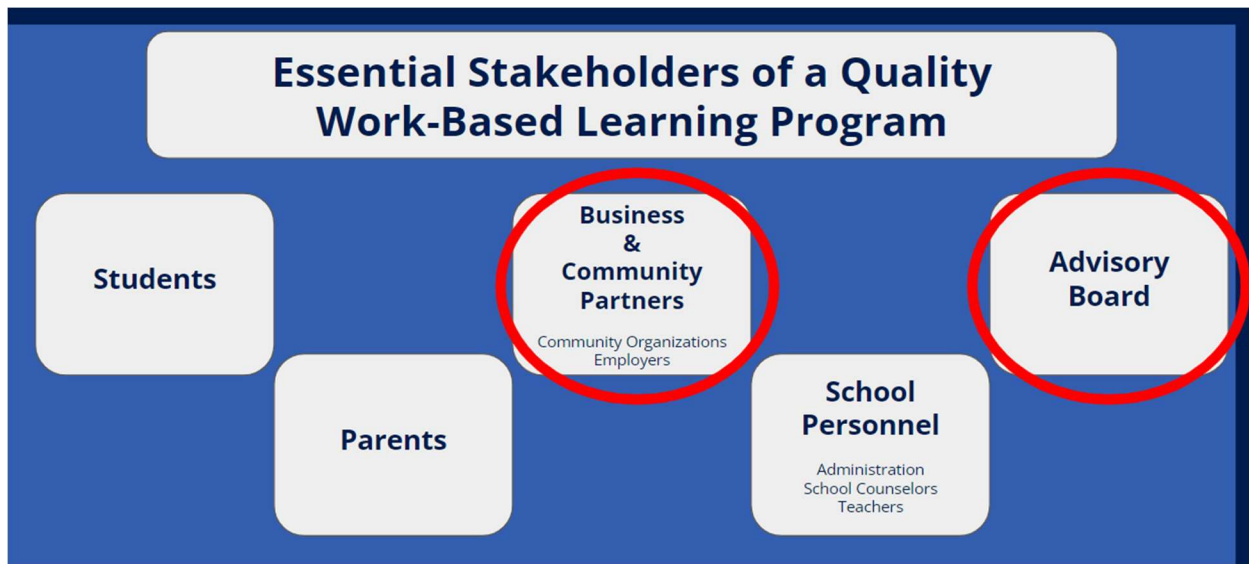


# Roles with Advisory Boards and Community Partners

Module 2 brought forth the introduction of ideas related to Community Partnerships and forming Advisories for Work-Based Learning. While the initial information was introductory, it intentionally left out key details to produce a more comprehensive dive into the partnership models and expectations. Below is the graphic on the Essential Stakeholders of a Quality Program referenced in Module 2.



## [Alternate Text Version](#)

Based on your work of Module 2, you have completed the following tasks:

- Identified an action step that you could enhance business and community partnerships
- Identified where you are on the continuum of employer engagement
  - Barriers your school faces
- Designed a recruitment letter and brochure
- Developed an advisory board meeting agenda
- Develop a brief handout for your Advisory Board that includes sample times for site visits and the kinds of activities they might include: tours, demonstrations, brief presentations, and hands-on opportunities.
- Talked with a school counselor, school administrator, or EFE Director to see if there are existing post secondary relationships

- Identified a plan to help publicize your Work-Based Learning program in a way that meets the needs of your community.
- Outlined a Work-Based Learning activity (i.e. site visit, guest speaker, job shadow, etc.) you would have students participate in that includes engagement with a Community or Business partner.

Module 5 will be focusing on the following components:

- Shared Mission and Vision
- Special Emphasis on Advisory roles and procedures
- Enhancing Post Secondary partnerships
- Communications Planning
  - Internal Communication Procedures with Partners
  - External Communications: Publicizing your program
- Focusing on the Skills at Work: Employer Partners and the Technical and Essential Skills
- Responding to Partner Concerns
- Long-term Planning and Recruitment
- Partnership Agreements

### **The Advisory Board**

As mentioned, one of the primary focuses of this module will revolve around the Advisory Board structures. Individuals who volunteer as partners have varied talents to share with students. Try to learn about these talents during the meetings and match them with your student interests and needs. One partner may be willing to come to the classroom and talk about his or her job. Another partner may volunteer to host a site visit. A trio of business partners may agree to work together and mentor students. One or two partners may be willing to take on the responsibility for organizing and hosting your meetings. Be sure everyone is involved and engaged. Set clear goals for these advisory members and consider sitting down with them to come up with a mission that aligns with those goals.

All members of the Board should be involved in helping to ensure student success of the Technical and Essential skills. Some Board members may work with teachers to help improve alignment of activities with intended learning outcomes. Others may review student assessment data together with teachers and school leaders to determine areas of program strength and areas needing improvement. Others may review student work and provide feedback in relation to the standards. All of these partnerships are highly recommended and value-added!

Example: One of your goals should be to expand the partner base to include a variety of resource people who can assist in all aspects of the program. Partners can help with this expansion using their contacts in the community and the industry. Specific items that can address expanding workplace partnerships and advisory boards need could include some of the following:

- Revisit roles and responsibilities during the last meeting of the year. Review what has been accomplished and have Board members develop a new plan for expanded roles and responsibilities.

- Determine place, time and frequency of meetings for the next year
- Make any adjustments as an Advisory to address the concerns of the teacher and the community partners
- Analyze the previous year calendar and make adjustments as necessary
- Redefine any roles and responsibilities that either weren't working or needed adjustments
- Provide time in future meetings to brainstorm ideas
- Ensure the current process of keeping notes and documenting communications to inform the Advisory Board are working and make any adjustment

### **Other Board Roles for Meetings**

The Board can choose to review technical course sequence, identify possible dual enrollment subjects, identify/ provide needed equipment, plan speakers and site visits, identify mentors, approve the annual budget, recruit additional partners, evaluate completed activities (e.g., speaker program, summer internships), and solve problems that develop over the course of the school calendar. For new boards or boards that have restricted time, it is important for the board to have a leader that is working closely with the school district to identify how the board is going to spend its time and resources. Doing all of the things stated above is time intensive and may lead the board down rabbit holes that could end up leaving board members frustrated. Work with your board to determine where to best use your time. One way to accomplish this is to have a clear mission and goals (we will explore this in greater detail later in this module). Using the School-Community Partnership Guideline tool could save an advisory board major headaches down the road.

**Information to be Shared by all Collaborative Members: Organizations<sup>1</sup>**

<p><b>Our allies, supporters and other connections in the community (include funding organizations):</b></p>	<p><b>Organization:</b> _____</p> <p><b>Mission:</b></p>	<p><b>Our programs and services:</b></p>
	<p><b>Representative:</b> _____</p> <p><b>Rep's decision-making authority:</b></p>	
<p><b>What our organization hopes to gain from the collaborative:</b></p>	<p><b>What I (the rep) hope to gain from the collaborative:</b></p>	<p><b>What we hope the community will gain from the collaborative:</b></p>

<sup>1</sup>Adapted from "Building Community Collaboratives," Family Resources Coalition of America, p.24

[Alternate Text Version \(Source\)](#)

## Roles for Stakeholders within the School

The teacher or Workplace Coordinator role is not as simple as it might seem. While the primary role is to ensure that the students receive a quality WBL experience that trains them in Technical Competencies and ensures Essential Skill development, the connection to the employer is a close second in how the students gain access to these potential careers. As mentioned in previous sections, the relationship to the employer is a paramount part of the process of these programming relationships. If the employer feels like they are not benefiting from the relationship, their motivation will waver and eventually they will not participate in future programs the district or school maintains. This does a disservice to not only the community, but to the students who will not have the pipeline opportunities offered to them in their programming.

Teacher/coordinator roles need to have a clear understanding that working with the community isn't just a buzz word or "catch phrase" in education. It is a way for your students to have a leg up in their post-secondary education or future career. Maintaining communication with community partners through newsletters, emails, phone, are just a few ways to address the communication issues you may face. Consider all of these options as well:

- Scheduled mentoring visits for employers with student interaction
- Planned classroom speakers
- Annual site visits to their operations
- Job-Shadow Programs
- Mock interviews (with employers as the interviewer)
- Team-Based Challenges with employer feedback
- Paid Teacher externships over the summer
- Clinical, Pre-Apprentice, or Apprenticeship opportunities

While this gives a teacher a lot of things to look into, dividing the activities within the school staff may provide a more workable strategy to ensure that all of these are completed and provide the students with the proper WBL supports. The following is just an example of what the continuum could look like if the components were broken down and responsibilities were placed on various school personnel:

### WBL Coordinator/Career Coach/CTE Director

- Responsible for Job Shadow Programming
- Paid Teacher Externship programming
- Organizing annual site visits with teachers
- Development of the Clinical, Pre-Apprentice and Apprenticeship programs

### Counselors

- Develop career mentoring programming with students
- Working with students, parents and teacher for proper placement into Clinicals, Pre-Apprenticeships and Apprenticeship programs

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### WBL Teacher

- Scheduling mentoring visits
- Planning classroom speakers
- Suggesting site visit opportunities/co-planning with WBL Coordinator
- Setting up Mock interviews
- Creating, planning and implementing Team-Based Challenges
- Participating in teacher externships

### **Community Partners and Site Visits**

Why would Advisory members and other community partners offer annual site visits to your students? Annual site visits for students that connect to their Pathway courses provide students a foundation on what to expect when or if they choose to go into the field of interest they have committed their high school studies to. There are many reasons why site visits are integral to this work. We will touch on a handful of those reasons:

- Site visits provide accurate information and authentic experiences to students
- Site visits provide the various types of work cultures that exist in the field
- Students cannot learn about a career fully without the experience
  - For example, construction isn't fully understood without being on an actual work site
- Site visits open students up to relationship building
- Site visits address the importance of safety measures taken at individual sites
- Site visits allow students to process "critical thinking skills" while in the presence of professionals
  - Allows student to process what works, and what doesn't at the site
- Site visits build communication skills (an Essential Skill) while on site

These are just a handful of examples on why it is important to offer these experiences to students through the relationships fostered with community organizations and employers. Employers who are dedicated to building their work pipeline strategies want to meet and establish lines of communication for future employees. These experiences can start that conversation with youth who have a passion for the field and want to participate more in depth. While this experience is often considered a career awareness, it can become more exploratory with future opportunities through job shadows.

### **Community Partners and Job Shadows**

Why would Advisory members and other community partners offer annual job shadows to your students? Job shadows offer a way to gain valuable information about a prospective career. Through observation of an individual employee's activities during their workday, students can gain exposure to career opportunities, strengthen their background knowledge about career options, discover future opportunities for internships

or post secondary employment, or receive valuable information on future college planning. One of the great advantages of job shadow opportunities is that it often opens doors to other careers that students:

- Are not fully aware of or have been exposed to in previous experiences
- Are aware of, but have a limited understanding of the day to day operations

Because of these two factors, students often find themselves in a conundrum as to whether they want to continue moving forward with decisions that positively impact the path to employment in the field, or strengthen their resolve to seek employment opportunities. This dualistic approach can either save students thousands of dollars by not having to switch their major in college or can deepen their thirst for the career they want while encouraging them to seek education and training in a field they have a deeper appreciation for.

### **Community Partners and Teacher Externships**

Creating teacher externships in your school or district can be one way to address career education initiatives in your school. Education professionals do not always see the benefits of teaching students about careers, or don't believe that it is something for them because they teach a specific course that offers certain skills outside of the realm of careers. When teachers are able to make the connection that all courses in our work impact career and college education, it can offer eye opening perceptions. Offering teacher leaders and educators the opportunity to view a specific career in a Pathway can be an inspiring event for them; these experiences also offer educators more insight into the true day to day operations of specific careers while providing them with the background knowledge and content to offer advice to their students.

A teacher externship opportunity often consists of a full day or multi day experience where teachers go to a work setting and view and participate in planned tours, activities, and work.

They get to ask questions about the work to be completed and formulate connections to class content. Through this experience, the educator can offer their students highly relevant, career-focused content by teaching the Essential skills and Technical Competencies as they relate to the job. Making these connections for teachers often fills the gaps to many of their questions around a certain career, a career pathway, or the skills we try to teach in CTE.

Encouraging teachers through summer externship programs with paid time is an ideal way to get teachers to participate in this work. Working within the confines of your district pay structures, money from your Perkins Grant, or other grant-like possibilities, can often fund these experiences for educators. These opportunities can also lead to cross curricular activities amongst teachers.

The purpose of the externship experiences include:

- To obtain a first-hand view of the occupational options, labor market needs, activities and tasks performed, skill requirements, career development ladders, standards, problems encountered, and

opportunities for student learning in a targeted industry or career area, through direct experience in a company or organization

- To translate this learning into enhanced, integrated curriculum, teaching methods, and work-based learning opportunities for students
- To build relationships with key employers who will later open their doors to students and/or other teachers, or otherwise work with the schools
- To pilot processes, tools and materials for use with other teachers and employers in the future The expectation is that curricula developed will be implemented in the teacher's own classroom and shared with other teachers.

### **Community Partners and Clinicals, Pre-Apprenticeships, and Apprenticeships**

Advisory board members and other community partners want to serve in a capacity that they know they are making major impacts on student learning. One of the greatest impacts anyone can make on a student is offering them an opportunity to participate in a clinical experience, pre-apprenticeship or apprenticeship program. Students often remember their first "boss" or the time in school when they got the opportunity to go out in the world and find out whether they really wanted to do the things that they set out as their goals. Clinical experiences and apprenticeship programs offer students these opportunities.

Developing a clinical and/or apprenticeship with an advisory board member creates the environment where stakeholders move from cooperative or partnership models, into collaboration and coalition models (referenced in Module 3). These types of relational changes between organizations galvanizes the strength of the program and forms bonds that lead to career pipeline opportunities for students

The clinical and apprenticeship programs also demonstrate that students have the knowledge and skills specific to certain industries. And this is where community partners and advisory board members see a major win in our education system. The following are just a few of the outcomes that are revealed with these developing clinical and apprenticeship programs:

- Interaction with partners over extended period of time
  - More intense relational experience between WBL program and advisory partner
- Student learning coincides with a benefit to the employer
- Student mastery of Technical Competencies
- Saved dollars for employers in recruitment of potential employees
- Credentialing and/or certificates are obtained in these work settings
- Special focus on safety initiatives lead to safer workplace practices for employer
- Safety and initial training costs become less burdensome on students and employers
  - (e.g. Buying new boots, belts, helmets, as these are supplied in the experience)