



Technical Advisory Committee Guidance Document

Effective: July 1, 2026

Table of Contents

Table of Contents.....	2
1. Role of the Idaho Division of Career Technical Education (IDCTE)	4
2. Introduction	5
3. Purpose of Technical Advisory Committees (TACs)	6
3.1 Regulatory Requirement.....	6
3.2 Value of TACs	6
3.3 TAC Responsibilities.....	6
4. Creating a Technical Advisory Committee.....	7
4.1 Committee Types	7
4.2 Steps for New Programs or Formal Advisory Structures	7
4.3 General Committee Framework.....	7
4.4 Recommended Committee Size	7
4.5 Length of Service.....	8
5. Governance	9
5.1 Bylaws.....	9
5.2 Conflict of Interest.....	9
5.3 Meeting Frequency.....	9
6. Roles and Responsibilities	10
6.1 TAC Committee.....	10
6.2 Industry Representatives	10
6.3 Program Representative.....	10
6.4 School/Institution Administration.....	10
6.5 Officer Roles.....	10
7. Member Selection and Appointment	11
7.1 Identifying Candidates	11
7.2 Interviewing Candidates	11
7.3 Onboarding New Members.....	11
8. Organizing and Running Meetings	12
8.1 Conducting the First Meeting (or First Meeting of the Year).....	12
8.2 Ongoing Committee Responsibilities	12
8.3 Ways Committee Members Can Contribute.....	13
9. Annual Program of Work.....	13
9.1 Developing the Annual Program of Work.....	13
9.2 Five-Year Plan.....	14
10. Compliance and Reporting Requirements.....	14

10.1 Required Documents	14
10.2 Step-by-Step Submission Instructions	15
Step 1: Access Templates	15
Step 2: Prepare for the Meeting	15
Step 3: Conduct the TAC Meeting.....	15
Step 4: Finalize Documents	15
Step 5: Submit to IDCTE	15
11. Perkins V Alignment.....	16
11.1 Overview	16
11.2 Role of TACs Under Perkins V	16
11.3 Perkins V Compliance Table.....	17
Attachment A – Program of Work Template	18
TAC Member Roster	18
Annual Program of Work.....	19
Attachment B – Five-Year Plan Template	20
Attachment C – TAC Meeting Minutes Template.....	21
Attendees.....	21
Agenda and Discussion Summary	21
Action Items.....	21
Next Meeting.....	21
Attachment D – TAC Meeting Agenda Template.....	22
Attendees.....	22
Agenda Items.....	22

1. Role of the Idaho Division of Career Technical Education (IDCTE)

IDCTE provides leadership, coordination, and oversight for career technical education programs statewide. The Division is charged with implementing the policies and procedures established by the State Board of Education (SBOE) and administering the state and federal regulations governing CTE as defined in [Board Policy VII](#).

These responsibilities are defined in Idaho Code, [Title 33, Chapter 22](#) (§§ 33-2201 through 33-2212) and in the Idaho Administrative Procedures Act (IDAPA) [55.01.03](#), which also establishes rules for Career Technical Centers.

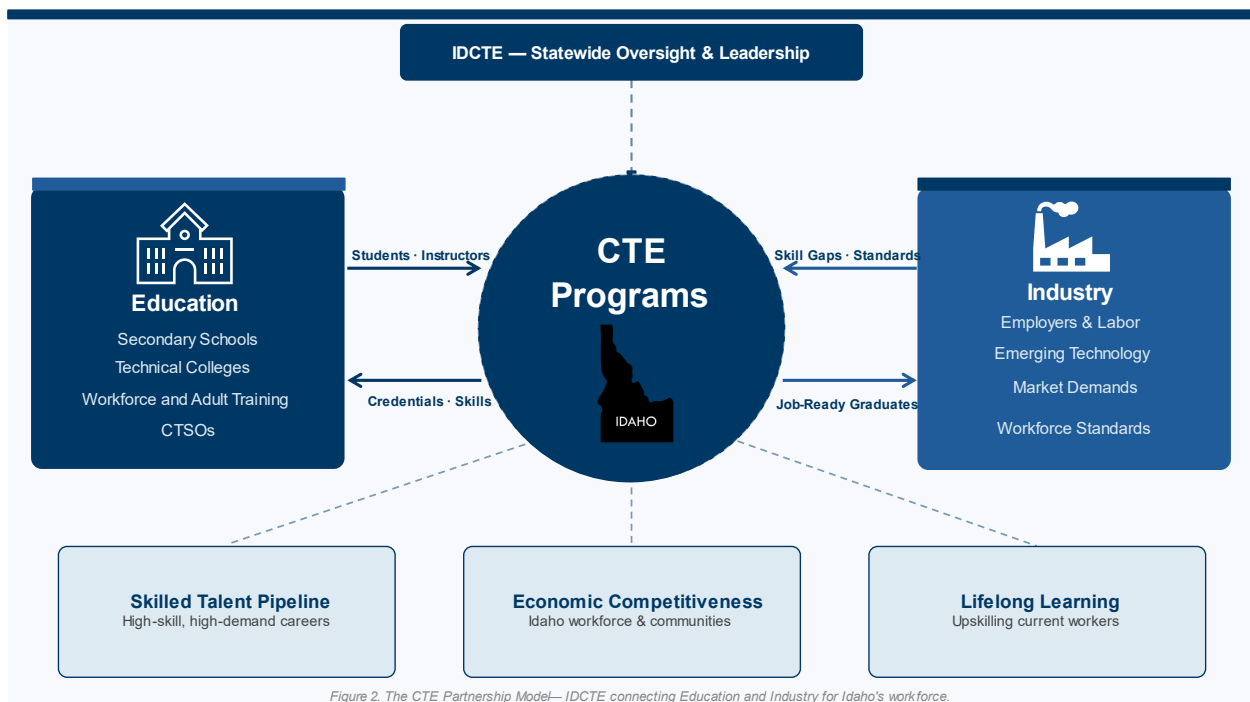
Within this statutory framework, IDCTE advances its mission to prepare Idahoans for high-skill, high-demand careers.



2. Introduction

IDCTE affirms that all Idaho residents should have access to the education and training necessary to participate fully in the workforce. As the state's primary delivery system for workforce education, career technical education (CTE) is central to advancing lifelong learning, ensuring a skilled talent pipeline, and supporting Idaho's economic competitiveness.

Achieving this mission requires a strong, sustained partnership between education and industry. Industry is the ultimate employer of students prepared through CTE and a critical driver of change. By integrating emerging technologies and responding to evolving market demands, the industry defines the skill sets required of a competitive workforce. Accordingly, CTE programs must remain closely aligned with these shifts to ensure their continued relevance, effectiveness, and value to Idaho's economy.



3. Purpose of Technical Advisory Committees (TACs)

3.1 Regulatory Requirement

[Perkins V \(the Strengthening Career and Technical Education for the 21st Century Act, P.L. 115-224\)](#) clearly authorizes and supports TACs through required consultation, stakeholder engagement, and employer involvement at both the secondary and postsecondary levels. TACs are the most common and accepted way for local recipients to meet these federal requirements. Perkins V emphasizes high-quality CTE programs that are aligned to labor market needs, support equitable access, engage employers, and use data for continuous improvement.

All secondary (clusters/pathways) pursuant to [Board Policy VII](#) and postsecondary CTE programs must have a TAC. The exception is Individual Occupational Training (IOT) programs, which are not required to have a separate advisory committee; however, program representatives may gain input by attending TAC meetings of other programs in the school.

In accordance with [IDAPA 55.01.03.102.02\(c\) \(effective 7-1-24\)](#), Career Technical Centers (CTCs) in Idaho are required to “develop and maintain business and industry partnerships in addition to the technical advisory committee.”

3.2 Value of TACs

Effective TACs benefit from strong ongoing relationships with business, industry, and labor in the local community and state. They provide critical insight into local career opportunities, ensure programs prepare students for workforce entry, and support the upskilling of current workers.

Committees advise programs on curriculum, training, and emerging industry needs, and serve as advocates for students, faculty, and the CTE system. TACs strengthen working relationships between CTE programs and the communities they serve. To foster effective collaboration, the roles and responsibilities of TAC members—including expectations for participation and contributions—should be clearly defined to promote active engagement and accountability.

3.3 TAC Responsibilities

Specifically, TACs should:

- Focus on achieving essential program outcomes, empowering members to see their role as impactful in shaping student success and workforce readiness.
- Advocate for programs at local, regional, and state levels.
- Share training expertise by contributing best practices and identifying critical workforce skills.
- Help secure program resources, including equipment, technical expertise, workforce support, and guest speakers or judges for Career and Technical Student Organizations (CTSOs).
- Expand opportunities for students and staff through internships, work-based learning, and career exploration.
- Use professional networks to connect programs with the broader community.

4. Creating a Technical Advisory Committee

4.1 Committee Types

Advisory committees should be established in ways that best meet program needs and local context. Common structures include:

- Single Program Committees – provide focused guidance for one specific CTE program, or advise on all programs offered within a school or institution.
- Secondary Program Committees – a joint committee serving multiple schools within a district and/or across nearby districts.
- Postsecondary Program Committees – may be shared between secondary and postsecondary programs when adequate geographic and industry representation exists. Joint secondary–postsecondary committees are especially valuable for curriculum alignment and ensuring seamless transition for students from high school to technical college.

4.2 Steps for New Programs or Development of a new TAC

Program representatives should take the following steps to establish a committee and determine its structure:

1. Consult with representatives from programs that maintain well-established advisory committees.
2. Review the duties, functions, and frameworks of existing committees.
3. Observe the operations of active committee meetings.
4. Establish an ad hoc planning committee, if necessary, to design and develop the new advisory committee.
5. Identify target industry sectors and geographic representation.
6. Draft a proposed list of potential committee members.
7. Communicate with your local administrators on the purpose and benefits of the TAC to school or institutional leadership, provide examples of successful TACs in similar program areas, and emphasize anticipated benefits to the program, faculty, students, and community.

4.3 General TAC Framework

An effective advisory committee:

- Is composed of individuals recognized in their occupational field.
- Includes representatives from business, industry, and labor sectors aligned with the CTE program.
- Helps advise program personnel on curriculum, equipment, labor market trends, and student preparation.
- Maintains a Five-Year Plan as a best practice to guide long-term planning and impact.

4.4 Recommended Committee Size

The ideal size of a TAC will vary based on the scope of the program, community size, and diversity of industry sectors represented. The goal is to ensure sufficient representation while maintaining a manageable size:

- Fewer than 5 members – generally not as effective.
- 6 to 14 members – optimal size for effective and manageable meetings.
- 15 or more members – may become less manageable without structured facilitation.

4.5 Length of Service

Precise term lengths and staggered appointments strike a balance between continuity and fresh perspectives, preventing complete turnover and supporting long-term planning. The following are suggestions that may be beneficial as you develop the structure of your TAC:

- Members serve a standard three-year term.
- Staggered terms are recommended so that approximately one-third of members' terms expire each year.
- Initial appointments may be set at one, two, or three years to establish the staggered rotation.
- All subsequent appointments are for three-year terms.
- Former members must take a minimum one-year break before being reappointed.

Best Practice: Programs are encouraged to pair incoming members with experienced members to foster mentoring, knowledge transfer, and smoother transitions. Maintaining an orientation process and encouraging outgoing members to provide feedback or final recommendations can strengthen committee continuity.

5. Governance

5.1 Bylaws

The program representative should consider the TAC's written bylaws. These bylaws can be discussed and formally adopted during the first or second meeting. At a minimum, bylaws should address:

- Approval of the committee's establishment.
- Membership qualifications and appointment procedures.
- Length of service for member appointments.
- Officer roles and responsibilities.
- Financial resources (if available).
- Meeting requirements, including the minimum number of meetings per year.
- Standing subcommittees (if applicable).
- Communication protocols with administration.
- Annual reporting and data collection requirements.
- Conflict of interest policy for TAC members.

5.2 Conflict of Interest

TAC members should avoid conflicts of interest that could compromise the objectivity of committee recommendations. Members who have a direct financial or personal interest in a decision should disclose that interest and, where appropriate, recuse themselves from the relevant discussion or vote. This expectation should be documented in the committee bylaws and reviewed with new members during orientation.

5.3 Meeting Frequency

Meeting schedules should align with program needs and support the implementation of the Annual Program of Work (see Attachment A).

- Minimum requirement: Committees must meet at least twice per year (Fall and Spring).
- Some committees may benefit from more frequent meetings (monthly, bi-monthly, or quarterly).
- Meetings may be conducted in person or virtually.

Note: The quality of industry engagement and contributions is more important than the specific meeting format or frequency.

6. Roles and Responsibilities

6.1 TAC

- Conduct ongoing business and program planning.
- Assign members to roles or subcommittees as needed.

6.2 Industry Representatives

- Collaborate in developing and implementing the Program of Work.
- Support Career Technical Student Organizations (CTSOs).
- Provide labor market data, skill gap analysis, and curriculum input.

6.3 Program Representative

- Schedule and facilitate meetings (in coordination with the chairperson).
- Orient and onboard new members.
- Track progress toward goals and the Program of Work.
- Support industry members and maintain regular communication.
- Serve as committee secretary and liaison with the CTE Program Quality Manager (PQM).

6.4 School/Institution Administration

- May appoint new TAC members.
- Consider issuing press releases recognizing new members and publicizing TAC participation in school publications.

6.5 Officer Roles

The table below outlines the core officer roles and their responsibilities:

Officer Role	Responsibilities
Chairperson (may be Program Representative)	◦ Call and lead meetings. ◦ Set agendas with the secretary. ◦ Represent the committee at official events. ◦ Organize subcommittees. ◦ Monitor the Program of Work. ◦ Recruit new members.
Vice Chairperson	◦ Understands all chairperson responsibilities. ◦ Assumes chair responsibilities when the chair is absent.
Secretary (Program Representative)	◦ Develop agendas and distribute materials. ◦ Maintain minutes, attendance records, and recommendations. ◦ Provide resources and feedback. ◦ Facilitate committee follow-through on action items.

7. Member Selection and Appointment

7.1 Identifying Candidates

Seek individuals who represent:

- Industry (program-specific or broadly aligned).
- The local community, including the Idaho Department of Labor (if applicable).
- The general geographic service area.
- Programs at other schools, if relevant.

Ideal members:

- Have relevant experience and are available to attend meetings.
- Are interested in CTE and student success.
- Bring diverse perspectives and professional networks.

7.2 Interviewing Candidates

When reaching out to prospective members:

- Explain the purpose of the TAC.
- Outline expected responsibilities and term length.
- Gauge interest and potential contributions.

7.3 Onboarding New Members

A structured onboarding process helps new members contribute effectively from the start:

- Provide an orientation session covering the TAC's purpose, history, and current goals.
- Share the committee bylaws, current Program of Work, and Five-Year Plan.
- Pair new members with experienced members for mentoring.
- Review meeting norms, communication expectations, and the annual reporting cycle.

8. Organizing and Running Meetings

8.1 Conducting the First Meeting (or First Meeting of the Year)

Role	Responsibilities	Best Practices
Program Representative	- Contact members and organize the first meeting. - Facilitate until the chairperson is selected.	- Serve as primary coordinator. - Provide clear guidance and prepare materials in advance.
Chairperson	- Lead meetings and follow the agenda. - Coordinate with members and delegate tasks.	- Engage members and maintain meeting focus. - Share leadership responsibilities.
Committee Members	- Attend meetings and participate in discussions. - Assume responsibilities and share workload.	- Be prepared and actively contribute. - Support committee goals.
All Members	- Support committee goals and the Five-Year and Annual Program of Work. - Provide input and prepare for meetings.	- Collaborate and communicate effectively. - Stay informed about program developments.

8.2 Ongoing Committee Responsibilities

Responsibility	Notes
Attend meetings consistently	
Participate in the Program of Work development.	Develop and implement activities.
Respect regional perspectives	Help reach a consensus.
Maintain objectivity	Prioritize program needs.
Serve on subcommittees as needed.	
Maintain confidentiality when appropriate.	Sensitive program or student information should not be shared outside the committee.

8.3 Ways Committee Members Can Contribute

Area	Examples
Offer Guidance	Labor market data, skill gap analysis, certification recommendations, curriculum input, equipment/technology suggestions, and marketing strategies.
Career Exposure Opportunities	Job shadowing and internships, guest speakers, and in-service activities for instructors.
CTSO Support	Serve as event judges or speakers; help develop leadership activities.
Financial & Advocacy Support	Fundraising and scholarships, equipment donations or purchases, legislative advocacy (bond or levy campaigns).
Community Connections	Introductions to other business/industry partners, workforce pipeline development, and apprenticeship linkages.

9. Annual Program of Work

9.1 Developing the Annual Program of Work

Each year, the TAC should develop a Program of Work (see Attachment A). The program should:

- Align with the purpose and priorities of the TAC.
- Include SMART goals (Specific, Measurable, Achievable, Realistic, Time-bound).
- Outline outcomes in four key areas:
 - Program Outcomes
 - Resources (Curriculum, Equipment, Expertise)
 - Student/Staff Opportunities (Work-Based Learning, professional development, etc.)
 - Advocacy (assessment results, CTSO results, etc.)

Examples of SMART Goals:

- Provide 10 job shadow experiences for students by March 2026.
- Raise \$5,000 in donated equipment by December 2027.
- Recruit 15 students to the 2026 Foundations of Health course.

Review progress on the Program of Work at every meeting. Adjust as needed and assign tasks to subcommittees when appropriate.

9.2 Five-Year Plan

The Five-Year Plan (see Attachment B) is a best-practice planning tool that guides long-term program direction. It captures year-by-year goals across six areas:

- Program Goals
- Facilities
- Equipment
- Curriculum
- Staff Development
- Budget

The Five-Year Plan should be reviewed and updated annually at a TAC meeting to ensure it remains responsive to labor market trends and community needs.

10. Compliance and Reporting Requirements

10.1 Required and Optional Documents

The following documents are used for TAC compliance. IDCTE provides some templates for reference/guidance.

Document Name	Purpose	Template Provided by IDCTE	Required/Optional
TAC Meeting Agenda	Outlines the meeting structure and discussion topics	Yes	Optional
TAC Meeting Minutes	Records of meeting details, decisions, and member input	Yes	Required
TAC Committee Bylaws	Outlines the operating rules for the TAC	No	Optional
Program of Work (Annual Goals)	Details program goals, activities, and responsible parties, TAC attendance/roster	Yes	Required
Five-Year Plan	Long-term planning tool for program direction	Yes	Required

10.2 Step-by-Step Submission Instructions

TAC documentation is due annually to the Division by June 15th.

Step 1: Access Templates

Use the current IDCTE TAC versions of each document template. IDCTE provides templates and is the only accepted format.

Step 2: Prepare for the Meeting

- Schedule TAC meetings and confirm logistics (date, time, location, virtual option if needed).
- Use an IDCTE-provided agenda template to structure the meeting.
- Share the agenda and required documents with committee members in advance.

Step 3: Conduct the TAC Meeting

- Capture attendance using the TAC Attendance Sheet.
- Record meeting notes and recommendations using the TAC Meeting Minutes Template.
- Collect any signed forms (e.g., Industry Participation Form).
- Review/update TAC Member Roster and Bylaws if applicable.
- Discuss and finalize the annual Program of Work with the committee.

Step 4: Finalize Documents

- Ensure all documents are completed with the program name, date (fall or spring)
- **PDF format is the only format accepted – all others will be returned.**
- Completed forms to submit: Program of Work, Five Year Plan, Meeting Minutes

Step 5: Submit to IDCTE

- **Label PDF form example:**
SD (School District) – HS (High School) – PA (Program Area) – Fall YY
Please note: PDF Program of Work, Five-Year Plan, and Meeting Minutes combined into 1 PDF document for submission is preferred
- Area TACs composed of multiple LEAs must be submitted by **each individual school district *(see above example)**
- Submit all required TAC documentation within 2 weeks of the TAC meeting.
- Final deadline for all TAC documentation: **June 15th.**
- Submit to: TAC@cte.idaho.gov, organized by Program Area¹.

¹ For 2026-2027 academic year, IDCTE will be rolling out our new CORE data management system, which may include TAC submission to IDCTE. More information will be communicated if this function goes live.

11. Perkins V Alignment

11.1 Overview

Perkins V (the Strengthening Career and Technical Education for the 21st Century Act, P.L. 115-224) clearly authorizes and supports TACs through required consultation, stakeholder engagement, and employer involvement at both the secondary and postsecondary levels. TACs are the most common and accepted way for local recipients to meet these federal requirements. Perkins V emphasizes high-quality CTE programs that are aligned to labor market needs, support equitable access, engage employers, and use data for continuous improvement.

11.2 Role of TACs Under Perkins V

Perkins V requires local recipients to conduct a Comprehensive Local Needs Assessment (CLNA) at least once every two years in consultation with multiple stakeholders. TACs are the primary mechanism that districts and colleges use to consult with business and industry formally. Employer-led advisory committees are routinely used to document compliance with CLNA consultation requirements. Postsecondary and secondary programs must be aligned with workforce needs under Perkins V.

Technical Advisory Committees are a legally supported and widely accepted strategy for meeting all Perkins V stakeholder requirements for both secondary and postsecondary CTE programs if the required stakeholder groups are incorporated. Those groups include:

- Representatives of CTE programs in a local educational agency or educational service agency, including teachers, counselors, principals, other school leaders, administrators, and specialized instructional support personnel.
- Representatives of CTE programs 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.
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable.
- Any other stakeholders that the eligible agency may require.

Recipients may also choose other engagement methods for required stakeholder consultation.

11.3 Perkins V Compliance Table

Perkins V Requirement	Relevant Section	How the TAC Supports Compliance	Expected Documentation
Alignment of CTE programs to labor market needs	Sec. 134(b)(2); 135(b)(1)(B)	TAC reviews labor market data and validates employment demand	Meeting minutes; Program of Work
Ongoing consultation with business and industry	Sec. 134(c)(1)(A); 135(c)(1)(A)	Industry representatives serve as TAC members and provide input	Membership roster; agendas; minutes
Curriculum aligned to industry standards and credentials	Sec. 135(b)(1)(A)	TAC advises on curriculum updates and credential alignment	Minutes documenting curriculum review
Equipment aligned with industry needs	Sec. 135(b)(1)(C)	TAC recommends equipment and technology purchases	Program of Work; purchasing records
Work-based learning opportunities	Sec. 135(b)(1)(E)	TAC facilitates internships, job shadowing, and employer connections	MOUs; Program of Work; minutes
Continuous improvement and program quality	Sec. 135(b)(2)	TAC reviews program outcomes and recommends improvements	Five-Year Plan; Program of Work updates

Attachment A – Program of Work Template

Created by the TAC each year. The purpose of this document is to direct the committee's work each year.

Due Date: June 15th – Submit to TAC@cte.idaho.gov

LEA / District / Institution Name(s):	
School Name(s) (if applicable):	
Academic Year:	
Program Name:	
Dates of Meetings:	

TAC Member Roster

TAC Member Name	Company	Email Address

Annual Program of Work

For Status, provide specific updates. Example: "Equipment ordered 3/5/25, delivery expected 3/20/25, installation pending."

Objective	Activities	5-Year Plan Link	Committee Member(s)	Target Date	Status
Example: Resources	Replace 3D Printer	2026-27 Equipment	John Doe and Jane Doe	January 31, 2027	
Program Outcomes (recruitment, retention, workplace readiness, curriculum updates, etc.) *See Notes Aligns					
Resources (equipment, workforce, expertise, CTSO support, etc.)					
Student/Staff Opportunities (Work-Based Learning, professional development, etc.)					
Advocacy (sharing assessment results, CTSO results, new TAC members, etc.)					

Notes:

- For Status, please provide specific updates — for example:
- "Equipment ordered 3/5/25, delivery expected 3/20/25, installation pending."
- "Curriculum updates completed and approved by board on 4/10/25."
- "Internship program initiated with 2 local businesses; 5 students enrolled as of 6/1/25."
- ***Aligns** to the Idaho Career Technical Education Secondary Quality Program Measures, Measure 6.0: Community, business, industry, and employer partnerships, 6.2 Technical Advisory Committees (TAC), 6.2.4 The TAC provides input related to program of work and five-year plan.

Attachment B – Five-Year Plan Template

As you develop your Five-Year Plan, consider the needs of students, business, industry, and the community. What are your program goals? Please edit/add years accordingly.

Program:		School Year:	
Program Area:		Date:	
Instructor:		School:	

School Year (5 Years)	Program Goals	Facilities	Equipment	Curriculum	Staff Development	Budget
2026–2027						
2027–2028						
2028–2029						
2029–2030						
2030–2031						

Attachment C – TAC Meeting Minutes Template

Date:		Time:	
Location:		Called to Order By:	

Attendees

Name	Organization	Position

Agenda and Discussion Summary

- Review Past Minutes
- Program Updates (Enrollment / Equipment / Curriculum / Student Success Stories)
- Industry Trends & Input
- CTSO Updates
- Upcoming Events
- Action Items
- Five-Year Plan and/or Program of Work Review

Industry Support Needed/Requested: _____

Action Items

Item	Responsible Party	Timeline

Next Meeting

Date/Time:		Location:	
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Meeting Adjourned At: _____

Attachment D – TAC Meeting Agenda Template

Date:		Time:	
Location:			

Attendees

Name	Organization/Institution	Position

Agenda Items

Start Time	Topic	Notes/Details
	Introduction / Welcome	
	Review Past Minutes	
	Program Updates	Enrollment Equipment Curriculum Student Success Stories
	Industry Trends & Input	Trends Input Support Needed Support Requested
	CTSO Updates	
	Five-Year Plan / Program of Work	Review progress and update goals.
	Upcoming Events	
	Action Items	Item Responsible Party Timeline
	Next Meeting	Date Time Location
	Meeting Adjournment	