



CTE ADVISORY COMMITTEES

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



New York State
~~EDUCATION DEPARTMENT~~
Knowledge > Skill > Opportunity

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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

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

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

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.