Program Advisory

Committee Handbook

for

Career and Technical Education Programs

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This handbook serves as a reference guide for districts developing

and pursuing continuous quality improvement of

Career & Technical Education

Program Advisory Committees

Definition of Terms

The following terms are sourced from Delaware Administrative Code Title 14- Section 500 Curriculum and Instruction- Sub Section 525 Requirements for Career and Technical Education Programs of Study.

Not all the following terms will be referenced in this handbook; however, many of them may be used as definitional resources.

Articulated Credit: postsecondary credit, clock hours, or credit for prior learning experience awarded by a postsecondary institution as defined in an articulation agreement or memorandum of understanding which exists between the postsecondary institution and the Department of Education or local education agency.

Career and Technical Education or **CTE:** an organized set of educational activities that provide students with rigorous academic content, relevant technical knowledge and skills, and leadership development or provide students with the opportunity to participate in work-based learning and to earn a recognized postsecondary credential as well as advanced postsecondary credit or standing.

Career and Technical Student Organization or **CTSO:** a youth organization lead by students who are enrolled in a CTE program of study that provides CTE and leadership development activities as an integral part of the instructional program, including Delaware recognized CTSOs such as Business Professionals of America (BPA); Technology Student Association (TSA); DECA; Family, Career and Community Leaders of America (FCCLA); National FFA Organization; Skills USA; and Health Occupations Students of America (HOSA).

Combined Delaware State Plan: the Delaware State Plan under the Workforce Innovation and Opportunity Act of 2014 ("WIOA" or Public Law 113-128), which includes the state plan for the Strengthening Career and Technical Education for the 21st Century Act of 2019 ("Perkins V" or Public Law 115-124) to promote an aligned career pathways system that spans the administration of federal and state education and workforce development activities.

CTE guidance: guidance published by the Department of Education related to CTE, for example policies and procedures for CTE programs of study, fiscal and accountability models, work-based learning, and CTSOs.

CTE program of study: a coordinated, non-duplicative sequence of academic and technical content that spans the middle grades, high school, and postsecondary education levels and seamlessly aligns academic and technical instruction to meet the prerequisite expectations of employers, has multiple entry and exit points and culminates in the attainment of an industry recognized credential or postsecondary degree.

Department: the Delaware Department of Education.

Dual Enrollment and Credit: the simultaneous enrollment of youth in both a high school and a postsecondary institution and the award of credit at both the high school and postsecondary levels.

Equitable access, supports and outcomes: that every student, inclusive of their race, gender, ethnicity, language, disability, sexual orientation, family background or family income has access to the

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educational resources, rigor, and varied support that they need, at the right moment, to achieve their postsecondary education and career goals.

ESSA: the Every Student Succeeds Act (Public Law 114-95) to provide all children with the significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Program Quality – Attained Recognized Postsecondary Credential or Industry Recognized Credential: an advanced certificate or license that holds value at the professional level, postsecondary level, in a Registered Apprenticeship program, or in an Associate of Baccalaureate degree program.

Local Education Agency or **LEA:** a traditional school district, vocational-technical school district, or Charter School, legally constituted, and established under Delaware law for either administrative control or the direction of public elementary or secondary schools.

Postsecondary: education, training, or career experiences that occur after high school.

Pre-Apprenticeship Program: a program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program and provides advance standing in a Registered Apprenticeship program for up to three years after successful completion.

Program Advisory Committee: a diverse body of stakeholders including, but not limited to, representatives of LEA CTE programs, postsecondary CTE programs, business and industry, parents and caregivers, students, and special populations as defined in Perkins V.

Registered Apprenticeship program: an employer-driven education and training model that combines compensated employment, on-the-job training, and related technical instruction, which culminates in a nationally recognized industry credential or journeyperson certificate.

Perkins V: the Strengthening Career and Technical Education for the 21st Century Act of 2019 ("Perkins V" or Public Law 115-224) which develops more fully the academic knowledge and technical and employability skills of secondary and postsecondary education students who are enrolled in CTE programs of study.

Student Success Plan: a written plan developed by youth to establish and evaluate progress towards postsecondary education and career goals based on the individual's career interests. The Student Success Plan typically spans 8th grade through one year beyond high school.

WIOA: the Workforce Innovation and Opportunity Act of 2014 ("WIOA" or Public Law 113-128) which strengthens the United States workforce development system through innovation and the alignment and improvement of employment, training, and education programs to promote individual and national economic growth.

Work-Based Learning: a progressive approach to link education and employment through student, school, and employer partnerships which occur through career awareness, career exploration, and career immersion experiences.

Youth Registered Apprenticeship program: a Registered Apprenticeship program occurring in high school.

Introduction

Program Advisory Committees are a necessary and important part of a functioning Career and Technical Education (CTE) program. These committees provide a crucial link between schools, communities, and employers, and are mandated through Federal and State. School Districts are required to have a Perkins Advisory Committee and individual programs/schools should have a Local Program Advisory Committee, which ideally meets at least twice per year. The following information is provided as a resource for any teacher or administrator to help develop and/or streamline their advisory committee processes to benefit the programs they represent.

Purpose

- Program Advisory Committees are required as part of a state approved CTE Program as outlined in Perkins V and the 525 regulations.
- Program Advisory Committees advise the program/school on current industry needs, trends, skill updates, curricular updates, early career opportunities for students (WBL, Youth Apprenticeships, etc.).
- Program Advisory Committees advocate for all CTE stakeholders (students, teachers, administration, families, employers).
- Program Advisory Committees serve as a vital link between business, labor, industry, education, and the community.

School Support

The importance of the program advisory committee is well demonstrated. It is extremely helpful if the Local Education Agency (LEA) considers the recommendations of the CTE Advisory Committee and recognizes their expertise in the success of Career and Technical Education programs.

Membership

Representation should include, but is not limited to the following groups:

Secondary Education

- CTE Teachers
- Academic Teachers (ELA, Math, Science)
- CTE/Curriculum District Coordinators
- School Counselors
- Students (current and/or past)

Business/Industry Representatives

Postsecondary Education

- Postsecondary partners (two and/or four-year institutions)
- Adult Education partners

Community/Other

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- Parents
- Community Leaders
- The Program Advisory Committee should be reflective of community demographics and business/industry experts for the programs of study offered.

Types of Program Advisory Committees

There are three types of Committees a school/district may have:

- General or District Wide – oversees all the CTE programs within a specific school, district, postsecondary institution, community, or region.
- Program – oversees all the programs within a specific CTE Career Cluster, such as Agriculture, Food and Natural Resources or Health Sciences.
- Craft or Specific – oversees a specific program of study such as Academy of Finance or Digital Communications and Technology.

   It is important to note that most LEA's have a combination of these three types of Program Advisory Committees.

Number of Members, Appointment, Term, and Meetings

- The number of committee members can be determined by the needs of the area to be served. Balanced representation is most important and should be determined locally.
- Appointment of members by official action of the school board is recommended (see attached sample letter).
- Term lengths for each committee member should be decided by the Local Education Agency (LEA)
    - For Example-
        - 1/3 membership has a 1-year term length
        - 1/3 membership has a 2-year term length
        - 1/3 membership has a 3-year term length
- Perkins V and 525 regulation requires Program Advisory Committees to meet annually, however, it is recommended to meet twice per year.
- Meetings should be scheduled at a convenient time with proper early notification. Members should be provided with a tentative agenda and materials for review prior to the meeting.
- Meeting minutes are required to be kept and should be used for documentation purposes (attendance, topics discussed, decision, etc.) and referenced when needed.
- Example meeting styles from around the state- Some schools have a breakfast or lunch meeting on a professional development day, and some have a dinner meeting, in person or virtual. A school or district should decide what best fits the needs of all committee members.

Functions (Recommended)

- **Program Planning**
  - Provide recommendations for program of study enhancements based on community needs and labor market trends;
  - Review course content and provide suggestions for revisions/additions to curricula;
  - Examine advocacy needs for the CTE programs in relation to the community, school administration, and legislative policy makers;
  - Support Career and Technical Education for all students within the school;
  - Offer any other helpful advice to the CTE programs.
- **Development**
  - Consult on development of applications for fundings (Perkins, 509, etc.);
  - Consult on the development of new Programs of Study to be submitted for approval. The Program of Study Approval process requires advisory committee participation.
- **Implementation**
  - Assist in planning and securing adequate equipment, supplies, and facilities for the program(s);
  - Serve as guest speakers and/or provide business/industry tours;
  - Recommend community resources to assist the program(s);
  - Serve as a path for communication between the business community and education community;
  - Assist with Career and Technical Student Organizations in various capacities (i.e., judging, providing resources, sponsorships, hosting practices, etc.).
- **Evaluation**
  - Assist in program of study evaluation procedures and data analysis where applicable;
  - Celebrate CTE successes within the LEA and support awards programs.
- **Placement of Students**
  - Assist in providing students opportunities for Work Based Learning, Youth Apprenticeship, Internships, job placement, etc.

Guiding Questions

The following are samples of questions advisory committee members should utilize to guide discussions.

- **Program Planning**
  - Is Career and Technical Education available to all students within the school?
  - Are CTE programs based on labor market demand and opportunity?
  - Is the curriculum meeting the occupation's requirements?
- **Development**
  - Is there adequate financing for the CTE program(s)? If not, what can be done to improve the situation?
  - Are there links with other state agencies to assist CTE programs? (Department of Labor, Department of Human Resources, etc.)
  - Does the CTE local needs assessment accurately reflect the program needs for the LEA and community?

- **Implementation**
    - How do instructors keep up to date with current occupational trends and industry skills?
    - Are equipment and facilities in line with industry requirements?
    - Is the CTSO an integral part of the educational program?
- **Evaluation**
    - Are students and staff aware of program objectives?
    - Is the administration of the school knowledgeable of career and technical education and committed to supporting it?
- **Placement of Students**
    - What types of college and/ or career services are available to students? How?

Conclusions

Program Advisory Committees are an integral part of a career and technical education program. They can be true agents of advocacy and change directly benefiting students in a transformative way. LEA's should truly support and harness the resources of the Program Advisory Committees so that students, teachers, administration, community members, business community members, and other partners are all working toward a common goal of student success! Local Education Agencies with active program advisory committees deliver a stronger, more diversified, and collaborative career and technical education program.

Resources

If you have any questions or need any further assistance, please don't hesitate to reach out to the following:

Delaware Advisory Council on Career and Technical Education

www.daccte.delaware.gov

Delaware Department of Education – CTE/Stem Workgroup

www.doe.k12.de.us

Delaware Pathways

https://delawarepathways.org/

Delaware Workforce Development Board

https://delawarepathways.org/

Delaware Department of Labor- Apprenticeship

https://labor.delaware.gov/divisions/employment-training/apprenticeship-and-training/

Example Forms

The following forms are available resources. These forms can be altered to an email, postcard, etc.

Sample Invitation Letter

Letterhead

Date

Name, Title

Affiliation

Address

City, State Zip Code

Dear (Name of Invitee):

(School Name) would like to invite you join the (Program Name) advisory committee. Your expertise in this field would be beneficial to our students and faculty. We are seeking advice from community partners in keeping our programs relevant and up to date with industry standards by providing input for continuous improvement.

The committee meets (number) time(s) per year with advance notice of time, location, and agenda. Your consideration in this matter is greatly appreciated and I will contact you soon to review this opportunity. If you have any questions or concerns, don't hesitate to contact me.

Thank you,

(May use Admin or Instructor below, adjust accordingly)

Administrator Name   Instructor Name

Contact Info   Contact Info

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Sample Appointment Letter

Letterhead

Date

Name, Title

Affiliation

Address

City, State Zip Code

Dear (Name of Appointee):

Thank you for accepting the opportunity to serve on the (Program Name) advisory committee.

Your appointment is effective beginning (date) and ending (date).

The next meeting is scheduled to be (date) with further details of time, location, special instructions (parking, etc.), and agenda to be communicated to you 2 weeks before the meeting date.

Once again, thank you for your willingness to serve in this capacity to help local Career and Technical Education Programs.

Thank you,

(May use Admin or Instructor below, adjust accordingly)

Administrator Name   Instructor Name

Contact Info   Contact Info