

# Policies & Procedures for the Development of Career and Technical Education Local Advisory Councils and Program Advisory Committees



*Career and Technical Education, Education that Works.*



Maryland State Department of Education  
Division of Career and College Readiness  
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## Purpose

Policies and Procedures for the Development of Career and Technical Education (CTE) Local Advisory Councils and Program Advisory Committees provides guidance for local school systems and community colleges on establishing and implementing effective advisory councils and committees. Local Advisory Councils and Program Advisory Committees are critical to the development and continuous improvement of CTE programs of study that prepare students for 21st century careers. Councils and committees ensure that CTE programs align to the needs and expectations of the business community, support state and local economic priorities, and utilize community resources to foster student achievement.

## Overview of Career and Technical Education (CTE) in Maryland

The vision for career and technical education (CTE) in Maryland is for each student to have access and opportunity to engage in career programs of study that:

- ✓ align to high-skill, high-wage, or in-demand careers,
- ✓ lead to earning industry-recognized and/or postsecondary credentials that will allow entrance or advancement in a specific career cluster, and
- ✓ provide career-based learning experiences that require the application of academic and technical knowledge and skills in a work setting.

There are currently ten career clusters in Maryland:

1. Arts, Media, and Communications
2. Business Management and Finance
3. Construction and Development
4. Consumer Services, Hospitality, and Tourism
5. Environmental, Agriculture, and Natural Resources
6. Health and Bioscience
7. Human Resource Services
8. Information Technology
9. Manufacturing, Engineering and Technology, and
10. Transportation Technologies.

Career clusters are grounded in essential knowledge and skills that provide students a holistic understanding of all aspects of the industry that they plan to enter. Content incorporates career development learning experiences that are aligned with the [Maryland Career Development Framework](#). Each career cluster has several CTE programs of study within it. CTE programs of study are a sequence of at least three non-duplicative courses of increasing rigor aligned to academic standards, industry standards, and employability skills. Programs of study provide the opportunity for students to engage in workplace learning experiences and earn postsecondary and/or industry recognized credentials such as industry certifications and/or early college credit.

Each program of study also provides students the opportunity to participate in Career and Technical Student Organizations (CTSOs). CTSOs are co-curricular learning experiences that extend course instructional content by engaging students in hands-on learning and leadership experiences connected to CTE programs of study.

All CTE programs of study provide the opportunity for students to engage in work-based learning. Work-based learning is defined as sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at

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an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction. (*Strengthening Career and Technical Education for the 21st Century Act*) Work-based learning experiences are facilitated under the guidance of an industry mentor. Examples of work-based learning experiences include industry-mentored projects, school-based enterprises, internships, and apprenticeships.

There are currently 55 state-approved programs of study and over 124 different credentials that students can earn by completing a CTE program of study. Maryland's CTE programs are offered in comprehensive high schools, technical high schools, CTE centers, and postsecondary institutions thus giving students multiple opportunities to enter and/or access programs.

At the postsecondary level, the Maryland Higher Education Commission (MHEC) establishes statewide policies for Maryland's public and private colleges, universities, and for-profit career schools. MSDE is responsible for reviewing and approving applications for federal funds for CTE programs of study at the postsecondary level. Postsecondary CTE programs of study consists of certificate programs, associate degree programs, and noncredit course sequences that prepare students to earn an industry-recognized credential. Lower Division Certificate programs require a minimum of 12 credits in a career and technical field. Associate Degree programs require 60 or more credits consisting of both academic and career and technical courses. A CTE sequence comprised of noncredit courses must have at least two sequential courses that prepare students for industry certifications.

Essential to all aspects of CTE is the collaboration with representatives from industry and other stakeholder groups to guide statewide CTE priorities, career clusters, and CTE programs of study. This ensures that the state's system of CTE will prepare students for current and future workforce needs. [Table 1](#) summarizes councils, committees, and boards that inform CTE in Maryland.

**Table 1: Summary of Councils, Committees, and Boards that Inform CTE in Maryland**

Name	Charge and Membership
Maryland CTE Advisory Committee	<p>Charge: To provide guidance and direction for the statewide system of CTE.</p> <p>Membership: The Committee will be led by the Maryland Business Roundtable for Education and include members from the Governor Workforce Development Board; Department of Labor, Chamber of Commerce, Economic Development; Local School Systems, Postsecondary Institutions; Maryland Higher Education Commission; Maryland Career and Technical Administrators Association; and representatives that serve special population students as defined in Perkins V.</p>
Governor's Workforce Development Board	<p>Charge: Chief policy-making body for workforce development.</p> <p>Membership: The Governor's Workforce Development Board is a business-led board</p>

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Name	Charge and Membership
	of <a href="#">53 members</a> consisting of the State Superintendent of Schools, presidents of community colleges and universities, elected officials, representatives of business and labor, and representatives of nonprofit organizations.
Local Advisory Councils	<p>Charge: To provide direction and guidance to meet regional workforce needs.</p> <p>Membership: Councils are formed between the local school system and community college for the region. Members include representatives from each local Program Advisory Committee. Members must also include representatives that serve special population students as defined in Perkins V.</p>
Program Advisory Committees	<p>Charge: To inform, review, and monitor individual CTE programs of study.</p> <p>Membership: Each CTE program of study must have a Program Advisory Committee at the state, postsecondary, and secondary levels. Members must include business and industry representatives from career fields that align to the program of study. Members must also include representatives that serve special population students as defined in Perkins V.</p>

The remainder of this document will focus on local advisory councils and program advisory committees. Additional details about CTE in Maryland can be found in the [Maryland CTE Four-Year State Plan](#). The State Plan, approved by the US Department of Education in April 2020, guides the strategic direction for CTE in Maryland.

## Local Advisory Councils

There are both state and federal requirements governing the function of Local Advisory Councils.

**State Requirements:** [The Annotated Code of Maryland, Education Article, Title 21, Section 101 \(§ 21-101\)](#), requires a Local Advisory Council for CTE in each county receiving federal funds. The Local Advisory Council must include representatives from business, industry, and organized labor, and must be diverse in representation from both genders, racial and ethnic populations, and geographic regions of the county. The council may include educators and administrators in the field of education as ex-officio, nonvoting members.

The Annotated Code of Maryland specifies that the Local Advisory Council advise the county board of education and institutions of postsecondary education that receive federal support for CTE on:

- Distribution of CTE funds;
- County CTE program accountability reports;
- County job needs; and
- The adequacy of CTE programs offered.

Maryland statute also requires that school systems and community colleges located in the same county or city form a joint Local Advisory Council. Community colleges serving multiple school systems should form regional advisory councils. Joint Local Advisory Councils assist in assuring alignment between the learning levels including opportunities for early college credit through dual enrollment and articulated/transcripted credit.

**Federal Requirements:** The federal Strengthening Career and Technical Education in the 21st Century Act of 2018 (Perkins V) requires stakeholder groups to participate in the completion of the local needs assessment and application for Perkins funding to support CTE. The stakeholder groups must include representatives that serve special population students as defined in Perkins V law.

Members of Special Populations include:

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low-income youth and adults, Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-workforce individuals;
- English learners;
- Homeless individuals;
- Youth who are in, or have aged out of, the foster care system; and
- Youth with a parent who is a member of the armed forces and is on active duty.

## Responsibilities of a Local Advisory Council

The Local Advisory Council is responsible for advising the overall system of CTE at the local level. Members are knowledgeable about economic and workforce development and participate in long-range, strategic planning to help position the local system of CTE to address regional workforce needs based on labor market data. There are typically 10-20 members on a Council. The Local Advisory Council works with the existing local and regional workforce system to align efforts and support coordination and collaboration among partners. The Local Advisory Council makes recommendations related to the overall local system of CTE, at both the secondary and postsecondary levels, based on labor market and economic data to prepare CTE students to meet current and future regional workforce needs. Members review data in order to recommend the development, implementation, evaluation, and continuous improvement of the system of CTE.

In addition to the Annotated Code of Maryland requirements, Local Advisory Councils also:

- Assist in determining which career clusters to implement and which CTE programs to offer and/or improve;
- Provide an annual report on the system's accomplishments and needs;
- Engage in continuous review of the local CTE system;
- Promote a positive awareness of CTE programs within the community;
- Assist with student outreach and recruitment, including the recruitment of students who are members of special populations, and members of diverse and underrepresented racial and ethnic populations;
- Advise on industry certifications;
- Assist with articulation among the learning levels;
- Identify and help secure state-of-the art equipment, software, and other resources needed in CTE programs and the facilities that house CTE programs of study;
- Support Career and Technical Student Organizations by serving as judges for competitive events, sponsoring incentives, prizes and scholarships;
- Leverage expertise to help seek grants or other funding for projects;
- Advise on programs of study that will support anticipated workforce needs;
- Serve as mentors or other resources to students;
- Provide industry-focused professional learning for CTE educators;
- Assist with internships, apprenticeships or work-based learning experiences for students;
- Provide summer externships for teachers; and
- Assist with the recruitment and transition of CTE instructors from business and industry to school systems and community colleges.

## Appointment of the Local Advisory Council

The Local School System's Board of Education and College Administration jointly decide the appointment of Local Advisory Council members. For local school systems that do not have an institution of postsecondary education that receives federal support for CTE programs, the county board of education shall appoint the Local Advisory Council ([Annotated Code of Maryland, Education Article, Title 21, Section 101 \(§ 21-101\)](#)).

Recommendations are made for Local Advisory Council representatives based on the identified needs of the group. Appointments are confirmed by the local school system or community



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college administrator through a letter following the representative's acceptance. Once appointed, new members attend an orientation meeting that includes local data and other information about the CTE programs at the school system and community college.

Local Advisory Council membership must reflect current and emerging occupations that prepare students for high-skill, high-wage or in-demand careers. Members must represent the jurisdiction(s) served and be leaders who are interested in progress, improvement, growth, and support of CTE within the community. Appointments must target a variety of businesses and industries who are potential employers of CTE program graduates.

Members should include the following:

- Representatives of local business and industry with varied levels of responsibility in their fields (The Local Advisory Council should include a representative from each Program Advisory Committee);
- Members from workforce/business and economic development including the Local Workforce Development Board (LWDB);
- Representatives from state and/or local government;
- Members from the Chamber of Commerce;
- Representatives from organized labor;
- Residents within the geographical area served by the education institutions;
- Parents of CTE students;
- Current and former CTE students;
- Gender balanced representation, including those representing careers nontraditional for their gender;
- Members of diverse and underrepresented racial and ethnic populations;
- Representatives of special populations and diverse racial and ethnic populations; and
- People who are knowledgeable about CTE programs of study, interested in students, and able to make the time investment.

Ex-Officio non-voting Members may include:

- Local school system CTE directors;
- Local school system central office staff;
- Community college Perkins administrators; and
- Community college CTE administrators.

## Program Advisory Committees

Program Advisory Committees perform a more focused and occupation-specific function than the Local Advisory Council. Program Advisory Committees are much more involved with specific CTE programs of study. A Program Advisory Committee is required by [Maryland's Policies and Procedures for the Development and Continuous Improvement of Career and Technical Education Programs of Study](#) and [Maryland CTE Four-Year State Plan](#) for **each** CTE program that is offered by the local school system and community college.

Program Advisory Committees are composed of industry representatives from a specific career cluster or program of study that can advise on the development of high-skill, high-wage or in-demand CTE programs.

Members must include:

- Employers;
- Local workforce development representatives;
- Economic development personnel;
- Business or labor representatives;
- Secondary representatives;
- Postsecondary representatives;
- Academic educators;
- Technical educators; and
- Other stakeholders.

Members of each Program Advisory Committee must also include representatives that serve special population students as defined in Perkins V (see page 4). Local school systems and community colleges that have joint Local Advisory Councils also have joint Program Advisory Committees that provide a seamless link between the learning levels.

### Responsibilities of a Program Advisory Committee

Members of Program Advisory Committees have knowledge and expertise in the industry served by specific CTE programs. They advise CTE directors, program supervisors, and community college faculty and administrators about program materials, equipment needs, current industry standards, and industry recognized technical certifications. Program Advisory Committees have a reporting process to their respective Local Advisory Councils.

Program Advisory Committees:

- Assist in the review and development of proposed new or revised CTE programs at the secondary and/or postsecondary level;
- Provide input on current program development;
- Review and analyze program data;
- Determine if curriculum is addressing industry needs;
- Assist with program alignment for the development of articulation agreements;
- Advise on methods of instruction most appropriate for course content;

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- Help to assure non-discrimination and equity in CTE programs in their industry;
- Review and make recommendations for instructional materials and new or updated equipment;
- Inform about technical competencies and certification exams available;
- Serve as guest speakers and mentors for students;
- Involve students in special projects related to the industry; and
- Identify internship, apprenticeship, and employment opportunities.

### **Appointment of the Program Advisory Committee**

The local school system's Director of Career and Technical Education or the Community College Perkins Coordinator, with input from CTE program instructors and faculty, appoint members to a Program Advisory Committee. A joint secondary/postsecondary Program Advisory Committee may be beneficial for some CTE programs. In this case, the school system's CTE Director and the community college's Perkins Contact will jointly decide upon the membership and determine who will send the appointment letters.

Recommendations are made for Program Advisory Committee representatives based on the identified needs of the CTE programs of study. Appointments are confirmed by the local school system or community college administrator through a letter following the representative's acceptance. Once appointed, new members will need an orientation meeting to review data and other information about CTE programs at the local school system and community college.

Program Advisory Committee membership must reflect current and emerging occupations that prepare students for high-skill, high-wage or in-demand careers. Program Advisory Committee members must be recognized experts in the career field for the Program Advisory Committee on which they serve. The members should be leaders who are interested in progress, improvement, growth, and support of CTE within the community. The suggested membership is 10-12 representatives, and at least half of the membership should be comprised of representatives from business and industry.

Members should include the following:

- Representatives of local business and industry with varied levels of responsibility in their fields, including all aspects of the industry;
- Members from workforce/business and economic development including the local workforce development board (LWDB);
- Representatives from state and/or local government,
- Members from the chamber of commerce;
- Representatives from organized labor;
- Residents within the geographical area served by the education institutions;
- Parents of CTE students;
- Former CTE students;
- Employers who have (or who will commit) hired graduates of CTE programs; and
- Gender balanced representatives, including those representing careers non-traditional for their gender, and members of diverse and underrepresented racial and ethnic populations.

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Ex-Officio Non-voting Members may include:

- Local school system CTE directors;
- Local school system central office staff;
- Local school system CTE teachers and CTE students;
- Community college Perkins administrators;
- Community college CTE administrators, and
- Community college CTE faculty and CTE students.

## Organization and Operation of Successful Advisory Groups

The Local Advisory Council and Program Advisory Committee success depends upon several factors:

- Organized and regular meetings;
- Composition and participation of members;
- Orientation of members;
- Understanding the purpose of the Local Advisory Council and Program Advisory Committee; and
- Rotation of members through leadership positions and terms of service.

### Program Advisory Officer Positions, Responsibilities and Terms of Service

Each Local Advisory Council and Program Advisory Committee should include two officer positions: a Chairperson and a Vice Chairperson. **These positions should be held by representatives not affiliated with the education institutions.** Representatives from the educational institutions provide staff support and collaborate with Local Advisory Council and Program Advisory Committee members to establish the meeting agendas and to ensure system or program goals are achieved. Education representatives may serve as the Secretary of the advisory group.

**Chairperson:** The Chairperson's primary function is to provide leadership during all meetings and carry out the council/committee's Plan of Work. The Chairperson should be knowledgeable about CTE, demonstrate public speaking and human relations skills, and demonstrate the ability to organize and conduct orderly and productive meetings. The Chairperson should encourage all members to participate in the decision-making process. The Chairperson, selected by the Local Advisory Council or Program Advisory Committee members, shall not be an employee of the local school system or community college.

Responsibilities of the Chairperson:

- Work with committee members to plan and carry out the committee's annual Plan of Work;
- Prepare agendas with the assistance of the educational representatives, and preside at meetings;
- Provide accurate information to all committee members;
- Keep the committee focused and involve all members in tasks;
- Delegate tasks and follow-up work;
- Arrange for the presentation of background information on CTE programs of study and report to the committee;
- Appoint standing committees and subcommittees, as needed;
- Represent the committee at official meetings and functions;
- Submit recommendations of the committee to appropriate administrators and groups;
- Follow-up on committee recommendations or actions; and
- Contacts, welcomes and orients new members by providing them with meeting dates, membership lists, goals for the year, and recent meeting minutes.

**Vice Chairperson:** The Vice Chairperson serves in the absence of the Chairperson and assists in the planning and development of all council/committee activities, including the regular meetings. The Vice Chairperson, selected by the Local Advisory Council or Program Advisory

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Committee members, shall not be an employee of the local school system or community college.

**Secretary:** The secretary plays an essential role on any productive, informed committee and is usually a representative from the school system or community college. The secretary's primary responsibility is to record minutes at meetings; prepare and distribute them in a timely manner; and file them for future reference, such as CTE monitoring visits. All other committee correspondence should be prepared by the secretary.

Meeting minutes include:

- A list of members in attendance at the meeting;
- Responses to questions or progress on recommendations made at previous meetings;
- Decisions, recommendations or motions made by the Local Advisory Council or Program Advisory Committee;
- Assignments (include task description, person responsible and deadline); and
- Items to be addressed at the next meeting (both new and tabled from the current meeting).

**Ex-officio Members:** Representatives from the local school system or community college such as CTE coordinators, instructors, faculty or administrators can serve as ex-officio members of the committee to provide logistical support and represent the position of education. They inform and orient committee members to the functions, objectives, and vision of CTE. They work cooperatively with the Chairperson in preparing agendas, reports, and recommendations. The education representatives may need to serve as a catalyst to move the committee forward without detracting from the leadership role of the Chairperson.

It is the responsibility of all members to:

- Attend meetings regularly;
- Participate in discussions;
- Serve on appropriate sub-committees;
- Keep the group informed of new developments in business and industry;
- Participate in the annual review of any relevant CTE topics, such as the CTE Needs Assessment and the Local Application, school facility updates and renovations, and CTE monitoring visits, as appropriate;
- Make appropriate recommendations to the school system and community college; and
- Track and report on the accomplishments achieved through cooperation with the Local Advisory Council/Program Advisory Committee.

### Orientation of Council/Committee Members

It is the responsibility of the Chairperson to orient all new members by:

- Providing a review of the CTE Local Advisory Council and Program Advisory Committee Policies and Procedures;
- Sharing a brief background of the CTE programs offered in the local school system and/or community college;
- Summarizing state and federal laws and regulations that govern CTE programs;
- Summarizing the council's/committee's past accomplishments;

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- Reviewing the most recent Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis completed by the local school system and/or community college;
- Providing a review of the most recent monitoring report and self-assessment;
- Providing a review of the most recent Needs Assessment;
- Conducting a review of the CTE Local Application, including the law requiring CTE Advisory Committees, and the most recent Local Program Accountability Report (LPAR) and Program Quality Index (PQI) for the local school system and/or community college;
- Scheduling program presentations by the instructor(s)/faculty, current students and graduates; and
- Conducting a tour of CTE facilities.

### Terms of Service

A rotational, three-year term of service allows for both continuity and change. One-third of the total membership should change each year. When forming a new group, the members draw for one-year, two-year or three-year terms, with one-third of the Local Advisory Council or Program Advisory Committee in each category. New members are appointed as terms expire.

It is suggested that members be appointed to a maximum of two successive terms. New members bring in new ideas and perspectives without disturbing continuity within the Local Advisory Council or Program Advisory Committee. The recommended term for the officers is two years.

The term of office commences on July 1 of the year an individual takes office and terminates on June 30 of the year their term ends. Local Advisory Council and Program Advisory Committee membership should be reviewed and evaluated annually to ensure that broad-based representation effectively completes the Plan of Work.

## Major Functions and Activities of the Advisory Groups

### Planning Meetings

Local Advisory Councils and Program Advisory Committees are required to meet a minimum of two times per year, but more meetings may be necessary to implement the system's or program's goals and plans. Meetings may be conducted virtually. Tentative meeting dates for the year may be set by the group during development of the [Plan of Work](#). The dates and times of advisory meetings should be publicized and posted on the local school system/community college CTE website. Meetings are open to the public. Each meeting should focus on specific content or issues. The general planning process involves reviewing minutes of the last meeting and the Plan of Work in order to create the current meeting agenda. The Chairperson should solicit input from the council/committee members to plan the agenda and outcomes.

Meetings may be held at various locations. Holding meetings at a school or college campus enables committee members to gain a better picture of how CTE programs align and operate. Meeting at business or industry sites gives recognition to committee members and their organizations and brings the instructor to the sites where students may participate in work-based learning.

## Conducting Meetings

The Chairperson is responsible for leading the meeting. The Chairperson:

- States the purpose of the meeting and reviews the agenda;
- Follows parliamentary procedures—[Robert's Rules Website](#);
- Encourages open and informal discussion;
- Distributes and explains work assignments throughout the Local Advisory Council or Program Advisory Committee;
- Sets a date for the next meeting prior to adjourning; and
- Keeps members informed of activities and progress.

The Secretary is responsible for coordinating the meeting follow-up. The Secretary will:

- Prepare and distribute minutes to all members within two weeks of the meeting. Minutes should identify action items, recommendations, future meeting dates, and members present;
- Ensure that local school system and community college staff review and discuss all recommendations made by the committee with appropriate education administrators; and
- Ensure that education administrators communicate with the Local Advisory Council or Program Advisory Committee members to inform them of the planned actions based on the recommendations of the group.

## Developing a Plan of Work

Members should consider the needs of the local school system, community college, business community, and economic and workforce development of the county and region as they develop a Plan of Work. Before work can begin, committees must understand that education and the business world have different cultures, each with its own terminology/acronyms, which could create a barrier to communication. One of the tasks of an advisory group is to create a common language that both educators and employers can use and understand. To help the Local Advisory Council and Program Advisory Committee develop an effective Plan of Work, include the following steps:

1. Establish priorities based on the areas of involvement.
2. Determine the specific activities in which the group will engage to accomplish the priorities.
3. Identify the specific steps needed to complete the activities.
4. Determine who is responsible for carrying out each step and ultimately for completing the activity.
5. Establish a timeline for completing each of the significant segments.
6. Incorporate all of this information as part of the Plan of Work document.



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Consider these items as the Local Advisory Council and Program Advisory Committee discusses and sets priorities:

- Past accomplishments;
- Student outcomes;
- Program performance;
- Current and future needs of the CTE program;
- Current and future needs of business and industry and the community; and
- Current and future needs of economic and workforce development.

Advisory committees will typically be involved in some or all of the following:

- Community and Legislative Support
  - Increase coverage of CTE programs in the media and various other venues;
  - Establish events to recognize outstanding students, teachers and community leaders;
  - Obtain contributions to promote specific CTE programs and the development of new programs that meet local economic and workforce development needs;
  - Participate in and promote school and college-based CTE events;
  - Provide information at local school system or community college administrative meetings;
  - Help develop and carry out a local marketing plan for CTE;
  - Set up and support a scholarship program;
  - Promote and support legislation for CTE;
  - Advocate for new facilities or renovations to existing ones; and
  - Leverage resources for state-of-the-art equipment and materials of instruction.
- Career Cluster and CTE Program Recommendations
  - Review and analyze enrollment, program and student performance data;
  - Participate on program evaluation teams;
  - Review the CTE Local Application and Needs Assessment;
  - Align programs with workforce development needs and requirements;
  - Review and recommend curriculum updates for CTE programs;
  - Advise on availability of industry recognized technical certifications;
  - Assist with articulation and transcripted credit agreements;
  - Recommend industry specific equipment or materials to keep the program updated; and
  - Assist with the recruitment of students who are members of special populations or members of diverse racial and ethnic populations.
- Career and Technical Student Organizations (CTSOs)
  - Judge competitive skill events;
  - Sponsor student organization activities, and
  - Sponsor or collect contributions of equipment and supplies for skill events.
- Career Development Activities
  - Organize employer/student conferences and workshops;
  - Provide speakers and mentors;
  - Provide tours, field trip experiences and student job shadowing opportunities;

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- Notify instructors of job openings for students;
  - Provide internships or other work-based learning for students;
  - Assist students in developing interview skills; participate in mock interviews;
  - Recommend the employability skills to be included in curriculum content;
  - Hire CTE graduates;
  - Promote non-discrimination and equity, and
  - Encourage career exploration and preparation for careers nontraditional to one's gender.
- Professional Learning
    - Provide in-service activities on current business/industry methods and processes for instructors;
    - Recommend professional learning experiences for CTE instructors;
    - Provide technical experts to supplement instructor's experience;
    - Provide teacher externship worksites; and
    - Assist with the recruitment of instructors.

This list of activities is not all-inclusive; it provides the Local Advisory Council and Program Advisory Committee ideas to consider. The functions and activities chosen for the Plan of Work should match the needs of the CTE programs and community.

### **Executing the Plan of Work for the Local Advisory Council and Program Advisory Committee**

Once committee activities have been identified, next steps and tasks must be developed and assigned. Several factors need to be considered in the executing of the plan of work, including time, cost, the number of people required, and community/education support. These factors may influence how the committee implements a given activity. It may be necessary to develop alternative tasks to accomplish the same end. Depending on the complexity, there may be several steps under each task.

Assign Responsibilities: The committee chairperson should review and discuss each task with the entire committee so there is a clear understanding. Individuals assigned tasks should know what is expected. It may be productive to appoint subcommittees to complete certain responsibilities, such as marketing, facilities, professional development, or program evaluation.

Establish Timelines: Timelines allow the person(s) assigned a given task to plan for its completion. Each person assigned a specific task should know when the task is to be completed. Status reports should be presented at advisory committee meetings or through other agreed upon methods.

Formulate Recommendations: Local Advisory Council and Program Advisory Committee recommendations are formulated after members have had sufficient time to study and discuss specific issues. Recommendations are recorded in the Local Advisory Council or Program Advisory Committee meeting minutes along with the result of any votes taken.

- Recommendations must be brief, clear and concise. Some recommendations may need to be preceded by a rationale that explains why the changes are needed and how they

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would benefit the program, local school system, community college, and/or community. The number of recommendations should be kept to a minimum.

- Recommendations must be submitted in writing to the local school system and community college administrator for review and consideration. This administrator, i.e. CTE Director, College Dean, and their team should meet as soon as possible after the Local Advisory Council or Program Advisory Committee meeting to review, discuss and strategize how to address the recommendations made by the Local Advisory Council or Program Advisory Committee. Potential actions by the school system or college should be shared with the Local Advisory Council or Program Advisory Committee. Local Advisory Council and Program Advisory Committee Chairpersons may also need to meet with the local school system superintendent or the community college president to clarify or present a recommendation.
- Evaluate Effectiveness: Local Advisory Councils and Program Advisory Committees must promote a culture of continuous improvement and focus on outcomes. Leadership must ensure that the members recognize that continuous improvement depends on regular evaluation. The evaluation and tentative direction for the following year should be part of the agenda for the Local Advisory Council's and Program Advisory Committee's final meeting of the school/program year.

A Plan of Work evaluation should be completed periodically throughout the year to determine:

- The extent to which the Local Advisory Council or Program Advisory Committee is accomplishing the Plan of Work;
- The extent to which the recommendations and actions have strengthened and improved CTE within the local school system or community college; and
- Future direction, functions and activities for the Local Advisory Council or Program Advisory Committee.

## Resources

The following resources are helpful in working with Advisory Groups. Examples of each of each are included in the Appendices section of the document.

**Bylaws:** Effective advisory groups are guided by policies and rules that describe the purpose of the group, its scope of responsibility, limitations, and what is expected of advisory group members. These policies are written documents and are generally organized as bylaws. Bylaws should be tailored to the needs and requirements of the local school system and/or community college and their CTE programs. Bylaws should be reviewed and discussed as part of the council or committee operation process at the beginning of each school year. An example of bylaws can be found in [Appendix A](#).

Bylaws are formal, written descriptions of how the committee operates. At a minimum, they include:

- Committee name;
- Purpose;
- Membership composition by general category such as industry representative;
- Officers and their responsibilities;
- Meetings, including the number of times the committee meets throughout the year;
- Subcommittees;
- Parliamentary Authority; and
- Amendment of Bylaws.

**Agendas:** A meeting agenda sets the topics for discussion, denotes the outcomes to be achieved, and states who is responsible for each item. A sample agenda can be found in [Appendix B](#).

**Minutes:** Minutes detail the discussion that took place at the meeting and the agreements. It also lists who is responsible for agreed upon actions and the timeframe for accomplishing them. A sample format for taking minutes or recording agreements can be found in [Appendix C](#).

**Orientation Documents:** There are other documents that may be helpful as part of an orientation meeting or at subsequent meetings during the school/program year. These items include, but are not limited to:

- Strengths Weaknesses Opportunities and Threats (SWOT) analysis of to CTE programs of study;
- Most recent Needs Assessment;
- Current CTE Local Application;
- [CTE Trend Analysis Data](#);
- Program Quality Index (PQI);
- Local Performance Accountability Report (LPAR);
- Federal, state and local funding for the local school system or community college CTE system;
- Self-Assessment;
- Monitoring Report; and
- Local Advisory Council or Program Advisory Committee Plan of Work.

## Appendices

### Appendix A: Sample Bylaws

The following Bylaws are provided for guidance. Each local school system and community college should revise them to meet their needs.

#### Local Advisory Committee Bylaws

##### Article I: Name

The name of this Advisory Committee shall be \_\_\_\_\_.

##### Article II: Purpose

The purpose of this Advisory Committee shall be to advise, assist, support and advocate for the \_\_\_\_\_ on matters that will strengthen Career and Technical Education and expand learning opportunities for students.

##### Article III: Members

- Section 1. Members shall be selected and appointed by the Board and/or Administration. The current Advisory Committee may suggest potential members.
- Section 2. Members shall represent a cross-section of the career clusters and programs provided and the community served by the program(s). (Instructor(s) and/or administrator(s) may serve as ex-officio members of the committee.)
- Section 3. Member terms will be three years with one-third of the membership appointed each year. No member will serve consecutive terms. A former member may be reappointed after a one-year absence from the committee.
- Section 4. Membership terms will begin immediately following the final meeting of the school year.

##### Article IV: Officers

- Section 1. Officers shall be a Chairperson, Vice Chairperson and Secretary. These officers shall be the Executive Council for the Advisory Committee.
- Section 2. The duties of Officers shall be those commonly ascribed to these offices.
- Section 3. Officers shall be elected by simple majority at the final meeting of the school year and shall assume their offices immediately following the meeting. Officers may be reelected.

##### Article V: Meetings

- Section 1. The Advisory Committee shall comply with the Department of Career and Technical Education program requirements for minimum number of meetings. Additional meetings shall be scheduled as necessary to accomplish the Plan of Work.
- Section 2. A quorum shall consist of a simple majority of appointed members.

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Section 3. Decisions will commonly be made by consensus. A formal vote shall be taken when a decision is to be forwarded to the instructor or administration as a recommendation.

Article VI: Subcommittees

Section 1. Subcommittees shall be appointed by the Chairperson as needed, to accomplish the Plan of Work.

Section 2. Subcommittees shall be of the size necessary to carry out their assigned tasks.

Section 3. Subcommittees shall elect their own chairpersons.

Article VII: Parliamentary Authority

Except as otherwise provided in its Bylaws and standing rules, the Advisory Committee shall be governed in its proceedings by the current edition of ***Robert's Rules of Order, Newly Revised***.

Article VIII: Amendment of Bylaws

These Bylaws may be amended at any meeting of the Advisory Committee by a two-thirds (2/3) vote, provided that the amendment has been submitted to Advisory Committee members in writing at least thirty (30) days in advance of the meeting.

Bylaws adopted   (date)  

Bylaws amended   (most recent amendment date)

**Appendix B: Sample Agenda**

**ABC School System and ABC Community College**  
**Career and Technical Education Local Advisory Council**  
**February 1, 20XX**  
**8:00 a.m. – 9:30 a.m.**

**County Workforce Services Building**  
**1234 Future Careers Drive, Suite A.**  
**Any Town, MD 21200**

**Agenda**

Networking	All Participants
Call to Order & Introductions	John Doh, Chairperson
Approval of Minutes	Elizabeth Scarasdale, Secretary
Committee & Agency Reports ABC Community College Program Advisory Committee Reports ABC County Career & Technical Education	Chris Nickols All Committee Representatives Danielle Thomas
Presentation Workforce Development Trends and Data	Michelle Day
Old Business CTE Week Promotions Plan of Work	Debbie Smith Jane Jones, Vice-Chair
New Business New Members	John Doh
Announcements and Important Dates	All
Adjournment	

## Appendix C: Sample Minutes

Rockdale Community College and Mayfield School System Local Advisory Committee  
Minutes of Meeting  
February 1, 20XX

### Attendance

#### Members

Toby Adams	Demity Alexander	Mary Dumas
Greg Jordan	Elliott Kilpatrick	Julia Lockhart
Rebecca Millhouse	Robert Rohrbach	Jack Russell
Laurie Saer	Judy Sea	Joan Thornton
William Weinstein	Francis Xavier	Elizabeth Zondra

#### School System and Community College Ex-Officio Members

Agnes Brooks	Lynn Littleton	Sue McCraney
Steve Smith		

#### Absent

Terry Smoot

Demity Alexander, Chairperson, called the meeting to order. Toby Adams and Julia Lockhart were introduced as new Local Advisory Council members.

Secretary William Weinstein read the minutes and they were approved as written. Motion to approve minutes was made by Robert Rohrbach and seconded unanimously.

### Old Business

#### **Rockdale Community College (RCC)**

Agnes Brooks shared the result of the meeting between RCC and Mayview High School that she spoke about at the last Local Advisory Council Meeting. An agreement was reached to pilot dual enrollment for the seniors at Mayview. Depending upon the completion rate and other measurable successes, the pilot could be expanded to other schools next year. The goal is to better prepare seniors for college. A steering committee has been formed to guide the dual enrollment process.

The RCC and Mayfield School System reported the following data on the pilot dual enrollment: Of the 20 students taking advantage of dual enrollment, 80% were enrolled in English 101. Dual enrollment allows students to finish college in a timelier manner and get college credit while still enrolled in high school. Agnes will provide an update at the next meeting.

#### **Career and Technical Education (CTE) Week**

Elliott Kilpatrick reported that he was very pleased with the activities that were implemented for Career and Technical Education Week. He hosted many students at his business for a real world look at what a manufacturing business does on a daily basis. The students were amazed at the range of job possibilities within the manufacturing field. Some parents followed up with him to see if their children could be placed in an internship with his company.

Mary Dumas commented on the display at the local mall. She saw many students stop by the exhibit and pick up literature. She also liked the public service announcements she heard on the



radio that promoted CTE throughout the week. She thanked all school staff and college faculty for the outstanding job they did to promote CTE programs.

## **PROGRAM ADVISORY COMMITTEE REPORTS**

Greg Jordan reported that he attended the Construction and Development Program Advisory Committee meeting. Mayfield School System recently adopted the state program of study, Construction Trades Professions. It will require some work to upgrade the program to the state program of study but all are willing to move forward. The process of how to move forward with this was discussed. Steve Smith shared that it is important for the Program Advisory Committee to continue to give feedback and communicate what is important to the curriculum including additions and deletions to the instructor. This interaction really shows the importance of the Program Advisory Committee members. The most important upgrade, students will have the opportunity to earn an industry-recognized certification that is needed in this field.

Rebecca Millhouse reported on the Human Resources Services Program Advisory Committee. The data for Mayfield School System's Teacher Academy of Maryland (TAM) program was reviewed and it was noted that 11 of the 18 seniors who graduated matriculated to one of the three universities offering transcribed credit to education majors. Six of these students received scholarships that were offered specifically for TAM completers at two of the universities. The remaining seven students are enrolled at Rockdale Community College in the Associate of Arts in teaching degree program. Agnes Brooks of RCC stated that she was very pleased that of the seven students at RCC, five had passed Praxis I while in high school. This will make a big difference for these students as they complete their degree and transfer to a baccalaureate degree granting institution.

## **New Business**

### **Work-based learning opportunities**

Sue McCraney expressed a concern about work-based learning opportunities for students becoming more difficult to obtain. Local Advisory Council members discussed ways to assist Sue with this. It was decided to speak with Program Advisory Committee members to determine how they can provide more opportunities for students as they are their future workforce. A suggestion was also made to tap into the many government agencies in the area to see if they would be willing to provide a work-based learning opportunity to students. Sue will report her findings at the next meeting.

### **Presentation on Workforce Initiatives**

Marvin Letts, Chair of the Local Workforce Development Board, and Michelle Potter with the Economic Development Office presented information on the workforce development outlook. With the region expanding in the media field due to the relocation of a major communications company, Local Advisory Council members were provided projected labor market needs for this growing field. A recommendation was made and unanimously supported that Rockdale Community College and Mayfield School System research the possibility of starting programs in this area. A date was scheduled for a joint meeting with the administration of both the college and the school system to discuss this further.

## **Announcements**

The Local Advisory Council will meet on the following dates for the remainder of this school year:

Policies and Procedures for the Development of Career and Technical Education  
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Monday, April 29, 20XX at 8:00 a.m. at Rockdale Community College, Careers Building, Room 100

Monday, June 24, 20XX at 8:00 a.m. at Mayview High School in the media center.

Respectfully submitted,

William Weinstein

Secretary

Rockdale Community College and Mayfield School System Local Advisory Committee