst recipients in appropriate and/or necessary situations.

Advisory Potential Activities

The purpose of the advisory council is to ensure CTE programs remain relevant and responsive to the broader community. Expert advice developed in dialogue among advisory members representing employers, employees and the general public can contribute to program relevance and responsiveness. This advice can be conveyed to those in the educational system and the community through deliberations focusing on common needs and goals. In addition to advocacy for the CTE program, which is first and foremost, activities in which councils and/or councils are typically involved include the following opportunities:

- Advice and recommendations regarding:
 - career planning and orientation, pre-employment instruction needs
 - professional development
 - placement services
 - curricula planning
 - resources: people, curriculum materials and publications
 - projects or activities
 - sources of teaching materials and equipment
 - proposed physical facilities and adequacy of equipment and supplies
- Assist with:
 - establishment of sequence of courses to enable students to develop job competencies

- job analysis and task analysis in specialized areas, including updating instructors on industry current events and knowledge
- addressing the program-related needs of disadvantaged students
- providing or assisting in locating externships for instructors
- cost/benefit studies
- future planning of CTE program(s)
- career guidance activities
- student recruitment
- Provide career observation experiences or internships
- Ensure all aspects of the program reflect current workforce, industry and/or occupational practices. [Program Self-Study Criteria 4.2]
- Evaluate the effectiveness of CTE program(s)
- Aid in maintaining course content that is consistent with the changing skill requirements of the industry through planned evaluations of the program offerings
- Provide learning resources for exhibits and instructional purposes in classrooms
- Review and suggest content for Programs of Study (POS) (Required by Perkins legislation)
- Review and approve (as required by Perkins legislation):
 - Critical competencies within CTE program(s)
 - Assessments used to measure critical competencies
 - Required levels of proficiency for each critical competency
- Seek the cooperation, when needed, of other agencies working with CTE programs

Advisory Membership

A Model Process for an Effective Council: The program advisory council's main responsibility is to review current program content, performance indicator validation, operations and suggest recommendations for needed program changes. In turn, school personnel take the recommendations under advisement and put them into action for change approved by the administration and governing board.

The visionary role of the overall council members should represent, as nearly as possible, all facets of the employment community; in addition, there should be members who represent those sectors which have concerns about the human development of the individual and economic development of the community. Usually the number of school/college employees serving on this type of council are fewer in number than employers.

Program Advisory Council

Career and technical educators have found that effective program advisory councils seldom have fewer than five (5) members and no more than 15 members.

Seek members who will connect with area industry and employers, give an outside-in perspective on a program to avoid a "silo" outlook on programming, be advocates as members of key audiences (external and internal advocates) and connect to current and future workforce needs.

Suggested membership includes larger, more established employers; smaller, innovative companies; postsecondary institutions; trade unions/professional associations; senior

executives with board management experience; chambers of commerce; media experts; past/present students and program vendors.

Nominations and Appointment of Advisory Members

The purpose of an advisory council is to broaden the base of business, individuals and community involvement in the education enterprise. Although nominations are welcome from any source, the membership of a council will most likely be nominated by the instructor, appointed by administration and acknowledged by the board(s) of education/trustees. After the council has been operational and when changes in membership are necessary, recommendations for replacement members should be solicited from the council.

In the case of the initial appointment of an advisory council, usually one-third are appointed for a one-year term, one-third for a two-year term and one-third for a three-year term. The appointment of a council member to two three-year terms seems to be a common practice. Rarely does a council member serve more than six years, since this limits the opportunity for expanding the community's base of knowledge about the program. Practicing professional educators should serve only as ex-officio advisory council members.

The appointment of members (new or replacement) should be made by official action of the school chief administrator and, in some cases, the governing board. The candidate lists for membership of CTE program councils are usually assembled by the CTE instructors. Where a program council exists, the instructor may solicit the present membership for names of candidates to fill future vacancies on the council.

Advisory Council Members should/can be recognized in a variety of ways:

- Publication of articles
- Invitations to participate in school activities
- Letters of appreciation

Diversity and Outreach Recruitment Initiatives for Advisory Members

- Recent program graduates who have been in the field six months or more may provide input on their preparedness upon entry into industry. Input from entry-level employees may uncover additional training and/or skill sets needed to enhance career readiness and to benefit program improvement. These program participants can serve as a resource in the development of peer mentoring networks including CTE alumni, CTSO students and current CTE students.
- School districts and colleges may be able to promote equitable and diverse enrollment in CTE programs by adjusting their outreach and by finding creative recruitment strategies, including the use of peer recruiters and community partners (Dalporto & Tessler, 2020).
- Recruitment opportunities may exist within local professional and membership organizations. Targeted outreach to organizations representing specific populations and groups may prove useful in supporting gender and race/ethnicity requirements, i.e., Women in Manufacturing, Men in Nursing, National Society of Black Engineers and Association of Latinx Professionals.
- Intentionally recruit non-voting members who are nontraditional by gender and minorities serving as administrators, counselors, students and academic teachers.
- Diversity and inclusion plan and metrics to meet goals in this area should be included with Advisory minutes.

Responsibilities of School/College Administrators and Faculty

Schools and colleges have the following responsibilities to their advisory council:

- Serve as a liaison between school leadership and the advisory council
- Offer the school/college viewpoint on any issue or activity considered, or offer to try to obtain the answer by the next meeting
- coordinate with CTE instructor(s) to arrange for the use of the school's/college's facilities and equipment
- Arrange for some meetings outside of the school to view workplace or industry environment
- Provide needed research and information
- Prepare special reports as needed
- Establish a working relationship with all members
- Involve the advisory council when a new program or change in curriculum is considered
- Arrange for recognition of council members and the accomplishments of the council
- Provide a guidebook of official advisory meeting procedures
- Serve in an ex-officio (nonvoting) capacity.

Orientation of Advisory Members

The school administration should acquaint all council members with the total education program of the school, and more specifically, the breadth and scope of the CTE program and how the specific mission of the school system attempts to fulfill these goals with the local education program. Time should be spent discussing how the system or school attempts to meet the individual needs, interests, aptitudes and abilities of the student with specific reference to the role of the CTE program. The administration should also explain the role of the council as it relates to the role of the instructor, administrators and the board of education/trustees.

Communication within the Advisory council must be two-way communication. Each member is asked to remove themselves from their respective silos.

Advisory Handbook

A handbook is an effective tool in gaining greater understanding and involvement of the members. The contents of the handbook usually include:

- Table of organization of the school district/college
- Directory of the membership of the advisory council
- Calendar of council meeting dates (sometimes enfolded in the program of activities)
- Program(s') standards, benchmarks and performance indicators (competencies)
- Program(s') performance data: enrollment, achievement, completion, placement and student and employer surveys
- Program(s') evaluation findings and recommendations
- Program(s') instructional materials
- Inventory of major instructional equipment
- Program(s') budgets

- Current strategic plan
- Previous advisory council minutes
- CTSO Handbook
- Guidelines to operate using Robert's Rules of Order

A review of the contents of the handbook during the orientation is useful in providing new council members with the "big picture" of the current status of CTE program(s). Such information will allow council members to study information pertinent to the program(s). The items in the Handbook should be updated regularly.

Officer and Members

Chairperson

The primary function of the Chair is to provide leadership at all meetings. The chairperson is elected from the council's membership who is a representative of business, industry or labor. The person who accepts this responsibility should not be a school/college employee or an employee's spouse.

This person will lead the charge for the CTE program, so make sure they have the time, passion and energy to lead.

Responsibilities of the Chair will vary depending on the needs of the school/college. Some possible activities are listed below.

- Cooperate with the college representative and members in choosing meeting dates, securing needed information and following up on activities
- Prepare and distribute an agenda for each meeting with the assistance of a school/college representative
- Preside at advisory council meetings
- Develop a desirable working relationship among council members
- Give advisory council members an opportunity to express their opinions
- Obtain general agreement of members by group decision
- Verify that council recommendations appear correctly in the minutes
- Represent the advisory council at official functions and meetings
- Organize and appoint work groups or committees within the council
- Assist in identifying new advisory council members
- Assist in identifying the council goals, objectives, agendas, calendar and dates in conjunction with council members, instructors and school administrators

The school/college may also want to consider additional roles such as a Vice-Chair. The Vice-Chair would serve in the absence of the Chair. A Secretary may also be used. The Secretary would be responsible for recording and timely submission of minutes. The Secretary may also be responsible for the sending of minutes, meeting agenda and other correspondence.

Advisory Meetings

It is recommended that the advisory council utilize [parliamentary procedure](#) for council meetings. Advisory councils shall conduct annual meetings to discuss the condition of CTE program(s). Additional meetings may be needed, if conditions require them. For effective meetings, the following activities are recommended:

- Agendas sent and delivered to council members prior to meetings
- Minutes of each council meeting recorded and distributed to members
- School/college reports on status of previous recommendations from the council
- School/college shares program(s) performance indicator data
- Consider having student presentations or demonstrations
- Voting needs to take place when changes are required for the curriculum or other program details. Minutes should identify and indicate the voting and the outcomes and should not just be the discussion items.

Hints for Productivity

- Tie back to the big picture
- Set clear expectations
- Communicate in a timely fashion
- Be accountable
- Offer continuous education
- Focus on return on investment

The following pages contain sample letters and agendas that can be used with your Advisory Council.

Advisory committee meetings should be held on a cycle of two per year. Topics to be covered are found in the sample agenda below and should be covered during these meetings.

Advisory Records

Use Excel sheet under Advisory Groups on the Department of Education website to keep archived for program records and to upload Advisory Group membership artifacts to Program Self Study records.

Sample Agenda for Advisory Council Meetings

[Title] Advisory Council
XXX High School, Room XX
Date, time

Call to order

Welcome and introduction of members and guests

Approval of agenda

Approval of previous minutes

Role of the [Title] Advisory Council

1. Review of advisory role
2. Review of advisory membership

Program Review

1. Review of educational resources
2. Review of course competencies
3. Review of activities and work-based learning opportunities
4. Review of enrollment data
5. Advisory committee recommendations

CTSO Alignment

1. Advisory committee recommendations

Labor Market Studies/Occupational Need

1. 10-year outlook
2. Industry representative comments
3. Advisory committee recommendations

Unfinished Business

1. Report of response to previous council recommendations

New Business

1. Review and approve content for programs of study
2. Insert new topics here

Tour of Facility

1. Safety review
2. Assess equipment and facilities
3. Advisory committee recommendations

Assessment Review

1. Assessment results and program historical trends
2. Advisory committee recommendations

Other Business

Final Advisory Recommendation Summary

1. Complete Final Recommendation Summary document

Establish time, date, and location of next meeting

Scheduling of Next Meeting [Council Chair]

Adjourn

Expanded Sample Agenda for Advisory Council Meetings

[Title] Advisory Council

XXX High School, Room XX

Date, Time

Call to order [Council Chair]

Welcome and introduction of members and guests [Council Chair and school staff]

Approval of agenda

Approval of previous minutes

Role of the [Title] Advisory Council

1. Review of advisory council role: Explain roles and responsibilities
2. Review advisory committee membership: Recruit from employers/business, workforce development, community and economic development, secondary/post-secondary education institutions with an eye for diversity

Program Review

1. Review of educational resources
 - a. Program promotion to staff, students and parents, including efforts to meet all program goals
2. Review of course competencies
 - a. Fall: Review program standards aligned to CTE service area standards
 - b. Spring: Review program standards and Iowa Core Standards alignment, including 21st century skills
2. Review of activities and work-based learning opportunities: Discuss awareness, approvals and suggestions for future activities
1. Review of enrollment data: Review breakdown of race/ethnicity/gender and identify gaps/solutions along with set metric data goals for improvement
 - a. Review success data: Course and sequence completers, including by demographics
1. Advisory committee recommendations

CTSO Alignment

1. If a CTSO is not aligned to the service area, discuss implementation plan for CTSO
2. Membership/activity report(s): Can be presented by students of CTSO
3. Advisory committee recommendations

Labor Market Studies/Occupational Need

1. 10-year outlook: Once per year minimum
2. Industry representative comments
3. Advisory committee recommendations

Unfinished Business

1. Report of response to previous council recommendations

New Business

1. Review and approve content for programs of study
2. Insert new topics here

Next page –

Tour of Facility

1. Safety review: Included in facility overview program policies and practices

2. Advisory committee recommendations
3. Assess equipment and facilities

Assessment Review

1. Present assessment results and program historical trends
 - a. Proficiency %
 - b. Certifications earned
2. Advisory committee recommendations

Other Business

Final Advisory Recommendation Summary

1. Complete final recommendation summary document that can be reported out to stakeholders

Establish time, date, and location of next meeting

Scheduling of Next Meeting [Council Chair]

Adjourn

First Meeting Suggestions (Not in specific order)

- School district representative on the council serves as the facilitator and appoints temporary secretary until a chair can be selected
- Introduce all persons in attendance
- The facilitator explains the purpose and functions of an advisory council and the activities with which it will be charged. A representative of the board of education, possibly the superintendent, informs the council of their relationship to the district. Duplicated copies of the school board's statement of policy should be distributed
- The facilitator may distribute a sample of rules of operations, such as:
 - Time and length of meetings
 - Method of notifying members
 - Method of calling special meetings
 - Assessment form for use in evaluations
 - Constitution adoption (first or second meeting)
 - Parliamentary procedure adoption
 - Officer elections (first or second meeting)
 - Setting priorities
- The facilitator suggests program areas most urgently in need of immediate evaluation
- The council sets date, time and place of next meeting, indicating that permanent officers will be elected at that time
- Tour of facilities
- Adjournment

SAMPLE Advisory Roster Form

X	Name	Industry Affiliation / Company	Town	Email

Summary Data:

Advisory Committee Application

Name of Program: _____

Applicant's Printed Name: _____

Business Name / Place of Employment: _____

Position Title _____

(If retired please list retired as position): _____

Education Background: _____

Years of Experience in the Field: _____

Awards and Honors: _____

Contact Information for Correspondence: (all fields required, please print clearly)

Personal Contact Info OR Business Contact Info (Choose One)

Email Address: _____

Cell Phone: _____ Alt. Phone: _____

Mailing Address: _____

Signature _____ **Date** _____

Ethnicity:		Hispanic	Non-Hispanic
Race:	White	Black or African American	Asian
Hispanic or Latino	American Indian or Alaskan Native	Native Hawaiian or Other Pacific Islander	2 or more Races

Gender (please check one): ___ Male ___ Female ___ Non-Binary ___ Not Specified

Have you been a [school] student or had prior affiliation with [school]?	Yes	No
Are you a [school] graduate?	Yes	No
Do you have a disability? (please check one)	Yes	No
Are you a part of an organized labor union? (please check one)	Yes	No

Approval: _____	
Signature	Date
Diversity Representation Met: YES or NO	

Recommendation Summary Form

Advisory Committee:

Date:

The following recommendations were made:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Signed,

Advisory Committee Chairperson

Date

Faculty

Date

Recommendation Update Form

Advisory Committee

The following recommendations are active and require an update. For each recommendation listed, please provide an update and reflect the consensus of Advisory Committee members on whether the recommendation has been adequately addressed with the information available (check “Inactive”), requires continued attention (check “Active”) or has been fulfilled (check “Completed”).

1. (Stated recommendation)

Initial date of recommendation:

Status: Active Inactive Completed

Note:

2. (Stated recommendation)

Initial date of recommendation:

Status: Active Inactive Completed

Note:

3. (Stated recommendation)

Initial date of recommendation:

Status: Active Inactive Completed

Note:

4. (Stated recommendation)

Initial date of recommendation:

Status: Active Inactive Completed

Note:

5. (Stated recommendation)

Initial date of recommendation:

Status: Active Inactive Completed

Note:

Sample Recommendation Wording

- Support staff recommendations regarding capital program funding and a priority list of projects and programs.
- Receive a presentation from Workforce Development Staff on trends in employment.
- Course xxx includes a discussion of . . .
- Program XYZ requires another FT faculty member to cover the areas of . . .

Sample Notice of Meeting

Date

Name
Business
Address
Address

Dear Mr./Ms./Dr. **XXXXXX**:

The next meeting of the **[title]** Program Advisory Council will be **[time/date]** at **[location]**. Enclosed is a copy of the agenda for the meeting. We plan to tour the facility and discuss curriculum concerns. We want to provide a **[title of program]** that will satisfy community needs. Your input is important and valued.

We look forward to seeing you. Please notify me if you cannot attend – **[phone number]**.

Sincerely,

Name, title
XXX High School

Source (AZ CTE Local Advisory Committee Leadership Guide)

Sample Thank-You Letter to Council Members

Date

Name
Business
Address
Address

Dear Mr./Ms./Dr. **XXXXXX**:

Thank you for your dedicated service on the **XXXXXX** Advisory Council. This program's effectiveness depends upon the cooperation and participation that you have so freely given.

With your help and recommendations, we have developed a better program that will prepare students for successful careers. Our students have already benefited from your ideas, and we plan to make other improvements resulting from your suggestions.

Please accept my sincere appreciation.

Sincerely,

Name, title

XXX High School

Source (AZ CTE Local Advisory Committee Leadership Guide)

Sample Letter to Council Member's Supervisor

Date

Name

Business

Address

Address

Dear Mr./Ms./Dr. **XXXXXX**:

Iowa Career and Technical Education and the **XXXX** High School administration appreciate the important role that **[council member]** of your organization has played in helping to develop the **[program title]** program at **XXXX** High School. **[She/he]** has faithfully attended the **[program title]** Advisory Council meetings throughout the school year and participated in related activities. With **[council member's]** help, we have improved learning experiences for students.

We are grateful that **[council member]** served on our **[program title]** Advisory Council.

Sincerely,

Name, title

XXX High School

Sample Letters of Invitation

Date

Dear: **[Invitee Name]:**

[High School Name] is committed to excellence in its **[Program Name]**. To help us achieve this aim, we reach out to leaders and to parents and students in our community and ask them to work with us to improve our education curriculum and facilities.

Your name has been suggested for possible membership on our advisory council. By participating in this council, you will have an opportunity to guide **[High School Name]** in preparing students for entry-level jobs or postsecondary coursework in career and technical education.

The advisory council will meet 2-4 times during the school year. Meetings are usually held at **[Insert Time]** at **[Insert Location]**. Informational calls to council members are occasionally made, as the need arises.

If you are interested in serving on this council, please complete the attached Letter of Intent and return it to me at your earliest convenience. Please do not hesitate to call me if you have any questions.

Sincerely,

[Your Name], [Your Title]

[High School Name]

Date

Name
Business
Address
Address

Dear **[Invitee Name]**:

You have been recommended for membership on the local advisory council for the **[Program Title]**. The council is composed of business, industry and civic representatives from the community. The goal of the council is to improve career and technical preparation for students by developing closer cooperation between business and education. Your knowledge of training needs and worker competencies would be valuable to the program.

There will be **[Number]** meetings a year. I will telephone you later this week about your potential commitment and to answer any questions you may have.

We invite you to become a member of this advisory council. We look forward to working with you to advance the goals of our program and broaden opportunities for youth in the community. If you need additional information, please feel free to call me at **[Your Phone Number]**.

The council looks forward to working with you.

Sincerely,

[Your Name], [Your Title]

[High School Name]

Sample Confirmation Letter

Date

Name
Business
Address
Address

Dear **[Invitee Name]**:

[High School Name] thanks you for your willingness to serve on the local advisory council for the **[Program Title]**. Your experience in this field and active participation on the council will contribute significantly to our effort to offer the best educational opportunities..

[Contact Name] will contact you to provide you with a tentative agenda and other materials. This meeting will help you better understand the role of the council and how you can contribute. Thank you for your interest in career and technical education.

Sincerely,

[Administrator Name]

[High School Name]

References

Iowa Department of Education/Career & Technical Education
<https://www.educateiowa.gov/adult-career-and-community-college/career-and-technical-education>

“Building Advisory Boards that Matter”, ACTE Publication
https://iweb.acteonline.org/Purchase/ProductDetail.aspx?Product_code=BADVISORY