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**OFFICE OF PUBLIC INSTRUCTION**

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Elsie Arntzen  
Superintendent

**TO: All LEAs Receiving Perkins Funds**  
**FROM: OPI/CTAE Division**  
**RE: Local Advisory Committees (Councils) Guidance**

Successful Career and Technical Education (CTE) programs are the result of cooperative efforts by business, industry, labor and education. Advisory committees provide the organization and assistance needed for cooperative planning essential for effective CTE programming. The local advisory committee can provide assistance in the development, promotion, operation, evaluation and maintenance of CTE programs and should be used for these services.

All state-approved CTE programs are required to make use of an occupational advisory committee. This committee may be comprehensive and include representatives from all CTE programs within the school. Larger schools may choose to form program advisory committees and should be composed primarily of representatives from business and industry knowledgeable in the specialized occupational area of the specific CTE program it will serve. These committees should provide the recommendations and input to the local CTE instructional staff and administration.

### **Perkins Law**

It is stated in our Perkins State Plan on page 28 under Section 2.6 Stakeholder Involvement: "The State of Montana is committed to maintaining a consultative and cooperative environment for the development, implementation and evaluation of quality career and technical education programs. .... (Continued in the second paragraph) ... The Montana Standards and Guidelines for Vocational and Technical Education already require participation of multiple stakeholders through "vocational/technical education advisory councils/committees ..."

These committees are considered a required use of local funds—that's why it's in our Perkins grant in the Required and Permissive Use section. Advisory council input is included to "develop and implement a process to evaluate program effectiveness and to initiate, improve, expand, and modernize quality program effectiveness. These are also discussed in the Perkins Law on page 137, b 6- 7.

Although advisory committee recommendations will not always be adopted due to legal, financial, physical or priority limitations, all committee recommendations should be recorded and given due consideration. Advisory committees can be established to serve one educational agency or structured to serve programs in more than one agency, the entire region and the community colleges. Shared use of advisory committees provides the opportunity for coordinated delivery system planning and program articulation. Local conditions will dictate the most effective and efficient structure to establish.

Advisory committees are not governing bodies and have no legal authority over the local school district.

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## **Role and Function**

1. Promote and assist in maintaining quality programs.
2. Provide a communication link between local CTE and the business community.
3. Review curriculum.
4. Assist in identifying work-based learning experiences and placement opportunities.
5. Short and long-term program planning.
6. Provide input on equipment needs.
7. Assist in competency assessment.
8. Provide input during program reviews,
9. Serve as a resource for speakers, field trips, etc.
10. Promote Career and Technical Education.

## **Establishing a Committee**

The size of the advisory committee may vary according to the size of the community, scope of the CTE programs offered, and diversity of business and industries in the community. Effective advisory committees should be large enough to reflect the diversity of the community, yet small enough to be managed affectively.

Keep in mind that the new Perkins IV law emphasizes using the Career Cluster model for developing programs in high wage, high skill or high demand occupations in your local area, region or state. The Career Clusters Model is located on [www.careerclusters.org](http://www.careerclusters.org).

A rotational, three year term of service most easily allows for continuity and change. One-third of the total membership will be appointed beginning each year after the first year of operation. To establish this rotation with a new council, the members draw lots for one, two or three year terms, with one-third of the council in each category. Current members or new members are reappointed or appointed as terms expire.

You may choose to run this advisory committee like any other council, but you are not required to select and assign officer duties or develop a Charter or Constitution and By-laws.

## **Orientation of New Members**

Once members have been contacted by letter, phone or in person and have accepted a seat on the advisory committee an orientation with a specific CTE program educator or group of CTE educators should be arranged. This should be done prior to your annual meeting.

(Additional meetings can be established, but only one meeting per year is required).

- Welcome and introductions
- Review of materials sent to new members (responsibilities and roles, CTE programs offered, CTE course descriptions, Career Cluster description, Dept. of Labor report, etc)
- Tour of CTE facilities
- Develop contact information list

## **Annual Meeting (you may have as many meetings as you like)**

If your school is joining an existing committee at a community college or other high school, CTE teachers or representative should contact the Local Advisory Board representative and submit agenda ideas.

Most Annual Meetings take place early morning to allow business and industry members to participate before their work day begins and allows CTE teachers/school counselors to fully participate before students arrive at school.

Minutes are required to be on file of your meeting(s) as per Perkins requirement. Select person to take notes prior to the meeting and select a CTE educator to preside at the meeting.

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The CTE Advisory Committee Agenda should be mailed to participants at least two weeks in advance with RSVP for attendance. Follow up calls to members may be necessary.

**(Sample Agenda)**  
**School name**  
**Address**  
**Date/Time/Location of meeting**  
**Contact name and phone number for RSVP**  
**(Remember to assign the duty of recording minutes!)**

- **Continental breakfast available**
- **Welcome and introductions/housekeeping-**  
(Possible travel reimbursement allowed using Perkins funds w/school approval)
- **Number of students currently in program/graduates-CTE concentrators**
- **Curriculum, facility and equipment review**
- **Business climate/Industry shortages**
- **Certifications offered/partnerships for certifications**
- **Emerging technologies**
- **Work-based job shadowing opportunities or employment**
- **High school to post-secondary course articulation**
- **Student organizations**
- **Other items**
- **Adjournment**

At the conclusion of your meeting(s), mail copies of the minutes to all participants and note any follow-up activities discussed.

### **Education-Business Partnership**

Schools face many challenges on a number of levels: trying to satisfy the needs of all students, limited budgets, shrinking or increased student enrollment, federal requirements, etc. Community partners have a stake in the future workforce. Business and Education collaboration is a proven model that is promoted at the National level to create an environment of success for our students.

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