



CTE ADVISORY COMMITTEES

A guide to establishing and maintaining four types of committees to promote quality career and technical education



The University of the State of New York —
The State Education Department
Office of Career and Technical Education
Albany, NY 12234

<http://www.nysed.gov/career-technical-education>

20 Prospect St., Suite 312
Ballston Spa, NY 12020
nyctecenter.org

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INTRODUCTION

Career and technical education (CTE) advisory committees are groups of professionals dedicated to developing and maintaining high-quality CTE programs. They exist to advise, assist, and support career and technical education. Members serve as vital links among CTE programs, business and industry, postsecondary educators, and the community.

Members volunteer their time to share expert knowledge of the labor market, community needs, and their perspectives on the technical skills and competency requirements for specific occupations. Active and effective committees develop relevant, rigorous, and high-quality CTE programs that improve student outcomes.

School districts and Boards of Cooperative Educational Services (BOCES) that operate CTE programs must have specific types of advisory committees in place, as mandated by New York State education law. While these committees are required, there is a great deal of flexibility in how they can be managed. This guide provides information on how to meet the State requirements and describes the composition of each committee, as well as how to establish, engage, and evaluate advisory committees. This guide focuses on four types of committees:

- The local advisory council (LAC), which is required by New York State education law [EDN 4601](#)
- The Perkins planning group, which is required for schools and other educational institutions that receive Perkins funding.
- Consultant committees appointed by the LAC, which are optional but highly recommended
- The external review committee, which is required for NYSED CTE program approval

The CTE Technical Assistance Center (CTE TAC) has developed a [resource folder](#) that includes companion documents, templates created by the CTE TAC, and samples collected from across the state. Please contact your [CTE TAC field associate](#) if you have a sample to contribute.

REQUIREMENTS AND COMMITTEES

Listed below are the four types of committees and the laws or regulations that inform their composition and use.

1. Local Advisory Council (LAC)

In New York State, the requirements for the LAC are defined in [EDN 4601](#), which states:

- 1. The board of education of each school district and of each board of cooperative educational services maintaining an approved career education program shall appoint an advisory council for career education consisting of at least ten members. The membership shall include, but not be limited to, persons:*
 - a. Familiar with the vocational needs and problems of management and labor in the region.*
 - b. Familiar with programs of career education at the postsecondary and adult levels.*
 - c. Familiar with the manpower needs and requirements of the region to be served.*
 - d. Familiar with the special educational needs of the physically and mentally handicapped.*
 - e. Representative of community interests, including persons familiar with the special needs of the population to be served.*
 - f. A student who is participating in a career education program at the school district or board of cooperative educational services district being served by the advisory council*
- 2. It shall be the duty of such advisory council for career education to advise the board of education or board of cooperative education on the development of and policy matters arising in the administration of career education, including the preparation of long-range and annual program plans submitted to the commissioner of education, and assist with an annual evaluation of career education programs, services and activities*

provided by the school district or board of cooperative education.

3. Advisory councils may appoint consultant committees representative of specific occupational fields to assist in the work of the council and the board of education or board of cooperative education with respect to the planning, development and requirements for establishment of new programs or evaluation and revision of existing programs.

4. The board of education of any school district or the board of cooperative educational services may employ such professional, technical, and clerical personnel as may be necessary to enable the advisory council to carry out its functions specified in this section.

A LAC is the overarching group that provides direction for an entire career and technical education program at a school district or BOCES. This committee advises on the whole range of activities and issues involving the CTE program, provides advice on appropriate program offerings and support services and, when appropriate, provides assistance and support to the institution.

2. Perkins Planning Group

According to [Perkins V Legislation](#) Sections 133(d) and 133(e), a Perkins planning group must be established and maintained:

d. CONSULTATION. — In conducting the comprehensive needs assessment under subsection (c), and developing the local application described in subsection (b), an eligible recipient shall involve a diverse body of stakeholders,...

e. CONTINUED CONSULTATION — An eligible recipient receiving financial assistance under this part shall consult with stakeholders described in subsection (d) on an ongoing basis, as determined by the eligible agency. This may include consultation in order to —

1. provide input on annual updates to the comprehensive needs assessment required under subsection (c)(1)(B)

2. ensure programs of study are —

A. responsive to community employment needs;

B. aligned with employment priorities in the State, regional, tribal, or local economy identified by employers and the entities described in subsection (d), which may include in-demand industry sectors or occupations identified by the local workforce development board;

C. informed by labor market information, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C));

D. designed to meet current, intermediate, or long-term labor market projections; and

E. allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;

3. identify and encourage opportunities for work-based learning; and ensure funding under this part is used in a coordinated manner with other local resources.

For school districts and BOCES that are eligible to apply for Perkins funds, a Perkins planning group should be appointed. This group is responsible for reviewing data, conducting initial data analysis, disseminating data, and supporting materials to all stakeholder groups. The Perkins planning group also coordinates and schedules stakeholder meetings to solicit feedback and completes the Comprehensive Local Needs Assessment (CLNA) based on all data and feedback collected. As evident in the Perkins V law quoted above, they are required to provide continued consultation.

The federal Perkins legislation requires CLNA completion for local recipients who apply for funds from the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). The 2018 law requires recipients to conduct a detailed analysis of program performance data and identify issues that must be addressed in their application. The goal of conducting a CLNA is to identify:

- Strengths and weaknesses in the delivery of NYSED-approved programs
- Future direction informed by and validated by stakeholders and partners
- Needs gaps that will help form the vision for CTE moving forward
- Strategies, solutions, and investments that can be implemented to address weaknesses and gaps

Perkins planning group members should be well-positioned to provide guidance to all stakeholders concerning timelines, feedback, and review of all data and materials relating to CLNA development. At least 10 members are needed, and participants must include, but are not limited to, those who are:

- Familiar with CTE and major industries in the service area business and industry representatives
- Familiar with CTE programs at the secondary school/BOCES and postsecondary educational institutions
- Familiar with the special educational needs of the students with physical and mental disabilities
- Representative of community interests
- Enrolled as CTE students at the agency served by the advisory council

In conducting a needs assessment, completing the CLNA template, and developing the local application, the eligible recipient shall involve a diverse body of stakeholders. This stakeholder group will analyze, review, and support the development of the needs assessment and the local application as well as provide ongoing consultation. Per Section 134(d) of Perkins V, this group must include, though is not limited to, participation by the groups listed below. Multiple representatives from each group may be part of the stakeholder engagement group as long as there is at least one representative from each of the following groups:

- CTE representatives at a local education agency or educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals
- CTE representatives at postsecondary educational institutions, including faculty and administrators
- Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries
- Parents and students
- Representatives of special populations
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in [section 1432 of the Elementary and Secondary Education Act of 1965](#))
- Representatives of Indian Tribes and tribal organizations in the State, where applicable
- Any other stakeholders that the eligible agency may require the eligible recipient to consult

3. Consultant Committees

At some schools or BOCES, a consultant committee is referred to as a craft committee or advisory committee. As stated in [EDN 4601](#):

Advisory councils may appoint consultant committees representative of specific occupational fields to assist in the work of the council and the board of education or board of cooperative education with respect to the planning, development and requirements for establishment of new programs or evaluation and revision of existing programs.

While consultant committees are optional, consider establishing one for each CTE program offered. The majority of the members should be employees and employers in the occupation with which the program most closely aligns. Postsecondary educators specific to the career area should also serve on these committees. Members will advise the teachers and administration and, in turn, the advisory council and boards of education on the self-study report, curriculum, equipment, instructional materials, safety requirements, program evaluation, and other related matters to verify that the program meets industry standards and prepares students to pursue related postsecondary pathways.

Members of consultant committees are often involved in the CTE program approval process through their participation on the [external review committee](#). Many times, members will also provide work-based learning opportunities for students and other assistance to the program.

4. External Review Committee

More information on external review committees, including their composition, may be found on the NYSED program approval external review page, where part 100 regulations indicate:

CR 100.5 (d)(6)(iv)(a)(3) a certification that the board of education or board of cooperative educational services has formed a committee that shall include local, State and/or regional experts composed of, but not limited to, educators, labor, business and industry, and other community representatives, and members of component boards of education of the applicant board of cooperative educational services, to review the self-study and the career and technical education program, identify any gaps in meeting the State criteria and local needs and recommend strategies to address these gaps.

An external review committee must convene to conduct a final review and evaluation of any CTE program that is to be submitted for initial NYSED program approval and subsequent reapprovals, which occur every five years. The external review committee must review the self-study report, including program data and each component of the program (e.g., employability profile, curriculum, technical assessment, etc.). Members must provide their recommendations and commendations. The state education commissioner's regulations ([CR 100.5 \(d\)\(6\)\(iv\)\(a\)\(3\)100.5](#)) identify the required membership on this committee (see Committee Responsibilities and Composition chart on [page 8](#)). Additional participation is encouraged to inform the broader community about the quality and rigor of the approved program.

Interrelation of the Committees

For smaller schools or school districts that maintain one or a few CTE pathways, only the LAC may be needed. For larger schools or BOCES with a wide range of pathways, the LAC may utilize subcommittees to perform certain tasks. Typically, a subcommittee is a subdivision of the larger advisory committee created to work on a specific activity or to represent a specific CTE pathway or program, such as a consultant committee.

Often an advisory council will create a subcommittee when a new CTE program is being considered or to assist in facilitating the larger committee's work. Subcommittees and/or

consultant committees report back to the advisory council on their progress and findings. Schools may draw on advisory council and consultant committee members to form the external review committee needed for the NYSED program approval process. They may serve on the committee or recommend others to serve on it.

More detailed information about the roles, duties, and membership requirements for each of the four committees is provided in the Committee Responsibilities and Composition chart on [page 8](#).

COMMITTEE RESPONSIBILITIES AND COMPOSITION

Local Advisory Council (LAC)*	Perkins Planning Group*	Consultant Committee*	External Review Committee*
<p>Required by EDN §4601 for districts and BOCES operating approved CTE programs</p>	<p>Required for CLNA and Perkins funding</p>	<p>Highly recommended to meet at least annually</p>	<p>Required by NYSED CTE program approval/reapproval process</p>
<p>Charge: Advises the board of education or BOCES on the development of and policy matters arising in the administration of CTE, including the preparation of long-range and annual program plans submitted to the commissioner of education. The LAC also assists with an annual evaluation of CTE programs, services and activities provided by the school district or board of cooperative education.</p> <p>At least 10 members to include individuals:</p> <ul style="list-style-type: none"> • Familiar with the regional economic needs and problems of management and labor in the region • Familiar with programs of career education at the postsecondary and adult levels • Familiar with the needs of special educational students • Representative of community interests, including persons familiar with the special needs of the population to be served. • A student who is participating in a CTE program at the school district or BOCES being served by the advisory council 	<p>Charge: Responsible for reviewing data, conducting initial data analysis, disseminating data and supporting materials to all stakeholder groups, coordinating and scheduling stakeholder meetings and feedback, and completing the CLNA based on all data and feedback. Responsible for providing ongoing consultation related to Perkins activities.</p> <p>At least 10 members to include, but not limited to, individuals:</p> <ul style="list-style-type: none"> • Familiar with CTE and major industries in the service area business and industry representatives • Familiar with CTE programs at the secondary school/BOCES and post-secondary educational institutions • Familiar with the needs of special educational students • Representative of community interests • Enrolled as CTE students at the agency served by the advisory council <p>Membership may include but is not limited to representatives from:</p> <ul style="list-style-type: none"> • Chamber of commerce, economic development agency, and/or workforce development board • NYS Department of Labor • Professional association, trade union, or sector representatives 	<p>Charge: Advises teachers and leaders on matters related to the program/pathway including curriculum, resources, work-based learning, etc.</p> <p>No NYS minimum representation required but consider:</p> <ul style="list-style-type: none"> • Large, established employers in key industries • Small companies in key industries • Applicable union representatives (trade and professional unions, not teacher unions) • Applicable representatives from post-secondary program 	<p>Charge: Evaluates and offers input on all components of NYSED-approved programs for initial approval and re-approvals</p> <p>Membership must include:</p> <ul style="list-style-type: none"> • Two business/ industry professionals from CTE specific area • One postsecondary representative • Secondary educators, both CTE educators and core academic subject educators <p>(When academic credit is included in the approval process, the external committee must include a minimum of two academic subject teachers from at least two different component schools who will review the academic content for each integrated and specialized credit requested.)</p> <p>*External review committee members cannot have served on the self-study team.</p> <p>Membership may also include but is not limited to:</p> <ul style="list-style-type: none"> • Community representatives • Representative/advocate for students with disabilities • Parents • Workforce Investment Board members/Youth Council • Board of Education representatives • School and program administrators and counselors

* Privacy is an important aspect to consider when looking at personal student data during any committee meeting. (Please review the [2D regulation](#)). Therefore, it is recommended that any private student data, otherwise known as PPI (protected personal information), be redacted to protect the privacy of students.

ESTABLISHING A COMMITTEE

When recruiting advisory committee members, consider professional characteristics (knowledge, experience, networks, resources) that will provide a wide-lens view of the field and personal qualities (interpersonal skills, time, passion, responsibility) that can lead to an effective and collaborative body.

CTE administration, board of education representatives, and teachers should confer and appoint committee members. CTE advisory committee membership should cover the entire district service area. Advisory committees should consist of individuals who come from existing and growing industries, including large and small employers.

Finding Prospective Members

Although many CTE program leaders feel that they don't have the contacts needed to build strong and diverse advisory committees, they likely have more than enough personal and professional connections to do so. Consider the following starting points for outreach:

- **ACTEA Zone contacts:** CTE administrators can access resources available through their local ACTEA (Association of Career and Technical Education Administrators) zone, as they typically have representation from most school districts and BOCES in their respective regions.
- **Teachers and administrators:** As a professional educator, take advantage of regular access to fellow teachers and administrators within a school, as well as a network of peers throughout the service area and school community who each have their own networks of professional contacts they can leverage.
- **Vendors:** Most CTE program administrators have local vendors they communicate with on a regular basis. Consider asking these vendors to facilitate introductions to other businesses with whom they work.
- **Current partners:** Ask existing business partners who are involved in other areas of P-12 education if they would be interested in serving on the advisory committees, or if they know of individuals either within or outside their firms who may wish to participate.
- **Local Advisory Council (LAC) members:** Ask current advisory council members for referrals. Having committee members participate in the nomination of other potential members can be a mechanism to expand the network of possible candidates.
- **Parents/Guardians:** Many students enroll in CTE programs with the active participation of their parents/guardians. Parents and guardians who have been active in assisting students in selecting a CTE program may also be interested in serving on an advisory committee. Some might already be working in a related CTE career area, and others might have contacts that would be helpful.
- **Secondary or postsecondary partners:** CTE programs and advisory committees must connect secondary program planning to postsecondary opportunities for students. Having postsecondary partners from institutions with shared articulation or dual-credit agreements on the committee creates an ongoing channel of communication geared toward program alignment.
- **Former students:** Program graduates may find committee service an attractive prospect for their professional growth.
- **Established networks:** If personal networks don't generate needed contacts, consider the professional networks in the community, such as the chamber of commerce, professional organizations, or the appropriate sector group as listed in the Committee Responsibilities and Composition chart on [page 8](#).

Conflicts of Interest

The school board or CTE program should consider how to avoid conflicts of interest or other potential ethical concerns when selecting advisory council members. Boards or administrators making appointments should consult with district legal counsels on how to avoid conflicts of interest. A simple rule of thumb is avoid putting the school/BOCES in a position where it could be construed that a personal benefit could be derived from the actions or decisions relative to placement of certain members, such as a family member, on an advisory committee.

COMMITTEE MEETINGS

Each of the four types of committees should meet regularly. Maintaining orderly, purposeful meetings will keep committee members engaged and ensure that proper recordkeeping is maintained to meet guidelines and regulations. Remember, Perkins grant recipients are required to have at least one advisory committee meeting per year. In addition, part of the NYSED CTE program approval/reapproval process requires the submission of minutes from self-study and external review meetings. Since the advisory committee meetings are required per state regulations, it is important to note that Perkins funds may not be used towards advisory committee meetings.

Frequency of Meetings

Once an advisory committee has been established, the frequency of advisory meetings needs to be determined. At a minimum, the LAC and Perkins Planning Group will need to meet one time per year, but effective committees meet more often. If established, consultant committees usually meet at least once annually as well. The external review committee must meet during the year that a program is scheduled for re-approval. Frequency of meetings can depend on multiple factors and needs, such as district/BOCES strategic plan goals, scheduled reapproval, and/or whether new programming is being developed.

Meeting Logistics

Teaching time, contractual obligations, and the availability of substitutes and business and industry members should be considered when scheduling meetings. A best practice would be to ask committee members what works best for them while ensuring districts/BOCES' staff contracts are honored. When determining meeting dates, it is best to plan ahead and provide as much notice as possible. The location of the meetings may vary, but good practice is to alternate between the district/BOCES and business sites. This provides members with opportunities to observe both the educational space and industry settings. Technology can also enable committee members to be more flexible in meeting participation, allowing access to the meeting virtually through a video conferencing program like Zoom, Google Meet, Webex, or through a conference call line. These options will keep attendance at meetings strong, enabling the flexibility needed due to travel or work commitments, and accommodating coworkers and colleagues at school or CTE centers that have multiple locations. If you choose to utilize video conferencing for hybrid meetings, remember to make an effort to include virtual attendees in the conversation. Check in with them regularly to make sure they can hear what everyone in the room is saying and consider displaying the video conferencing window on a larger screen so that everyone in the room can see them.

Agendas

The main purpose of the meeting is to work together to improve programming and student experiences. Providing meeting agendas in advance can improve meeting structure and productivity. See the [resource folder](#) for sample agendas. The structure and format of the advisory committee will determine who sets the agenda and how agenda items get added.

Minutes/Notes

All advisory committees and subcommittee meetings should record minutes, which serve as an official record of the committee's activities. See the [resource folder](#) for templates that can be used to record meeting minutes. The most effective note takers will capture the discussion

that occurred in the meeting and create a summary that includes stakeholder feedback, decisions, and recommendations made.

It is best to keep copies of any agendas, including advisory meeting dates, and any minutes from the meetings as they may be requested as part of the Perkins grant review or program approval/reapproval process. Remember to title the minutes with which committee met and on what date. Also plan on including a list of the committee members who attended the meeting, their titles, and businesses/affiliations, as this is required documentation for certain meetings.

A best practice is to circulate a sign-in sheet ([see resource folder](#)) to secure proof of attendance. In this digital world, with many meetings being held virtually, it is best to check what signature format needs to be captured for the specific committee meeting per Perkins or the CTE approval/reapproval process.

Discussion Topics

Although different advisory committees may have different purposes, the Advisory Committee Discussion Topics chart on [page 12](#) offers some suggested discussion items broken down by the four main types of committees.

ADVISORY COMMITTEE DISCUSSION TOPICS

Local Advisory Council (LAC)	Perkins Planning Group	Consultant Committee	External Review Committee
<p>Required by EDN §4601 and for Perkins consultation</p> <p>Charge: Advises the board/district/BOCES on CTE-related matters, plans, and evaluation of CTE programs, providing overall direction for the entire career and technical education program at a school district or BOCES.</p> <ul style="list-style-type: none"> • Strategic planning • Perkins-related data, analyzing gaps and determining solutions to meet those gaps • CLNA data specific to local labor needs and trends • Accessibility of the program to ensure that all students have access to all programs, including special and non-traditional populations • The design of new programming, which may involve appointing a consultant committee that has stakeholders specific to that industry • CTE advocacy, with local, state and district levels, specifically advocating at the federal level and state level on Perkins funding • Marketing and recruitment • Promotion of CTE to the community, parents, and other stakeholders • Support and advice on appropriate program offerings and support services • Accreditation reports (if applicable) 	<p>Required for CLNA and Perkins funding</p> <p>Charge: Responsible for collecting data, conducting initial data analysis, disseminating data and supporting materials to all stakeholder groups, coordinating and scheduling stakeholder meetings and feedback, and completing the CLNA based on all data and feedback.</p> <ul style="list-style-type: none"> • Perkins data and initial data analysis for CLNA • After review of Perkins related data, gap analysis and determination of solutions to address identified gaps • Review of data specific to local labor needs and trends • Completion of the CLNA based on all data and feedback • Review of accessibility of programs to ensure that all students have access to all programs, including special populations • Review of Perkins outcome data • Annual Perkins application and final narrative 	<p>Highly recommended to meet at least annually</p> <p>Charge: Advises teachers and leaders on matters related to the program/pathway including curriculum, resources, work-based learning, etc.</p> <ul style="list-style-type: none"> • Curriculum • Standards alignment to current NYSED learning standards • course materials • Manuals and other program-specific literature • Changes/updates to industry regulations • Federal and state impacts-changes per NYSED • Emerging industry trends • Assessment data • Industry-specific training opportunities for staff • Facilities/equipment • Employability profile • Technical and professional skills • Recruitment of students/enrollment data • Marketing of the program • Partnerships for internships, field trips, speakers, etc. • Job opportunities and work-related activities • Technical assessment blueprints, data, and assistance in evaluating students' practical assessment component • Special industry-specific projects or work-based learning opportunities, such as internships or field trips 	<p>Required by NYSED CTE program approval</p> <p>Charge: Evaluates and offers input on all components of the NYSED-approved program for initial approval and reapprovals.</p> <ul style="list-style-type: none"> • Conduct a final review and evaluation of the program up for approval or reapproval • Review and provide feedback on all components of the program/pathway, including: <ul style="list-style-type: none"> ◦ Local and regional labor market outlook and data ◦ Self-Study agendas, minutes, and the findings/outcomes of those discussions ◦ Program content, including curriculum maps, crosswalks, standards alignment, and sample lessons ◦ Work-based learning opportunities ◦ Employability profile ◦ Technical assessment blueprint and assessment data ◦ Articulation agreements ◦ Faculty/staff certifications and licensures

Strategic Planning and Goal Setting

Advisory committees can also serve to visualize the future of CTE programming through strategic planning. The strategic planning process aligns most closely with the role of the LAC, who will seek input from the other committees and additional stakeholders.

As the advisory committee participates in the strategic planning process, it is useful for the members to explore the following questions:

- How has the student population changed? Are the diverse needs of students being addressed?
- Is the CTE content still relevant? Are the skills being taught still current?
- Is up-to-date and correct equipment being used to teach students?
- Are teachers up to date with their skill sets?
- Is the curriculum aligned with current and projected industry needs?
- What process will be followed if certain goals are not met?

See the [resource folder](#) for more resources related to strategic planning, or reach out to the CTE TAC for additional assistance.

EVALUATING AND MAINTAINING ADVISORY COMMITTEES

It is important to reflect on and evaluate the effectiveness of the CTE advisory committee ([see resource folder](#)). Review all the notes, events, and activities from the past year and ask the following questions:

- Has the committee accomplished its objectives?
- Are there recommendations that may improve meetings, participation, communication, or outcomes?

All committee members should evaluate the effectiveness of the CTE advisory committee.

FINAL THOUGHTS

Effective CTE program advisory committees will create partnerships between CTE programs, the local businesses, industries, and the community as a whole. The relationships and communication between advisory committee members and CTE educators is essential to the success of the CTE programs and the students.

The New York State [CTE Technical Assistance Center field associates](#) can assist in the creation, development, and engagement of advisory committees. More information can be found on the [CTE TAC's website](#). In addition, the [associates at the NYS Department of Education](#) are available to assist with regulatory consideration.