



STATE OF TENNESSEE  
**DEPARTMENT OF EDUCATION**  
*Division of Career and Technical Education*  
4<sup>th</sup> FLOOR, ANDREW JOHNSON TOWER  
710 JAMES ROBERTSON PARKWAY  
NASHVILLE, TN 37243-0383

**PHIL BREDESEN**  
GOVERNOR

**TIMOTHY K. WEBB, Ed.D.**  
ACTING COMMISSIONER

March 24, 2008

Edward R. Smith, Branch Chief  
Program Administration Branch  
Division of Academic and Technical Education  
Office of Vocational and Adult Education  
U.S. Department of Education  
550 12<sup>th</sup> Street SW  
Potomac Center Plaza, Room 11053  
Washington, DC 20202-7110

Dear Mr. Smith:

Enclosed is the Tennessee Five-Year State Plan beginning with the second program year (July 1, 2008 and ending with the sixth program year June 30, 2013 for Perkins IV funding through the Carl D. Perkins Career and Technical Education Act of 2006. Within this document, you will find all necessary documentation and required assurances with original signatures. The plan was approved by the Tennessee State Board of Education on final reading on March 24, 2008.

Using the State Plan guide, we have addressed each component that was required in the Five-Year State Plan. Attachments include organizational charts, distribution of Perkins fund allocations, program of study sample, local application and reserve application for secondary and postsecondary.

Should you need further clarification on the Tennessee Five-Year State Plan, feel free to contact me at 615/532-2807 or [Ralph.barnett@state.tn.us](mailto:Ralph.barnett@state.tn.us).

Sincerely,

A handwritten signature in cursive script that reads "Ralph Barnett".

Ralph Barnett  
Assistant Commissioner

RB: DC/sg



TENNESSEE  
STATE BOARD OF EDUCATION  
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CHAIRMAN

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TN Higher Education  
Commission

March 24, 2008

Dr. Troy R. Justesen, The Assistant Secretary  
Office of Vocational and Adult Education  
United States Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202-7100

Re: Certification by the Tennessee State Board of  
Education of Adoption of the Tennessee State Plan  
for Career and Technical Education

Dear Dr. Justesen:

This letter is to certify that the Tennessee State Plan for  
Career and Technical Education from the State of  
Tennessee for 2008-2013 was adopted by the State Board  
of Education at a teleconference meeting on March 24,  
2008.

Respectfully,

B. Fielding Rolston, Chairman  
State Board of Education

BFR/pc



## Tennessee Board of Regents

1415 Murfreesboro Road - Suite 350 - Nashville, Tennessee 37217-2833  
(615) 366-4400 FAX (615) 366-4464

March 24, 2008

Timothy K. Webb, Acting Commissioner  
Department of Education  
6<sup>th</sup> Floor, Andrew Johnson Tower  
710 James Roberson Parkway  
Nashville, TN 37243

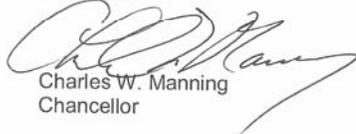
Dear Mr. Webb:

The staff at the Tennessee Board of Regents has reviewed and provided input into the Career and Technical Five-Year Plan for the Carl D. Perkins Career and Technical Education Act of 2006. We are pleased to be involved in this Five-Year Plan development with the Tennessee Department of Education.

The Tennessee Board of Regents seeks to provide all citizens of Tennessee who elect to enroll in career and technical education programs within our twenty-six postsecondary technology centers and/or thirteen community colleges opportunities to develop more fully their academic, and career and technical skills.

The Tennessee Board of Regents looks forward to continuing our partnership with the Department of Education to provide opportunities for secondary to post-secondary transitions that benefit students through the provision of programs of study that lead to a diploma, technical certificate, associate degree and/or baccalaureate degree.

Sincerely,



Charles W. Manning  
Chancellor

Austin Peay State University • East Tennessee State University • Middle Tennessee State University • Tennessee State University  
Tennessee Tech University • University of Memphis • Chattanooga State Technical Community College  
Cleveland State Community College • Columbia State Community College • Dyersburg State Community College  
Jackson State Community College • Motlow State Community College • Mississippi State Technical Community College  
Roane State Community College • Southwest Tennessee Community College • Volunteer State Community College  
Walters State Community College • Nashville State Technical Community College • Northeast State Technical Community College  
The Tennessee Technology Centers

An Equal Opportunity / Affirmative Action Employer



STATE OF TENNESSEE  
DEPARTMENT OF LABOR AND WORKFORCE DEVELOPMENT

220 French Landing Drive  
Nashville, TN 37243  
(615) 741-6642

PHIL BREDESEN  
GOVERNOR

JAMES G. NEELEY  
COMMISSIONER

March 15, 2008

Timothy K. Webb, Acting Commissioner  
Tennessee Department of Education  
Andrew Johnson Tower, Sixth Floor  
710 James Robertson Parkway  
Nashville, TN 37243

Dear Commissioner Webb:

As I have reviewed Tennessee's Career and Technical Education Five-Year State Plan for the Carl D. Perkins Career and Technical Education Act of 2006, I am encouraged to see the end product of our collaborative planning efforts throughout the plan. Tennessee's Workforce Investment Act Five-Year Plan and the Career and Technical Education Plan directly complement each other and effectively communicate our common goals toward enhancing the education and training opportunities of Tennessee's workforce. Since the fall of 1998, when the Workforce Investment Act and the Vocational-Technical Education Act were signed into law, our agencies have collaborated through the Workforce Development Implementation Committee to address issues such as unified planning and elimination of duplication.

The Department of Labor and Workforce Development looks forward to continuing our work with the Department of Education in establishing common performance definitions and measures for WIA and Career and Technical Education; preparing Tennessee's youth through school-based and work-based learning; enhancing our collaborative planning process and eliminating workforce development training and education duplication.

As Commissioner of the Department of Labor and Workforce Development, I affirm this Department's full support of the Department of Education's Career and Technical Plan and we commit to assist you and your staff in every way.

Sincerely,

A handwritten signature in cursive script that reads "James G. Neeley".

James G. Neeley  
Commissioner



STATE OF TENNESSEE  
DEPARTMENT OF EDUCATION  
*TENNESSEE CAREER AND TECHNICAL EDUCATION COUNCIL*

Fourth Floor, Andrew Johnson Tower  
710 James Robertson Parkway  
Nashville, TN 37243  
615/741-2197

March 15, 2008

Dr. Troy R. Justesen, The Assistant Secretary  
Office of Vocational and Adult Education  
United States Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202-7100

Dear Dr. Justesen:

This letter is to inform you that the Tennessee Council has reviewed and voted to recommend approval of the Career and Technical Council Tennessee State Five-Year Plan for Career and Technical Education. The Council participated in the State Plan development meetings and a public hearing. We feel this plan aggressively addresses program improvement and accountability for Career and Technical Education in Tennessee. We compliment the Division of Career and Technical Education for recognizing and developing a plan to meet the needs of business, industry, and students in our state.

The Council on Career and Technical Education is made up of representatives from business, industry, labor, and education. Thank you for your positive review of this plan.

Sincerely,

A handwritten signature in cursive script that reads "Thom Smith".

Thom Smith  
Executive Director

cc: James Neeley, Chairman

TS: sg

U. S. Department of Education  
Office of Vocational and Adult Education

\*\*\*\*\*

**The Carl D. Perkins  
Career and Technical Education Act of 2006**

**STATE PLAN COVER PAGE**

State Name: TENNESSEE

Eligible Agency Submitting Plan on Behalf of State:  
Tennessee Department of Education

Person at, or representing, the eligible agency responsible for answering  
questions on this plan:

Signature: Ralph Barnett  
Name: Ralph Barnett  
Position: Assistant Commissioner  
Telephone: (615) 253-2114  
Email: ralph.barnett@state.tn.us

Type of State Plan Submission (check one):

- 6-Year Full Plan – FY 2007 – FY 2013  
 1-Year Transition Plan – FY 2007-2008

Special Features of State Plan Submission (check all that apply):

- Unified - Secondary and Postsecondary  
 Unified - Postsecondary Only  
 Title I only (*All Title II funds have been consolidated under Title I*)  
 Title I and Title II

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ATTACHMENTS FOLDER TO STATE PLAN

# **PART A: STATE PLAN NARRATIVE**

**I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION**

*States that submit a transition plan do not need to address the items in this section until they prepare their five-year plan prior to the second program year (July 1, 2008 – June 30, 2009). States that submit a six-year State plan must complete this entire section.*

**A. Statutory Requirements**

- 1. You must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]**

In compliance with Section [122(a)(3)], Tennessee conducted four public hearings. One public hearing focused on Tennessee's State Transition Plan and was held in Nashville, Tennessee on October 16, 2007. Three public hearings were held on the Five-Year Plan in the three grand divisions of the state to maximize opportunity for all segments of the public, interested organizations and groups to present their views regarding the State Plan and what should or should not be incorporated. Public hearings were held as follows: September 25 in West Tennessee, October 4 in East Tennessee, and October 16 in Middle Tennessee. The public hearings were held in conjunction with the Tennessee Council on Career and Technical Education (TCCTE), the Tennessee Department of Education (TDOE), the Tennessee Board of Regents (TBR), and the Division of Career and Technical Education (CTE).

- 2. You must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State plan. [Sec. 122(a)(3)]**

A summary of the recommendations and responses are as follows:  
The Tennessee Council on Career and Technical Education in conjunction with the Department of Education and the Division of Career and Technical Education held three public forums/hearings across the state. The locations and dates were: Memphis, September 25, 2007; Gatlinburg, October 4, 2007, and Nashville, October 16, 2007. The forums were well attended with representation from students, the private sector, education, business, industry, labor and the legislature. The public forums are mandated by the state legislature (49-11-202) with the purpose of hearing positive feedback as well as concerns on the status of Career and Technical Education in Tennessee and what should be incorporated into the State Five-Year Plan. This year, the focus was the impact of Carl Perkins Career and Technical Education Act funding at the local level.

The attendance at each site was:  
Memphis [27]  
Gatlinburg [48]  
Nashville [35]

Presentations from students, private citizens, secondary administrators, secondary CTE administrators, and post-secondary administrators from the Tennessee Board of Regents representing the Tennessee Technology Centers and Community Colleges highlighted positive occurrences taking place across the state. The most common

practices cited addressing Carl Perkins funding in Career and Technical Education were:

- All areas across the state are actively pursuing CTE articulation of credit, dual enrollment, and/or dual credit opportunities between secondary and post-secondary institutions.
- Secondary and post-secondary institutions have received grants at the local level in varying amounts to implement workable articulation, dual credit, and dual enrollment opportunities for students.
- Secondary and post-secondary education personnel at the state level are working toward a seamless transition from high school to post-secondary education for students.
- Secondary educators are implementing eighth to ninth grade transition programs as well as high school to post-secondary transition.
- Improvement in student performance data reporting is taking place at the local and state levels and at the secondary and post-secondary institutions.
- Many local sites are actively using CTE performance data results to plan the CTE program.
- Some local sites are providing CTE performance data to administrators, board members, counselors, teachers and parents to assist in the student's four and six year plans which are initially formed in the eighth grade.
- Some local systems are using Perkins funding to implement innovative programs such as career academies, "Fast Track", Virtual Enterprise, Project Lead the Way, and Integrated Systems Technology.
- In many cases, Perkins funds are used to implement new technology into the classroom to be used as a teaching tool.
- The Career and Technical Student Organizations (CTSOs) are having a positive impact on students gaining leadership skills in the high schools as well as at the post-secondary level.

Presentations from students, private citizens, secondary CTE administrators, and post-secondary administrators from the Tennessee Board of Regents representing the Tennessee Technology Centers and Community Colleges voiced concerns about Career and Technical Education. The concerns most prevalent were:

- Difficulty in communicating the educational opportunities through Career and Technical Education for students, parents, teachers, and the community.

**State Response:** The Division of CTE has developed a comprehensive website with all information included on CTE educational opportunities. The website is updated regularly with current information. Additionally, the Division of CTE provides four tools free of charge to all Tennesseans: The Source, KUDER, TCIDS, and American Careers Magazine. The Source, KUDER, and TCIDS can be directly accessed through the website. American Careers Magazines are distributed through each middle and high school in the state.

- Although Perkins funding is most greatly appreciated, concerns were voiced about the expense and ability to keep current in teaching and training with the ever changing technical fields of study.

**State Response:** The Division of CTE offers training for industry certification where available at the CTE state summer conference annually. In addition to

summer conference professional development, each program consultant provides professional development throughout the year for teachers. The Division partners with other divisions to offer professional development in pedagogy as well as teaching strategies and methods. The Department of Education has nine regional offices throughout the state that can be contacted for specific training needs. On the Department of Education's website, the event calendar lists conferences and other opportunities for teachers and administrators.

- Concerns were voiced on the lack of state wide articulation agreements between secondary and post secondary institutions and between post secondary institutions themselves.

**State Response:** There is a lack of state-wide articulation agreements. Tennessee has 47 state-wide articulation agreements mostly in the T&I areas. Most of the articulation agreements in the past have been specific to a region of the state or through a particular Tech. Prep consortium. This year, grants were provided to post secondary Tennessee Technology Centers and Community Colleges as well as some secondary institutions to develop articulation agreements that can be modeled state-wide. In the near future we anticipate more state-wide articulation agreements.

- Concerns were voiced on the need to continue to develop a comprehensive career counseling program at the secondary level as well as the post secondary level.

**State Response:** The Division of CTE works with the Department of Teaching and Learning to develop an annual state sponsored Counselor's Institute. Information is provided to counselors in career counseling at that institute. The Division also has developed a Career Information Packet, CD and brochure. Every high school student in Tennessee will receive the brochure. Every school counseling office will receive the Career Information Packet. A web-ex presentation is done periodically for counselors on CTE curriculum and career development. Once students are enrolled in either KUDER or TCIDS, the information can be utilized and accessed from secondary into post secondary or kept as long as the students want to keep it active.

Transcribed minutes of each Public Forum, notices, and mailing lists are on file with the Council for Career and Technical Education (CCTE). For a detailed report of each forum, please contact Angelina Williams at 615-741-2197 or [Angelina.Williams@state.tn.us](mailto:Angelina.Williams@state.tn.us). Transcribed minutes of the East Tennessee Public Forum is included as **Attachment H**.

- 3. You must develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]**

The State Plan has been developed in consultation with all entities described in [Section 111(f)] Public Law 105-220 and in consultation with the Governor and his policy staff. [Section 122(b)(1)(A)-(B)]

The Career and Technical Education Division formed the Perkins IV Committee to provide direction and input into the State Plan. This committee has met throughout the year to provide guidance and input in the development. Members of the committee and sample minutes of each meeting are available at [www.tennessee.gov/education/cte](http://www.tennessee.gov/education/cte), Perkins IV link.

The committee is comprised of local administrators, secondary and post-secondary, TDOE staff, teachers and counselors. In addition, local career and technical administrators have provided input through their teachers, administrators, guidance and academic counselors, their respective business, and community advisory council partnerships.

- 4. You must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]**

The Division's website at [www.tennessee.gov/education/cte/](http://www.tennessee.gov/education/cte/) includes access to the Plan development process, minutes of all meetings, related to the Plan and related publications that allow interested individuals and institutions to participate and review state and local decisions related to development of the State Plan.

- 5. You must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, post-secondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year post-secondary institutions primarily engaged in providing post-secondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State plan that you submit to the Secretary. [Sec. 122(e)(3)]**

Tennessee has chosen to combine the Title I and Title II basic grants. The flow chart presented on page 86 represents the fund distribution to post-secondary. The Tennessee Board of Regents has been granted, through a Memorandum of Understanding (MOU), responsibility for distribution and utilization of these funds. In addition, Tennessee has chosen to use the Reserve option, [Section 112 (c)]. These funds are equitably distributed between secondary and post-secondary.

## **B. Procedural Suggestions and Planning Reminders**

- ✓ You should maintain a record of the public hearings that includes copies of the notices for the hearings, what media were used to publicize the hearings, mailing lists used for

notification, where the hearings were held, and attendance levels. See section 122(a)(3).

- ✓ You should develop and implement policies and procedures for the framework of consultations required by section 122(b)(1)(A-B) and section 122(b)(2) of the Act; moreover, you should maintain appropriate records for these mandated consultations.
- ✓ Post-secondary career and technical education programs assisted under Perkins IV are mandatory partners in the one-stop career center delivery system established by WIA. You are encouraged to collaborate with your State Workforce Investment Board and other one-stop partners as you plan for the participation of post-secondary career and technical programs in your State's one-stop career center delivery system.
- ✓ Public hearings and other consultation activities should address all aspects of the State plan, including the reservation of funds under section 112(c) of the Act, if any, and the amount and uses of funds reserved for services that prepare individuals for non-traditional training and employment under section 112(a)(2)(B) of the Act.

## PROGRAM ADMINISTRATION

### A. Statutory Requirements

**Section II, Part A, Subpart (1): You must prepare and submit to the Secretary a State plan for a 6-year period; or you may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]**

Tennessee submitted a transition plan for the first year of operation of programs. Tennessee is submitting its Five-Year Plan incorporating all required sections, as detailed in the State Plan Guide document.

**Section II, Part A, Subpart (2): You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—**

- a. **The CTE programs of study, that may be adopted by local educational agencies and post-secondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—**

#### **2a(i). Incorporate secondary education and post-secondary education elements**

Tennessee's secondary CTE system has adopted the States' Career Clusters model of 16 career clusters and programs of study. Tennessee previously had seven career clusters: Arts and Communication; Business and Marketing; Health Care; Hospitality and Tourism; Human Services; Manufacturing, Construction and Transportation; and Science and Technology. Planning meetings were held with Workforce Development staff, teacher educators, CTE and academic teachers, school counselors, Tech Prep directors, college and university deans, director of school counseling, academic and CTE consultants, CTE directors, and business and industry representatives to align course standards with the 16 career clusters and to develop programs of study that transition into post-secondary have been developed at the secondary level. CTE staff developed a transition plan for cluster implementation. The clusters are aligned with the state's major economic areas that better prepare students for success after high school into post-secondary education and high-skill, high-wage, or high-demand careers. The clusters focus student performance relative to helping LEA's meet or exceed negotiated levels of performance.

**Attachment (A) represents a sample offered to Tennessee students.**

On-going meetings were held with post-secondary Tennessee Technology Centers (TTC), community colleges, and four-year institutions to align programs of study beginning at the eighth grade and transitioning to post-secondary certifications, diplomas, and associate or baccalaureate degrees. Information regarding the Program of Study of their development May be found on the following web site:

[www.tennessee.gov/education/cte/ad/clupos/clupos.shtml](http://www.tennessee.gov/education/cte/ad/clupos/clupos.shtml).

Linkages will be electronically formatted for each program of study to promote a smooth transition from secondary to post-secondary. This will assist in the development of new articulation and dual credit opportunities.

The programs of study documents have been presented to the Tennessee State Board of Education (TSBE) for information purposes. Programs of study must lead to a concentrator focus with three or more earned credits or two credits in a single CTE program area, but only in those programs where two credit sequences at the secondary level are recognized by the state and/or its local eligible recipients. Additionally, articulated courses must be approved by the post-secondary institution as meeting the requirements of that institution for transition credit. State-wide technical skill assessments based upon career clusters, program areas, or programs of study are being evaluated for possible adoption.

Programs of study rollout sessions were presented in the nine regional service centers. Those in attendance included directors of schools, principals, CTE administrators, counselors and local system supervisory staff. In addition, technical assistance was provided to local systems on a needs basis.

As a requirement for Perkins funding, all local districts must submit at least one state approved or locally developed program of study. The submission deadline for local school district was March 15. One thousand-six hundred and twenty (1,620) program of study offerings have been submitted to TDOE. Forty-three (43) special programs of study have been submitted for state approval.

New approved programs of study implementation will begin with the 2008-09 school year. The CTE Division will closely monitor the implementation phase for alignment to existing recommended course sequences, new recommended sequences, new approved courses and any suggested revisions based on local school district implementation input. When all programs of study have been refined and implemented, a status report will be presented to TSBE for informational purposes.

**2a(ii). Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with post-secondary education to adequately prepare students to succeed in post-secondary education**

All students will have access to a rigorous core curriculum will emphasize depth rather than breadth of coverage, stress critical thinking and problem solving, and promote responsible citizenship and lifelong learning. The curriculum will be tied to the vision of the high school graduate and to the *Tennessee Curriculum Standards*. Schools will communicate high expectations for all students by raising graduation requirements. Students entering ninth grade FY 2009 are required to earn a minimum of 22 units for graduation. All students entering high school FY 2009 will meet the following core curriculum requirements: English - 4 units, Mathematics - 4 units, Science - 3 units, Social Studies - 3 units, Health, Physical Fitness, Wellness - 1 unit, and Personal Finance – ½ unit. All students will be required to complete 3 units of a focus program of study that may include Career and Technical Education. In addition, all students entering four-year

colleges or universities are required to have one unit in Fine Arts and 2 units in the same foreign language.

Career and technical concentrators are required to earn at least three CTE credits in a single program area (or state approved program of study) or two credits in a single CTE focused program area in programs where two credit sequences at the secondary level are recognized by the state and/or its eligible recipients. Each program of study identifies the core academic courses needed for that specific program of study. Secondary program consultants along with post-secondary and business partners have aligned course requirements and curriculum standards within each program of study to articulate from secondary to post-secondary institutions.

The state-adopted Gateway exit assessments are administered to all high school students as a requirement for graduation. These exams are administered following the completion of Algebra I, English II, and Biology I. All CTE programs of study are correlated with this academic emphasis for students the Gateway exams are aligned with the requirements of the Tennessee Scholars Programs. New end of course exams will be developed to align the new academic standards approved through the Tennessee Diploma Project.

The career cluster areas consist of programs of study which will allow students to focus on areas of career interest with attention to labor market needs. Students can plan and complete program pathways based on academic graduation requirements, post-secondary entrance requirements and sequential courses based on the student's respective career interest. The development of high-skill, high-demand, or high-wage programs of study is a joint venture between the Tennessee Department of Education (TDOE), Tennessee Department of Labor and Workforce Development (TDLWD), and the Tennessee Board of Regents (TBR). The secondary/post-secondary partnership will help students define a clear pathway from their secondary studies into their post-secondary education and, ultimately, into a career. The career clusters' focus may result in the development of new courses based on high-skill, high-wage, or high-demand jobs, as well as new and emerging occupations. All courses will stay current with business/industry needs, using national standards (where applicable), developing a curriculum (DACUM)-type job analysis processes, and emerging trends in the respective fields.

The CTE Division works cooperatively with the academic Division of Teaching and Learning to build a strong academic foundation for students. A number of initiatives support this activity—joint planning in course content, training for the Gateway exams, and integration of subject matter.

CTE's approach to curriculum encourages rigor in student learning by making academic content relevant to career interests of a student. This is accomplished through a variety of integration strategies, including courses that closely connect academic content with related careers. CTE has 29 courses that meet standards for core academic courses. A course offered as a substitute for a core academic course must be taught by a highly qualified teacher endorsed in the core subject area.

All CTE programs of study developed and approved must include secondary and post-secondary linkages between curriculum standards, where appropriate. Programs of study will use Gateway core requirements as the academic base and will identify the

articulation, dual credit, and industry credential/certification available upon completion at the secondary or post-secondary level, if any, and further education or apprenticeship opportunities after high school.

The community colleges under the TBR offer career and technical programs that allow students the opportunity to prepare for careers relevant to the local, state, regional, and global economies. In accordance with accreditation standards of the Southern Association of Colleges and Schools (SACS) and in accordance with program specific program accreditation agencies, when appropriate, the eligible institution will provide curriculum that includes coherent and rigorous content and access to appropriate technology.

**2a(iii). May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire post-secondary education credits**

Many CTE programs at the local school districts have articulation agreements with post-secondary institutions within the respective service area. Tennessee currently has 46 secondary to post-secondary statewide articulation agreements, in addition to individual school agreements. The Tennessee Technology Centers provide post-secondary competency based clock-hour programs with defined certificate and diploma exit levels; the community colleges provide associate degrees in Career and Technical Education. The technology centers have collaborated with secondary schools to develop articulated programs of study; the TBR has a policy that allows TTC diploma graduates to articulate clock hour coursework to the Associate of Applied Sciences General Technology Degree at any public community college.

A Memorandum of Understanding (MOU) between secondary and post-secondary that promotes transition activities has been implemented. As a result of this MOU, twenty percent of reserve funds will be set aside for eligible post-secondary recipients for transition activities.

Tennessee chose to merge Tech Prep into the basic grant beginning July 1, 2007 and continuing through June 30, 2009, and a guide to new articulation procedures is in the development process. The new guide will include a section for teachers and counselors on how to develop an articulation agreement as well as recommendations to maintain successful agreements.

Tennessee has joined the American Diploma Project (ADP). As a part of this initiative, the Governor, TDOE, directors of schools, business executives, and college and university leaders are working to raise the rigor of the high school standards, assessments and curriculum to better align secondary graduation requirements with the demands of post-secondary education and work. Raising secondary education standards and aligning expectations with post-secondary will provide additional opportunities for articulation agreements.

Tennessee has increased high school graduation requirements and upgraded standards, which has been heralded as raising the bar to adequately prepare Tennessee students with 21<sup>st</sup> century knowledge and skills. The TSBE, at its January 25, 2008 meeting, approved the new graduation requirements dubbed, 'The Ready Core' and increased the number of

credits needed to graduate to 22 for all students. Students must now earn four credits in math, an additional health/P.E./wellness, an additional half credit in personal finance, and an additional six credits specific to a planned course of study, which may be a CTE focused program of study. These new diploma requirements go into effect for the graduating class of 2013.

In addition, revised standards have been developed as part of the Tennessee Diploma Project to align academic standards and student testing with postsecondary and workplace expectations. This massive revision was designed with guidance from Achieve, Inc., National Assessment of Educational Progress (NAEP), and ACT college readiness benchmarks.

The newly approved High School Transition Policy will impact the redesign of Tennessee's high schools by holding schools accountable for graduating students who are college and/or workforce ready. The Policy also addresses middle school redesign with the aim to improve academic achievement to ready students for the newly revised high school math, science and English standards.

Each eligible post-secondary institution will develop a procedure for establishing, expanding or maintaining transition agreements with participating secondary and technology institutions. Articulation and dual/joint enrollment procedures are being written to be distributed to the secondary institutions. In coordination with the post-secondary eligible institutions, both TDOE and TBR will provide technical assistance and best practices concerning transition activities.

The Tennessee Legislature passed legislation that will impact secondary and post-secondary transition opportunities. Public Chapter Number 459 (PC 459) calls for the establishment of transition opportunities between secondary schools and all public post-secondary institutions to include the technology centers, community colleges and universities. It also calls for the expansion of statewide transition opportunities to include dual enrollment, credit by assessment and articulation started under Tech Prep. The legislation calls for the establishment of early college credit opportunities in both academic and career and technical education courses.

**2a(iv). Lead to an industry-recognized credential or certificate at the post-secondary level, or an associate or baccalaureate degree**

National industry certifications are encouraged for teachers in all CTE areas. A Project Management Oversight Committee (PMOC) was formed to evaluate the feasibility of all CTE program areas meeting some type of certification. Plans are ongoing to meet that goal. Currently, teacher industry certifications are required in the Health Science and Trade & Industrial program areas, where available. In addition to requiring program teachers to be industry certified in T&I, programs may also be certified to allow students to obtain certifications and credentials at secondary (where appropriate) and post-secondary levels.

Industry-certified instructors and programs allow students to obtain certifications upon program completion at the secondary level and articulation with post-secondary institutions. The curriculum standards of the 27 TTCs that relate to secondary T&I are aligned with the T&I

secondary standards, allowing a secondary program of study to culminate with a certificate at the TTC or beyond. Tennessee encourages high school students to participate in dual enrollment programs that provide credentials and certifications while in high school.

The new Tennessee Diploma Project and recent state legislation seek to raise the relevance and rigor of both academic and career/technical education courses at the secondary level. The new secondary pathways at the secondary level are designed to prepare students to be better prepared to enter degree-granting institutions, including community colleges and universities. Pathways include, in many cases, the opportunity for secondary students to earn early college/university credit.

**b. How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;**

The development of the high-skill, high-wage, or high-demand programs of study is the joint responsibility of the Tennessee Department of Labor and Workforce Development (TDLWD) (the state's Labor Market Information agency), the TDOE, the TBR, and local education agencies. A committee comprised of individuals from each of these organizations will use crosswalks to match the occupational data to the programs of study.

**High demand occupations** in Tennessee are in TDLWD occupational clusters that will have the following characteristics:

- The growth rate for the occupational cluster in the Local Workforce Investment Area (LWIA) region is positive; the individual occupations have positive growth rates.
- For all occupations in the TDLWD occupational cluster, the ratio of program completers (supply) to the number of annual average openings for the occupations (demand) is no more than 1.5. Exception: If the available placement rates for program completers are 95% or above (program completers placed in jobs related to their training), then the occupations in the TDLWD occupational cluster are considered "in demand."
- The average annual number of openings in the TDLWD occupational cluster is equal to or greater than 10.

**High-wage occupations** are those with wages 20% greater than a median wage to be determined by each LEA using workforce development information from their respective LWIA region. Occupations can be selected in many TDLWD occupational clusters that are higher wage.

**High skill occupations** are those which require long term training and lead to a certificate, diploma, apprenticeship or degree. Occupations can be selected in many TDLWD occupational clusters which are higher skill.

CTE programming at both the secondary and post-secondary levels use labor market research data to plan programs and services that are relevant to today's changing economic picture. Data are derived from the TDLWD via "The Source," a data tool for

program planners and labor market projections. All CTE programs and special support programs have available labor market data by their respective region's LWIA in Tennessee for program planning and implementation. Occupations are grouped into clusters of training programs and the related occupations for which they train.

To be eligible to receive Perkins funding, each secondary and post-secondary institution will offer the appropriate courses of at least one of the career and technical program of study described in section 122(c)(1)(A). Post-secondary education institutions may provide post-secondary credit based upon equivalent learning outcomes from coherent and rigorous curriculum at the secondary level. When appropriate, post-secondary institutions will jointly work with secondary education to assist schools in providing secondary students with adequate preparation to enter and complete workforce education programs of study at the post-secondary level. The post-secondary workforce development education opportunities will include opportunities for secondary students to participate in dual and concurrent enrollment programs, or other programs that lead to the acquisition of post-secondary credits, including articulation and assessment. The program of study at the post-secondary level will lead to an industry recognized credential or certificate, or an associate or baccalaureate degree. Each eligible institution will individually determine the career and technical programs of study in which they will participate with secondary and post-secondary institutions. The determination of the programs by the individual institution will reflect the local workforce and economic needs of the region that is served.

The TDOE has provided training on programs of study implementation via rollout meetings in the nine state regions and WebEx conferencing. Each program area consultant will provide implementation training to instructors during the 2008 summer conference. In addition to summer conference trainings for instructors and CTE directors, There were WebEx conferences for counselors. The 2007 Counselor Institute provided sessions on how to work with school counselors and career guidance resources to implement the new career clusters and programs of study as part of the student's educational plan. The TDOE, in conjunction with the TDLWD and the TBR, has conducted three Programs of Study Implementation Workshops in each grand division (East, Middle, and West Tennessee). Resources from these trainings are accessible through the web for those unable to attend. These trainings will also be a part of state and regional school counselors' conferences. WebEx seminars will be archived to inform late hires and individual teacher training on the programs of study, and will be archived to allow for continual review by counselors, administrators, and faculty members.

Statewide brochures and other resources have been developed to promote an awareness and understanding of career clusters and programs of study among students, parents, counselors, faculty, administration, and business and industry. Hard copies have been printed and sent to all schools and the brochures will be available online at the department's web site to allow them to be reproduced. Each school counseling office has received a CD with the entire brochure set and other CTE resource information.

The Tennessee Career Information Delivery System (TCIDS) enables Tennessee students to assess their career interests and research opportunities that are available in Tennessee's career clusters. After assessing career interests, students will be able to access program of study information and develop a four or six year educational plan with their school counselor and/or teacher advisor. This system is customized to Tennessee's career

clusters and programs of study. Students can identify the industry credential/certification available upon completion at the secondary level and further education or apprenticeship opportunities after high school, as well as the industry certification available upon completion of those levels. Training has been provided on use of the new system components through a series of workshops for secondary and post-secondary counselors, faculty, staff, and administration.

**c. How you will support eligible recipients in developing and implementing articulation agreements between secondary education and post-secondary education institutions;**

The state will build on the success of articulation efforts as a result of the Tech Prep initiative. The goal for articulation is to strengthen current agreements and have more statewide agreements in place, in addition to local articulation agreements. Each eligible post-secondary institution will develop a procedure for the establishment, expansion or maintenance of articulation agreements with participating secondary and post-secondary institutions. Articulation and dual/joint enrollment opportunity procedures will be written and distributed. In coordination with the post-secondary eligible institutions, the TDOE, TBR, and the University of Tennessee system have the responsibility to provide technical assistance and examples of best practices concerning transition activities for participating secondary and post-secondary students.

A brochure, both in hard copy and online, is being developed to assist LEAs in awareness and understanding of the articulation process. This brochure will identify the steps in creating an articulation agreement. Pamphlets for students, parents, counselors, faculty, and administrators will be developed to show all active articulation agreements in each grand division of Tennessee.

The TDOE sponsors a “Building Bridges Conference”. This conference focuses on building strong secondary to post-secondary transitions. Sample topics include: alignment of secondary and post-secondary curriculum, curriculum design, programs of study, dual and articulated credit, developing partnerships, distance learning, career counseling, advisory groups, remediation, role of advanced technology and many others. Best practices are presented.

The P-16 State Council is working with the secondary and post-secondary state systems to implement expanded early college opportunities for secondary students, based upon the PC 459 legislation and other initiatives.

**d. How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;**

TCIDS enables Tennessee students to assess their career interests and research opportunities that are available in Tennessee’s career clusters. Students are able to access program of study information and develop an educational plan with their school counselor. This system is customized to Tennessee’s career clusters and programs of study. Students may take advantage of interviews that highlight business/industry leaders as well as students with similar career goals, particularly in non-traditional roles. Students will be able to see current and future employment projections and educational opportunities available in program areas. In addition, faculty members can take advantage

of lesson plans that are provided based on the career of the week. All information is available in Spanish or English versions. Closed-captioning is provided with all video clips, as well as audio options with many of the text portions of the website. Training has been provided on how to use the new system components through a series of workshops for secondary and post-secondary counselors, faculty, staff, and administration.

The state also uses the web-based EdAmerica college career planning system powered by KUDER as another way to assist students in discovering their career interest skills and work values beginning in seventh grade and continuing into post-secondary education and adulthood. KUDER users are able to document career development activities, education and work-related experiences, community service, special skills, honors and goals in their electronic portfolio. Students can retrieve this information at any time as they apply for jobs, internships, college, scholarships, or other opportunities where a record of these activities is essential. With Internet capabilities, they are able to access their portfolio at any time and from any location. The KUDER career planning system is customized to the 16 career clusters. The TDOE continues to provide training on how to use the KUDER system.

Trainers from Tennessee career guidance resources, TCIDS and KUDER provide on-going professional development for school counselors on the programs of study and how to develop student portfolios using the tools available through their career guidance system for programs of study.

As part of the four or six year planning process, the Division works with the school counseling office to make available to all eighth grade students and their parents copies of *The American Careers Magazine Planner* to assist them with developing their individual school plans. The magazine provides a career interest survey assessment and current information on careers; helps all students relate the importance of academic planning to career success; and supports the parent-child communication process as it relates to education. Tennessee requires the parents or guardians of each student, with involvement of counselors, to develop a four or six year plan prior to entering high school. Students may review the plan annually for possible updates and changes. Parents serve on the CTE Advisory Council in each eligible LEA in the state. Additionally, each parent has the opportunity to review the competencies a student is to master at the beginning of each CTE course in which they are enrolled. Counselors will be provided sessions to assist in student placement for enhancement of realizing career goals.

Statewide brochures and other resources have been developed to increase the awareness and understanding of career clusters and programs of study among students, parents, counselors, faculty, administration, and business and industry. Although hard copies will be printed and sent to all schools, the brochures are available online at the department's web site. In addition, each school counseling office has received a CD with the entire brochure and other CTE resource information.

- e. The secondary and post-secondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs;**

Tennessee was the first state in the nation to establish Internet connections in all schools. Ongoing technical assistance is provided to personnel in charge of technology with the understanding that professional development will be provided to all teachers in the school. This system provides a mechanism that insures technology is a tool for teaching and learning.

Building on this statewide technology initiative for K-12 education, LEAs provide every CTE teacher with an up-to-date computer, printer, Internet access and an email address. This allows the state to communicate more quickly and efficiently with teachers, giving them a means to collect the required Perkins reporting data, and a resource for student learning through the World Wide Web (www). In addition, each CTE program area has a website that contains information for students, parents, counselors, and administrators.

Training for computer application is provided at the local level. Professional development for teachers is held at the annual summer CTE conference and through teacher education contracts for skills specific training. Multiple sessions designed to expand the use of technologies as a tool for teaching and learning in areas such as automated manufacturing, digital cameras, video streaming, virtual enterprise and computer applications are offered.

The division is supporting departmental initiatives to ensure computer literacy for all students. Technology is used in school presentations, professional development, conferences and student projects.

Course standards are designed to incorporate and encourage students to obtain industry certification. Examples include MOUS, A+, Cisco, Corel, CIW, ASE and Macro Media. The state has implemented 46 statewide articulation agreements.

All eligible LEAs will complete the Perkins Local Plan Application online. A secured system is utilized to transmit the application electronically. Professional development technical training is provided state-wide within the nine field service districts to instruct CTE administrators on electronic transmission of local plans and component requirements.

Tennessee has moved to a fully integrated online student data reporting system called *eTIGER*, (Timely Information Gathering Examination and Reporting). Local systems report enrollment data via a secured *eTIGER* website that are pre-populated from the state's Education Information System (EIS). All CTE data are included in the state's EIS database for Perkins reporting.

TTC activities are designed to assess the post-secondary technical programs and use of funds under the Perkins Act to improve the quality of the programs and ensure instruction is relevant to business and industry. Through state leadership, institutions are informed that CTE programs must keep pace with changes in industry, and this cannot be done without continually upgrading equipment. The availability of high tech, state-of-the-art equipment is necessary to ensure that programs teach competencies for high-skill, high-demand, or high-wage occupations.

Community colleges under the TBR will provide CTE programs that allow students the opportunity to prepare for careers relevant to the local, state, regional and global

economies. In accordance with accreditation standards of the Southern Association of Colleges and Schools and in accordance with program specific program accreditation agencies, when appropriate, the eligible institution will provide curriculum that includes coherent and rigorous content and access to appropriate technology. In partnership with local schools and school systems, community colleges have trained secondary faculty, provided new or updated equipment, and have provided articulation or dual enrollment opportunities. Examples of this include the development of CISCO academies in the upper Delta region of the state. In other regions, program startups or improvements included technical areas such as fiber optics, process control technology, and web design. At the post-secondary level, the effective use of technology in the classroom and for online instruction will continue.

**f. The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—**

- i. Promote continuous improvement in academic achievement;**
- ii. Promote continuous improvement of technical skill attainment; and**
- iii. Identify and address current or emerging occupational opportunities;**

Past program performance is considered extensively when evaluating program quality. Yearly, each LEA is provided a Perkins Report Card with their levels of performance on core indicators as compared to statewide performance indicators. Within the Tennessee Comprehensive Systemwide Planning Process (TCSPP) approval guidelines, each LEA must analyze its own data and establish benchmarks for systematic improvements on each core indicator. Required levels of performance and actual levels of performance data are analyzed in terms of adequate yearly progress (continuous improvement), improving status and meeting federal benchmarks. Activities supported through Perkins funding must be targeted to improve deficient levels of performance or support programs that exceed proficient levels of performance. Systems must target funds toward staff development and provide additional support of targeted resources to low performing areas. Within the budget summary explanation, LEAs must specifically identify targeted activities and resources in the nine Perkins required activities and in other permissive use categories. In addition, the budget summary explanation should outline how any specific expenditure will improve one or more of the performance indicators. Funds must first be used to target low indicators of performance based on disaggregated data. The Perkins report card is online and accessible as a career and technical folder of the State School System Report Card. Data are disaggregated for each school and LEA.

The Division has taken a very important step in developing an online student management reporting system. LEAs are able to access current year's data from a secured website. This assists LEAs in program planning using current data for analysis.

A process for reviewing local Perkins plans has been developed. Local plans are reviewed by a team of regional CTE consultants. All submitted information is reviewed for appropriate planning that will include assessment methods using available data for determining the impact of projects/activities on the CTE students. Perkins Report Cards are used to review the local plan for the inclusion of areas of need as indicated by the Core Indicators of Performance for a LEA. The budget is reviewed for a correlation between the TCSPP, Perkins Report Card, and the local plan budget explanation. The budget

explanation requires specific information for each line item as well as address targeting funds to Core Indicators of Performance. Necessary revisions are requested from the LEA before final local approval is given. Locally approved plans are given final approval by the Assistant Commissioner of the Division of CTE.

Each LEA is on a four-year on-site monitoring cycle. Risk based monitoring is being implemented this year. Risk factors have been identified that will determine the degree of technical assistance or on-site visits to LEAs based on a point values system. The risk factors consist of areas in CTE director qualifications, local plan/addenda/TCSPP accomplishments of goals, fiscal monitoring findings, spending of funds as indicated in local plan, professional development for teachers and CTE director, quality program development, purchasing procedures, data reporting, physical inventory, draw-down of funds, volume of funds and other grants such as HSTW, HSTW Aspiring Sites, JTG, Incentive and Reserve Grants.

Using the risk factor point values received, additional technical assistance will be conducted in areas of need in addition to the four-year on-site visit.

Quality program indicators have been identified that support the quality program development section of the risk factors. To be eligible for Perkins funding, a program must meet all quality program indicators.

#### **Quality program indicators:**

- A program of study must be of size to offer a sequence of three or more earned credits or two credits in a single CTE program area, but only in those programs where two credit sequences at the secondary level are recognized by the state and/or its local eligible recipients;
- A program of such scope that is aligned with a state approved program of study within career clusters;
- A program that has a certified and appropriately endorsed teacher (Note: A teacher who teaches a CTE course that substitutes for a core academic course must be highly qualified);
- A program that teaches the state approved curriculum standards;
- A program that has a state approved articulation agreement for the program of study or an approved articulation agreement approved by the lead administrators of secondary and post-secondary institutions, where available;
- A program that is supported by current labor market data to support high-skill, high-wage, or high-demand jobs;
- A program that teaches all aspects of an industry;
- A program that has an active advisory panel;
- A program that has a Career and Technical Student Organization (CTSO) as an integral part of the instructional program; and
- A program that promotes CTE and academic curriculum integration.

The quality program indicators require each program to have an active advisory committee that consists of a minimum of 50 percent business and industry representation. Business and industry recommendations assist with program improvement.

Each LEA, in order to receive Perkins Funding, must submit a Local Plan for the 2008-09 fiscal year and an annual budget application that describes exactly how the funds for 2008-09 will be expended.

**Local Plan Timeline**

By May 2008	April-June, 2008	By June 30, 2008
One Five-Year Local Plan – annual budget and assurances	Secondary negotiate targets for remaining indicators. Post-secondary will negotiate targets for all indicators.	Five-Year Local Plan – annual budget and assurances approved.

**How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;**

The Division is supporting departmental initiatives to ensure computer literacy for all students. Reading standards have been incorporated into each CTE course and reading lists have been developed for all program areas using technical context to stimulate interest in reading. CTSOs continue to take a leadership role in the state’s reading initiative by providing books to preschoolers, reading to children, tutoring their peers and encouraging more reading by all students. Reading Across Career and Technical Education is a yearly division project for each program area. A Reading Strategies Manual has been developed by the Division of Teaching and Learning, and professional development will be provided to CTE teachers in the use of the manual, as well as other ways to implement. A reading initiative in CTE was developed and initial work has begun on implementing a reading skills resource manual that the Division of Teaching and Learning constructed to be modified and used by CTE teachers. Presentations were made by systems that have shown academic improvement with specific projects such as: Write Right; Reading and Creating; ORBIT, Passing Literacy Onward (PLOW - an agriculture reading program), and activities for integrating math and English into business courses; math, science, and language arts in health science.

Special initiatives assist students in achieving educational success. Jobs for Tennessee Graduates (JTG) is designed to serve at-risk and disadvantaged youth to graduate from high school and to find and keep quality jobs.

High Schools That Work (HSTW) is an effort-based school improvement initiative founded on the premise that most students can master rigorous academic and CTE studies if school leaders and teachers create an environment that motivates students to make the effort to succeed. High priority schools have been given the opportunity to use the HSTW model to pilot programs as aspiring sites.

Special population students have equal access to all CTE courses and use the same curriculum and assessment as other students. One of the successes observed through the

use of competency profiles as a measurement approach for occupational attainment has been the value they have for CTE and special education teachers working together to develop students' IEPs. After the review of the required competencies, support is given special education students through educational assistants for success in the classroom. Modification of curriculum, equipment, and teaching methodologies are offered, when needed, for success in the course. Several regional offices offer in-service training for teachers to use competency profiles in the development of IEPs.

A resource guide was developed in partnership with the divisions of Teaching and Learning, Special Education, and CTE to assist special education teachers, counselors, and IEP teams to develop a relevant and appropriate individual education plan for all students entering CTE programs. Workshops on using this guide will continue to be given at the local, regional, and state level. This guide is posted on the department's website.

Throughout Perkins legislation and now with Perkins IV, LEAs will continue programs and services to special population students. Technical assistance will be given to the LEAs, on equal access, curriculum, assessment, teaching methodologies, and modifications of instruction. Assistance is also provided to teachers, teacher aides and the business community for employment skills training. Work-based learning experiences serve all secondary student populations.

Collaboration with special education is a continuous process to offer the best services to special population students without duplication of services. Also, collaboration with CTE rehabilitation is continuous. The Office of School Innovation, Improvement and Accountability implemented a Tennessee Comprehensive System-wide Planning Process (TCSPP) to bring academic, special, and CTE planners together for joint program improvement planning.

Tennessee supports institutions with disabilities with Perkins Leadership funds, specifically the Tennessee School for the Blind and Tennessee School for the Deaf. Since these institutions received limited funding in the past, they have greatly benefited from this support. These institutions are required to complete a Local Career and Technical Plan Application, which addresses all issues required in Perkins IV for LEAs. They must incorporate performance indicators with negotiated levels of performance equal to those of LEAs. Funds for these schools are used to assist special population students in attaining high-skill, high-wage, or high-demand jobs.

The Department of Correction and Department of Children's Services continue to be served through professional development, technical assistance with curriculum, licensure and program evaluation. These services are provided to teachers upon request.

Any student who does not pass the Gateway exams in Algebra I, Biology, and English II must receive supplementary services to advance toward proficiency in order to improve their opportunity to pass the required exams. This helps lessen the need for remediation at the post-secondary levels. In some local systems in Tennessee, schools are offering middle college high school programs on community college campuses for dual credit, and graduate warranty programs to decrease deficiencies of the secondary students enrolled at cooperating post-secondary institutions.

**g. How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in post-secondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;**

Technical pathway students (concentrators) are required to earn three credits in a CTE program area or two credits in a single CTE program area and one credit in a related area, but only in those programs where two credit sequences at the secondary level are recognized by the state and/or its local eligible recipients. This instruction covers appropriate content to ensure that the CTE students have acquired sufficient knowledge and skills in all aspects of an industry.

Technical assistance will be given to the LEAs on equal access, curriculum, assessment, teaching methodologies, and modifications of instruction. Assistance is also provided to teachers, teacher aides and the business community for employment skills training. Work-based learning experiences serve all secondary student populations.

Collaboration with special education is a continuous process to offer the best services to special population students without duplication of services. Also, collaboration with CTE rehabilitation is continuous. The Office of School Innovation, Improvement and Accountability has begun to offer a TCSPP to bring academic, special, and CTE planners together for joint program improvement planning.

CTE has expanded the work-based learning programs to include job shadowing, internships, school-based enterprises, youth apprenticeships and registered apprenticeships, in addition to cooperative education training in business and industry. This has increased the number of students to experience firsthand applications in business and industry. The association of students with workforce personnel carries over into the classroom. More business and industry personnel have adopted CTE programs, schools and CTE courses. This interaction has given credibility to student learning. Required training of teacher coordinators and supervisors was provided by the Division of CTE and TDLWD prior to teacher's placement of students in the workplace.

Participation in CTSOs is another way that students are exposed to potential opportunities for continuing education or placement in employment after high school. CTSOs in the state offer scholarships to students, including special population students.

The Division of CTE has partnered with Special Education and Teaching and Learning to produce a resource guide to assist IEP Teams in decision making for appropriate placement and support of special needs students.

In addition, secondary students are able to earn honors credit for CTE courses meeting the following guidelines: have an industry certified teacher teaching the program; the program is industry certified, and the students gain credit toward a post-secondary certificate or credential.

Each program area provides non-traditional training and information at the annual State CTE Conference. The Division of CTE offers four different programs for career

development: KUDER, TCIDS, “The Source”, and *American Careers Magazine*. All of the programs offer a plethora of non-traditional employment information to assist students in career decision making. Each program consultant incorporates non-traditional information as an important part of their professional development for CTE teachers. Additionally, non-traditional presentations are made at the School Counselor Institute. Family Career and Community Leaders of America (FCCLA) recognize chapters at the state leadership meeting that have five or more males to join the FCCLA chapter each school year. The Division of CTE has developed a non-traditional awards program. This program is designed to recognize outstanding students that have excelled in non-traditional programs of study. This non-traditional awards program provides an avenue to recognize and highlight student achievement in non-traditional career training and to provide role models for other students considering a non-traditional career. In addition to student awards, non-traditional program awards will be given to LEAs that have new and innovative programs designed to promote non-traditional career options.

Statewide brochures and other resources have been developed to increase the awareness and understanding of career clusters and programs of study among students, parents, counselors, faculty, administration, and business and industry. These communication packets contain information on articulation, dual credit, work based learning, JTG, post-secondary education, certification, and high-wage, high-demand, or high-skill career opportunities. Although hard copies are printed and sent to all schools, the brochures are also available online at the TDOE web site. In addition, each school counseling office has received a CD with all the resource information.

As a service to school counselors, the Division of CTE offers all Tennessee teachers access to “The Source”, a career database prepared by the TDLWD, in cooperation with America’s Job Bank, to assist in planning CTE current course offerings, future course additions and deletions. LEAs use “The Source” to determine local labor market data and as an instructional tool for assisting students with career planning and the pursuit of high-skill, high-wage, or high-demand occupations. The KUDER Career Planning system is available to all local school systems as an additional career assessment tool. Links to “The Source” and TCIDS are on the State’s career information web page, which also provides links to America’s Career Resource Network (ACRN). TCIDS has become a very important tool in assisting students to make choices for the workforce. The system has been enhanced to readily highlight non-traditional careers.

As part of the four or six-year planning process, the division works with the school counseling office to make available to all eighth grade students and their parents copies of *The American Careers Magazine* to assist them with developing their individual school plans. The magazine provides a career interest survey assessment and current information on careers, helps all students relate the importance of academic planning to career success, and supports the parent-child communication process as it relates to education. Tennessee requires the parents or guardians of each student, with involvement of counselors, to develop a four or six-year plan prior to entering high school. Students may review the plan annually for possible updates and changes. Parents serve on the CTE advisory council in each eligible LEA in the state. Additionally, each parent has the opportunity to review the competencies a student is to master at the beginning of each CTE course in which they are enrolled. Counselors are provided sessions to assist student placement for enhancement of realizing career goals.

TCIDS enables Tennessee students to assess their career interests and research opportunities that are available in career clusters of interest. Students have access to program of study information and, with their school counselor, develop their educational plan. This system is customized to Tennessee's career clusters and programs of study. Students can take advantage of interviews that highlight business and industry leaders as well as students with like career goals, particularly in non-traditional roles. They will be able to see current and future projections and employment and educational opportunities available in their area. In addition, faculty members can take advantage of lesson plans that are provided based on the career of the week. All information is available in Spanish and English versions. Closed captioning will be provided with all video clips and audio options will be provided with many of the text portions. Training has been provided on how to use this system through a series of workshops for secondary and post-secondary counselors, faculty, staff, and administration.

Last year, over 171,000 KUDER career assessments were administered in Tennessee. After taking these assessments, students can research high-skill, high-wage, or high-demand career and educational opportunities on the KUDER website. This process will assist students to make informed decisions when developing their four or six year plans.

Trainers from Tennessee career guidance resources, TCIDS, and KUDER assist school counselors in understanding programs of study and how to develop student portfolios and education plans using the tools available through CTE.

Due to the cost of operating up-to-date career and technical education programs at the local level, there has been improved coordination between secondary schools, community colleges, and the TTCs in many areas of the state. LEAs contract with the TTCs to offer high cost programs or programs where a limited student enrollment does not justify the expense of the program. This has resulted in improved communication between the two delivery systems and, in some cases, has strengthened the secondary and post-secondary program. Schools are beginning to offer more dual credit opportunities for students. Community colleges have, through competitive grants, provided equipment and teacher training for secondary CTE programs. In certain cases, by passing a competency-based assessment, college credit is issued to those who enroll in the college.

Each eligible post-secondary institution will make available those programs that comply with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Executive Order 11,246, the Americans With Disabilities Act of 1990, and the related regulations to each. Programs will not discriminate against any individual including, but not limited to, employees or applicants for employment or students because of race, religion, creed, color, sex, age, disability, veteran status or national origin.

The community colleges, in cooperation with the Tennessee Association of Higher Education and Disabilities (TNAHEAD), has developed a curriculum to assist secondary personnel to better help special and exceptional secondary education students and parents with transition issues between secondary and post-secondary education. Training occurred during the 2006 – 2007 school year and will continue on a periodic basis.

**h. How funds will be used to improve or develop new career and technical education courses—**

**(i). At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;**

All CTE students are presently required to take three units of mathematics, including Algebra I or (equivalent) and geometry. The TSBE recently approved a fourth year of math for students graduating in 2013 including Algebra I, Algebra II, and Geometry. Students must take a math class each year. This is the minimum requirement for graduation; however, most CTE students are completing the dual pathway, which includes math requirements of Algebra I, Geometry and Algebra II. Four English units are required for graduation and are the same courses for all high school students. Three laboratory science courses are required for graduation, which include one physical and life science course. Students graduating in 2012 must complete 3 science credits including Biology I, Chemistry or Physics. Health Science, Anatomy and Physiology may serve as a laboratory science for graduation.

Tennessee has joined the American Diploma Project. As a part of this initiative, the Governor, TDOE, directors of schools, business executives, and college and university leaders have raised the rigor of the high school standards, assessments and curriculum to better align these expectations with the demands of post-secondary education and work. Raising secondary education standards and aligning expectations with post-secondary will provide additional opportunities for articulation agreements.

The Division of CTE partners with the Division of Teaching and Learning and the Division of Special Education to provide Career Academic Technical Gateway Institutes to teams of teachers from high schools. The teams consist of academic, CTE, and special education teachers. The purpose of the institutes is for teachers to collaborate and incorporate common academic, CTE, and Gateway skills. Each team developed lesson plans based on the identified skills from the three areas. Academic and technical components are strengthened through the integration of academics within the technical area to ensure learning in core academic subjects. The lesson plans are posted on the department website as a resource for all teachers in Tennessee.

A portion of the secondary reserve is used to develop new CTE courses at the local level. The purpose of the grant is to prepare all students for high-skill, high-wage, or high-demand occupations and emerging opportunities and support linkages between secondary and post-secondary career and technical education programs.

The career clusters focus may result in the development of new courses based on high-skill, high-wage, or high-demand jobs, as well as new and emerging occupations. All courses will be revised to stay current with business/industry needs, using national standards (where applicable), DACUM-type job analysis processes, and emerging trends in the respective fields.

The Division of CTE is supporting departmental initiatives to ensure computer literacy for all students. Curriculum clusters, as appropriate, offer in-depth knowledge and skill in technology. Reading standards have been incorporated into each CTE course and reading lists have been developed for all program areas using technical context to stimulate interest in reading. CTSOs will continue to take a leadership role in the state's reading initiative by providing books to preschoolers, reading to children, tutoring their peers and encouraging more reading by all students. Reading Across Career and Technical Education is a yearly division project for each program area. A Reading Strategies Manual developed by the Division of Teaching and Learning, has been presented and plans are to provide professional development to CTE teachers in the use of the manual as well as other ways to implement reading strategies into lesson plans.

**(ii). At the post-secondary level that are relevant and challenging;**

The success of the Tennessee Technology Centers in strengthening the academic skills of students lies, in part, to the successful integration of academic competencies into each program curriculum. Applied mathematics, science and language art concepts are core competencies in all occupational programs. Student mastery of these foundation competencies has been proven to be more achievable when taught within a framework of occupational skills. Curriculum development is a statewide collaboration between faculty and input from occupational advisory committees, who ensure the relevancy of academic and technical skill competencies to the occupational area or career cluster. In addition, the curriculum is reviewed by curriculum specialists and approved by the governing board.

The relevance and rigor of the academic and CTE courses taught at the community colleges will be validated by the accreditation procedures of the regional accreditation process. In addition, when appropriate, program specific accreditation will be sought.

To assure appropriateness of programs to the state workforce and economic development, each post-secondary program maintains an active business and industry advisory committee. While the committee has no administrative authority, the committee is intended to assist the CTE program to be as efficient and effective as possible in order that the occupational area and students are served to the greatest advantage.

**(iii). That lead to employment in high-skill, high-wage, or high-demand occupations**

Through the reserve fund, the state has provided grants to eligible recipients to develop models of academic integration, small learning communities, distance learning opportunities, transition activities, programs of study and new and emerging programs. Improved student academic performance is emphasized. In addition, new courses have been developed as part of the programs of study initiative. These courses enable LEAs to offer programs of study that lead to high-skill, high-wage, or high-demand occupations. Assistance is given to LEAs to conduct needs assessments and involve "The Source" for employment data to upgrade their program offerings. Systems may delete courses that teach skills that are no longer needed in the workplace and add new courses to include in-demand courses with a higher level of academics and technology use. A concerted effort is made to give priority to courses leading to high-wage, high-skill, or high-demand jobs.

Also, support will be given to LEAs to articulate courses to provide seamless transitions to post-secondary experiences.

The community colleges review their programs of study, particularly in relation to the placement of graduates into the workforce. Each college develops and offers programs of study that reflect the employment needs of their service area. These programs reflect the need of the community for high-skill, high-wage, or high-demand occupations.

**i. How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement;**

Tennessee will consolidate all of the Tech Prep program funds available under Title II into the basic grant. Best Practices and proven Tech Prep models will continue to receive support.

**j. How funds will be used effectively to link academic and career and technical education at the secondary level and at the post-secondary level in a manner that increases student academic and career and technical achievement; and**

The TSBE has increased its effort to strengthen the math skills of all students. This board has approved a fourth year of mathematics for graduation. All high school math, science and English curriculum standards have been revised and strengthened including Technical Math, Technical Algebra, Technical Biology, Technical Geometry, and Communications for Life, which are each aligned to Gateway standards. Technical Algebra and Technical Biology have identical state standards, learning expectations and state performance indicators as Algebra I and Biology I, respectively. Students are to be prepared at the conclusion of these courses with the competencies needed to pass the State's Gateway Algebra I, English II and Biology exams. Communications for Life has the equivalent standards, learning expectations and performance indicators as the traditional English IV course. It is a higher level course than the English II Gateway exam. The state has provided professional development and made available the appropriate academic endorsement, which is required for each instructor of these courses.

During the CTE summer conference, sessions are designed to assist teachers in implementing academic integrations within their lesson plans and daily teaching strategies. Sessions also include technical training and industry certification training for teachers in pre and post conference sessions.

A reading initiative in CTE was developed and initial work has begun on implementing a reading skills resource manual that the Division of Teaching and Learning constructed to be modified and used by CTE teachers. Presentations were made by systems that have shown academic improvement with specific projects such as: Write Right; Reading and Creating; ORBIT, PLOW, and activities for integrating math and English into business courses; integration of math, science, and language arts in health science.

In all CTE program areas, programs of study are identified that include academic requisites. The effort has been enhanced through incentive grants and integration workshops that were held at last year's summer conference. The reserve funds allow LEAs to apply for grants to

develop models of integration. Improved student academic performance is emphasized. In addition LEAs may apply for reserve funds for small learning communities, industry training, and new and emerging programs to develop programs of study and secondary to post-secondary transition activities.

Career guidance is a vital component for informed career decision making for all students. Close coordination among educational divisions is necessary to provide adequate counsel for students. The CTE Division hosts an annual School Counselor Institute which focuses on the three counseling domains. Emphasis is placed on utilizing CTE guidance services and information to assist counselors in their enormous tasks of counseling students for academic achievement, career development and personal achievement.

There are formal local articulation agreements involving high schools and post-secondary institutions. In addition, Tennessee has 46 statewide articulation agreements. All articulated course competencies are fully aligned and provide the opportunity for dual enrollment and advanced training, waiver or articulated credit at the post-secondary institutions (technology centers, community colleges, and two universities). Curriculum standards are being reviewed to provide new opportunities to develop programs of study between secondary and post-secondary institutions.

The success of the TTCs in strengthening the academic skills of students lies, in part, to the successful integration of academic competencies into each program curriculum. Applied mathematics, science and language art concepts are core competencies in all occupational programs. Student mastery of these foundation competencies has been proven to be more achievable when taught within a framework of occupational skills. Curriculum development is a statewide collaboration between faculty and input from occupational advisory committees who ensure the relevancy of academic and technical skill competencies to the occupational area or career cluster. In addition, the curriculum is reviewed by curriculum specialists and approved by the governing board.

The community colleges, as part of an accredited program in career and technical education, are required to maintain academic excellence related to the program. The TBR also requires each content area to go through a periodic “academic audit” that allows each subject area to be evaluated by and among its peers. Each college requires incoming students to demonstrate academic attainment through the ACT scores on reading, language arts and mathematics. Those individuals demonstrating deficit are required to participate in remedial and/or developmental courses that will provide opportunity for the student to raise his/her academic attainment levels of competence. At the end of the developmental program, the student is again assessed utilizing the ACT COMPASS tool or an equivalent assessment tool. Demonstration of attainment allows the student to enter into college-level courses.

TDOE reserve funds awarded to eligible recipients are targeted to activities that effectively link secondary and post-secondary CTE programs. Activities funded from this set-aside may include transition activities such as articulation, dual enrollment, joint enrollment, distance learning, curriculum alignment, career counseling, financial assistance counseling on campuses and other transition activities. Transition strategies are addresses in advisory meetings as part of P-16 and economic development. The funds are focused on activities

realized in rural areas, areas with high percentages of CTE students, and areas of the state with high numbers of CTE students.

**k. How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]**

The evaluation of integration of content hinges upon the state's ability to effectively identify the population of students that CTE must be held accountable for assisting – those students enrolled in CTE programs/sequences. While almost every student takes one or two CTE courses in grades 9-12, about 1/3 of the students actually focus or concentrate their course taking within a sequence of courses (or a program of study). CTE programs of study focus is to improve the academic and technical skills of concentrators. Since the measure of academic skill attainment is based on the assessments used for NCLB, reporting the success of integrating content will be taken from CTE students concentrating in a program area. Since academic Gateway tests are required for all students seeking a regular diploma, high school graduation rates will continue to be an important indicator. Student success is measured by the most recent Gateway exam taken by a concentrator.

**3. You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for CTE teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—**

- a) Promotes the integration of coherent and rigorous academic content standards and CTE curricula, including through opportunities for academic and CTE teachers to jointly develop and implement curricula and pedagogical strategies;**

Tennessee's professional development initiatives promote coherent and rigorous academic content standards and career and technical curricular. Each year, a core theme is established for the professional development emphasis. This theme is carried through the annual summer professional development conference and program consultants build upon it within their professional development activities throughout the year. Tennessee began integration activities under Perkins III and will continue this focus and process throughout Perkins IV.

2003-04 Theme – Future Directions for Success:

Strands

- Integrating Math (nine science skills into the curriculum)
- Reading in the Content Area
- Teaching the Way Students Learn
- Aligning CTE With a Continuum of Change
- Leave No Child (or Teacher) Behind
- Leading Through Changing Times

2004-05 Theme – Positioning Students for the Future:

Strands

- Best Practices in Integration of Academic Skills in CTE Programs
- Showing Continuous Improvement Through Core Indicators
- Using Reading Strategies That Work in All Curriculum Areas
- Raising the Academic Bar Through Contextual Learning
- Facilitators of Learning Versus Teaching

2005-06 Theme – Adolescent Literary, the Road to Success:

Major Strands

- Creating an Engaging Classroom
- Integrating Life Knowledge into Your Classroom
- Early Learning Developmental Standards
- Strategies for Integrating Academics into the CTE Classroom
- Early Learning Development of Performance Based Assessment
- Integration of Language Arts, Math, Science into Health Science Curriculum

2006-07 Theme – Promoting Student Success through Professional Collaboration:

Major Strands

- Professional Collaboration
- Making Math Work
- Data Drive Differentiation
- Integrating Biotechnology into the Agriculture Curriculum
- Collaborative Curriculum to Enhance Instruction
- Meeting Math Standards with Contextual Learning

2007-08 Theme – Building Academic and Technical Skills through CTE:

Major Strands

- Making Math Work: A Research-based Approach to Integrating Math Skills in CTE
- Increasing Non-participation Concentration in CTE
- Reading Beyond the Curriculum Working with School Counselors

2008-09 Theme – Teachers: Architects of Articulation

Major Strands

- Effective Teaching Skills and Promising Practices
- Supporting Partnerships
- Program Performance and Accountability
- Integration of Rigorous and Relevant Academic Skills
- Parental and Community Involvement
- Secondary and Post-secondary Transitions

Tennessee has been a leader in academic integration. At the summer conference, successful practices are showcased within each program area. Sessions are teacher

focused and designed to assist them to implement academic integration within lesson plans and daily teaching strategies. Peer presentations are made collaboratively by academic and CTE teachers, career guidance and academic counselors. Throughout the year, through teacher education contracts, opportunities are provided for academic and CTE teachers to jointly develop curriculum and integration strategies.

**b) Increases the percentage of teachers that meet teacher certification or licensing requirements;**

Professional development training is provided each year to support teachers to meet certification and licensing requirements. This past year, two professional development training programs for newly occupational licensed teachers were provided. Follow-up activities are provided throughout the year and are both focused and sustained. Technical Engineering/Contextual Academics, Health Science and Marketing also held program specific symposiums with a strand for new teacher training. Through teacher education contracts, new teachers are mentored by program specific college staff. Monitoring of new staff is conducted throughout the year and includes classroom visitations and program reports. The Division has established a training table for alternative licensing. This allows for monitoring and follow-up to insure teachers meet requirements.

The Office of Academic Affairs through its Quality Teaching Initiative is developing, in cooperation with the Department of Education, opportunities for business and industry personnel to teach in the secondary classroom in STEM, career and technical education, and language arts curriculum areas, through provision of alternative certification programs.

**c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of CTE teachers;**

The professional development provided for teachers is high quality, sustained, and intensive to support teaching and learning, as demonstrated in Section (a) themes and major strands. Professional development occurs throughout the year. The Division partners with the Division of Teaching and Learning to present Gateway training sessions. Successful passing of the Gateway exams are a requirement for graduation in Tennessee. Gateway training is provided annually for all teachers and there is now a CTE component. Each program consultant provides intensive staff development for their teachers that address curriculum instruction and implementation strategies.

**d) Encourages applied learning that contributes to the academic and CTE knowledge of the student;**

Tennessee promotes applied learning within its seven program areas and offers contextual academic courses that promote applications in Math, Geometry, Science, and Language Arts. Professional development workshops are provided each year to support the contextual academics model and to strengthen applied learning in the program area. All CTE standards and competencies incorporate the necessary academic skills needed for success.

**e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and**

Professional development activities are focused on instruction, which includes special populations. Through the CTE Report Card, data are disaggregated for special populations. Perkins funds must be used to support improvement in delivery of services to special populations. The Local Plan must not only focus funding to support deficiencies but to provide professional development to staff to improve instruction and reduce those deficiencies.

**f) Promotes integration with professional development activities that the state carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]**

The CTE Division partners with the Division of Teaching and Learning to provide professional development activities that promote integration and linkage to Title I and Title II of ESEA. Gateway Institutes are held yearly and contain a CTE component. In addition, contextual academics workshops are held yearly in Principles of Technology, Biotechnology, Technical Geometry and Math.

Each year, planning teams within local education agencies come together to develop a comprehensive improvement plan using the TCSPP model. All stakeholders, regular education, special education, and Career and Technical Education are at the table when the plan is developed to focus on total program improvement through the analysis of data to address deficiencies as part of the NCLB, IDEA and Perkins performance requirements. Tennessee was the first state in the nation to submit and have approved this joint planning process, a collaborative school-wide improvement model under NCLB.

At the local level, professional development activities aligned to ESEA must be identified as part of the local planning process. Integration with career and technical and academic educators is a joint partnership requirement for this unified planning.

**4. You must describe efforts that your agency and eligible recipients will make to improve—**

**(a) the recruitment and retention of CTE teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and**

Tennessee conducted a research project through the Council for Career and Technical Education to determine the potential retirement status of career and technical teachers. The results were alarming in that 24.1% of the CTE teachers are eligible to retire within three years.

These data have set in place an action plan that focuses on recruitment and retention of Career and Technical Education teachers. Within each of the seven CTE program areas, contracts with teacher education institutions at the university level require a mentoring component. This provides new teachers continuing yearly support as well as those new

in the field but with prior teaching experience in an effort to provide support and promote retention.

Each year at the annual CTE Conference, teachers, administrators, and counselors are provided sessions on best practices in teaching, which include peer presentations and interaction. Effective, proven teaching strategies and pedagogy for the best practices to enhance student learning are some of the most popular sessions.

**(b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]**

Professional development training programs for new occupational licensed teachers are provided each year with a primary focus to effectively transition them to teaching from business and industry, including small business. The Division of Career and Technical Education (DCTE) has instituted a clearinghouse to assist gathering information regarding post-secondary offering to help teachers gain and maintain their teacher licenses. In cases where there is not such an opportunity with universities, the DCTE has implemented a training table to assist teachers who lack endorsement to gain the basic skills to teach in the areas of Contextual Academics, Technology Engineering Education, Trade and Industrial and Health Education.

Tennessee has implemented a fast track Teach Tennessee program; whereby, those who are in business and industry related to educational fields who lack proper teaching endorsement may, through the program, gain the initial teacher preparation.

**5. You must describe efforts that your agency and eligible recipients will make to improve the transition of sub-baccalaureate CTE students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]**

As part of the Perkins requirements, and developed through a Memorandum of Understanding (MOU), the eligible recipients of post-secondary community colleges and technology centers were provided transition grants this year to improve the transition to baccalaureate degree programs at institutions of higher education. Post-secondary data systems are being upgraded to follow the progress of post-secondary career and technical students. It is the intent of the post-secondary grants to promote transition and retention in institutions of higher education.

The Tennessee Board of Regents has in place policies and procedures for postsecondary technology center students to articulate 30 semester hours to the community colleges in the General Technology Associate Degree. In addition, five TBR universities have adult completion programs that allow A.A.S. graduates to complete a bachelors in general studies or its equivalent. In addition the community colleges have individual articulation agreements with TBR and non-TBR universities to accept specific career/technical education courses within a specific college major. All TBR degree-granting institutions accept core curriculum academic credits offered at TBR sister colleges and universities.

**6. You must describe how you will actively involve parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, local**

**business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of CTE programs in your state. [Sec. 122(c)(5)]**

As part of the local plan development and planning process, eligible recipients must demonstrate involvement of parents, teachers, administrators, counselors, business and labor organizations in the planning, development, implementation and evaluation of programs. This is accomplished through a strong and active network of program advisory committees, which are comprised of the populations identified in this section. The key is that in order to be eligible for Perkins funding at the secondary level, the eligible recipient must meet all the quality program indicators, one of which is an active advisory committee. This involvement is documented through minutes of meetings and participation.

Tennessee is fortunate to still maintain an active state advisory council. The council is extremely active and provides research and recommendations for career and technical improvement in Tennessee. The Commissioner of the Tennessee Department of Labor and Workforce Development (TDLWD) chairs the committee, which is comprised of public and private sector constituents appointed by the Governor.

Career and technical programs are planned, developed and implemented by a strong network of interested stakeholders, including student input as well. Evaluation of the effectiveness of programs is based on an organized risk based monitoring cycle that utilizes the risk based monitoring process model as well.

Community college programs of study require review by peers, by business and industry that they serve, by accreditation agencies and by students. Colleges maintain advisory and alumni committees that meet on a periodic basis to advise the college and its administration, including specific programs of study. All programs of study must be approved by the Board of Regents who represent the general public and are appointed by the Governor.

**7. You must describe efforts that your agency and eligible recipients will make to—**

**(a) Improve the academic and technical skills of students participating in CTE programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--**

**i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and**

All students, including career and technical students, are now required to take three units in mathematics. All are considered rigorous mathematics and TSBE has just approved the fourth math credit as a graduation requirement beginning with this year's seventh grade. Four English and three science credits are required for graduation. All courses including the CTE developed contextual academics courses in math, English

and science may substitute for the core academic requirements and meet the highly qualified requirements for NCLB.

All CTE course standards are aligned to the NCLB Gateway Exams. Within each program of study, recommended core academic courses are recommended as part of four-year planning.

**ii. Career and technical education subjects;**

**(b) Provide students with strong experience in, and understanding of, all aspects of an industry; and**

Within each of the seven program areas, standards and competencies to be mastered focus on those skills that will provide students a full understanding of all aspects of industry. These key elements include planning, management, finance, technical and production skills, underlying principles of technology, labor and community issues, health and safety issues, and environmental issues related to the industry they are preparing to enter. These are the common aspects and concepts that students must gain experience in to be successful in pursuit of their chosen career. In Tennessee, they are termed soft skills that must be mastered along with the technical skills taught within each program area. As part of the competency assessment, these skills are assessed for each student in terms of mastery.

**(c) Ensure that students who participate in CTE programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]**

All career and technical students are presently required to take three units of mathematics, including Algebra I or equivalent. This is the minimum requirement for graduation; however, most career and technical students are completing the dual pathway, which includes math requirements of Algebra I, Geometry and Algebra II. Four English units are required for graduation and are the same courses for all high school students. Three laboratory science courses are required for graduation, which include one physical and life science course. All students are required to complete one of the following: Geometry, Technical Geometry, Algebra II or Integrated Math II as part of the three required mathematics units. Health Science, Anatomy and Physiology may serve as a laboratory science for graduation. The TBOE recently passed a high school redesign that promotes a single pathway with focused programs of study for all students.

The Division of Career and Technical Education (DCTE) partnered with the Division of Teaching and Learning (DTL) to develop a career and technical component to the Gateway Training Institutes. Academic teachers traditionally receive training in the summer from the Division of Teaching and Learning on teaching Gateway Standards in Algebra I, English II, and Biology; successful completion of an end-of-course test in each subject is a requirement for graduation in Tennessee. The career and technical component illustrated ways to integrate with career and technical classes to assist in teaching each Gateway standard. This is the second year for career and technical teachers to attend the summer Gateway training. Schools were encouraged to send teams

of teachers consisting of academic, career and technical, and special education teachers. Through the evaluations, the training was deemed successful and plans are to continue the partnership.

The Division is supporting departmental initiatives to ensure computer literacy for all students. Curriculum clusters, as appropriate, offer in-depth knowledge and skill in technology. Family and Consumer Sciences, Marketing and Agriculture Standards as well as the Career and Technical Director Employment Standards were implemented. Revised Teacher Licensure Standards were aligned to national standards. Technology is used in school presentations, professional development, conferences and student projects.

Reading standards have been incorporated into each CTE course and reading lists have been developed for all program areas using technical context to stimulate interest in reading. Career and Technical Student Organizations (CTSOs) continue to take a leadership role in the state's reading initiative by providing books to preschoolers, reading to children, tutoring their peers and encouraging more reading by all students. Reading Across Career and Technical Education is a yearly division project for each program area. A Reading Strategies Manual developed by the Division of Teaching and Learning has been presented, and professional development was provided to career and technical teachers in the use of the manual as well as other ways to implement reading strategies into lesson plans.

Through the Workforce Investment Act Incentive Grant from the Department of Labor (DOL), seventeen high schools received grants to develop small learning communities. Improved student academic performance was emphasized. There were nine schools chosen to continue the grant for an additional year to field-test their models with sister schools. Additionally, through the same grant, the DCTE partnered with the DTL to provide Career Academic Technical Gateway Institutes to teams of teachers from high schools. The teams consisted of academic, career and technical, and special education teachers. The purpose of the institutes was for teachers to collaborate and incorporate common academic, career and technical, and Gateway skills. Each team developed lesson plans based on the identified skills from the three areas. The lesson plans are posted on the State Department of Education (SDE) website as a resource for all teachers in Tennessee. Eight recipient schools were chosen to continue the model development process. Each of the eight recipients was chosen because they showed data which supported the premise that career and technical courses assist in raising students' academic performance. Further, each of the eight schools chose a sister site to partner with and field test the models that were developed. The data from the original and sister sites will be compared to determine if student participation in the models, in fact, do raise academic performance.

The success of the TTCs in strengthening the academic skills of students lies in part to the successful integration of academic competencies into each program curriculum. Applied mathematics, science and language art concepts are core competencies in all occupational programs. Student mastery of these foundation competencies has been proven to be more achievable when taught within a framework of occupational skills. A Technology Foundations program is available to students who need additional remedial or developmental studies outside the classroom. Curriculum development is a statewide

collaboration between faculty and input from occupational advisory committees, who ensure the relevancy of academic and technical skill competencies to the occupational area or career cluster. The curriculum is reviewed by curriculum specialists and approved by the governing board.

State leadership provides support for career and technical programs that improve the academic and career and technical skills of students participating in post-secondary technical education programs. Academic and technical components are strengthened through the integration of academics within the technical area to ensure learning in core academic subjects.

**8. You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the state with technical assistance. [Sec. 122(c)(15)]**

At the secondary level, technical assistance is provided annually to CTE Directors/Administrators and teachers during onsite visits. A findings report is provided to the Director of Schools. Two multi-day workshops are held annually for post-secondary coordinators and administrators. New coordinator training is provided annually to all coordinators with less than three years experience with the Perkins program. The post-secondary Perkins website provides an array of resources for program development, performance measurement, and professional development opportunities. A coordinator handbook was published in 2006 and is provided to all coordinators in hardcopy and is also available online.

Twenty-five percent of LEAs receive technical assistance each year. All LEAs receive a desk audit that includes a review of course sequence, CTSOs, technical assessment process and completion reporting. All new CTE teachers receive technical assistance and mentoring. Nine state consultants (three in each region) provide a regional assistance contact that is posted on the SDE website.

**9. You must describe how career and technical education in your state relates to your state's and region's occupational opportunities. [Sec. 122(c)(16)]**

The TDOE supports labor market data through "The Source", which is an in-depth database of employment and industry information designed to assist with a wide scope of needs for career and business planning. Supported as a partnership between the TDLWD and the DCTE of the TDOE, this Internet website is Tennessee's official information source for employment projections and labor market data. It was designed to provide a ready source of labor market data to aid in economic analysis and program services planning within the LWIA one-stop service areas.

The interactive website provides unemployment and employment data, area travels and demographics, underlying and occupational wage data, economic indicators and projections.

Data are provided for the State as a whole, but also sub-state areas, such as major metropolitan statistical areas (MSAs), workforce areas, and wage survey districts. "The Source" contains historical and projected data that allows for detailed studies and

comparisons. Unemployment rates are updated monthly for the entire state and LWIA areas.

As part of career and technical planning, each local eligible recipient must receive labor market data through “The Source” and describe how the programs that they are offering support the region’s occupational opportunities. Before new CTE programs are approved, they must provide the employment data that will support the program.

Community college programs of study require review by peers, by business and industry that they serve, by accreditation agencies and by students. Colleges maintain advisory and alumni committees that meet on a periodic basis to advise the college and its administration, including specific programs of study. All programs of study must be approved by the Board of Regents who represent the general public and are appointed by the Governor.

The community colleges review their programs of study, particularly in relation to the placement of graduates into the workforce. Each college develops and offers programs of study that reflect the employment needs of their service area. These programs reflect the need of the community for high-skill, high-wage, or high-demand occupations. Additionally, colleges through their workforce development units provide industry specific training and consulting services either through the not-for-credit continuing education units or through the college’s for-credit programs of study.

**10. You must describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]**

Within the Department, joint planning and coordination of programs and services between divisions is paramount to providing a unified delivery system. Joint planning is evident through the TCSPP, which is a mandate that joint planning between special education, regular education and career and technical education will occur in each LEA to develop a unified plan for program improvement, coordinating efforts to prevent duplication of services and meeting the needs of all students.

As detailed in the Perkins Act, closer linkages with NCLB are required. The Division has worked closely with those divisions that link closely to NCLB. Through joint Gateway Institutes, data reporting and aligning performance requests are detailed in the Accountability Notebook.

The Tennessee Higher Education Commission identifies providers for recipients of WIA Title I funds. Among those providers are the TBR community colleges. Each college works with their one-stop career center to deliver appropriate educational and training opportunities to clients referred to the college. Community colleges also work with their local WIA and Economic Development units, including local Chamber of Commerce to support economic growth within the college’s service area. All colleges seek to provide non-duplicative services with other Federal programs, and seek to meet the needs of the service area populace.

**11. You must describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for post-secondary students and school dropouts. [Sec. 122(c)(20)]**

Tennessee has established procedures to ensure coordination and non-duplication among programs that are part of WIA that serves adults, post-secondary, and school dropouts.

In Tennessee, all secondary services are provided by the TDOE and all post-secondary services are provided through the TBR. This division, by nature of different governances, assures coordination and non-duplication of services. Adult training and dropouts fall under the WIA for services through one-stop shops and are governed by the TDLWD. Tennessee Board of Regents' institutions serve as training providers for the WIA as approved by the Tennessee Higher Education Commission and through direct contracts or memoranda of understanding with the LWIA entities.

The TDOE, TBR and TDLWFD work together to ensure coordination and non-duplication of services. MOUs serve as official documents for coordinated services and require assurances and original signatures of all department heads to ensure compliance.

**B. Other Department Requirements**

1. **You must submit a copy of your local applications or plans for secondary and post-secondary eligible recipients, which will meet the requirements in section 134(b) of the Act.**
2. **You must provide a description of your state's governance structure for vocational and technical education, including the approximate number of eligible recipients at both secondary and post-secondary levels.**
3. **You must provide a description of the role of post-secondary CTE in the one-stop career center delivery system established by Title I of WIA.**

**C. Procedural Suggestions and Planning Reminders**

- ✓ **Program memorandum OVAE/DVTE 99-11 may be helpful to you in understanding the responsibilities for one-stop participation that are established by Title I of WIA and its implementing regulations.**

**Section II, Part A, Subpart (8): You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]**

At the secondary level, technical assistance is provided annually to CTE Directors, administrators and teachers during onsite visits and statewide meetings. A findings report is provided to the director of schools. Two multi-day workshops are held annually for post-secondary coordinators and administrators. New coordinator training is provided annually to all coordinators with less than three years experience with the Perkins program. The post-secondary Perkins website provides an array of resources for program development, performance measurement, and professional development opportunities. A coordinator

handbook was published in 2006 and is provided to all coordinators in hardcopy and is available online.

Technical assistance is given during onsite visits to 25% of the LEAs per year, with 100% desk audited each year through review of sequence taught, CTSO, technical assessments, completers reported, etc. There is professional development for all new CTE teachers. Nine state funded consultants (three each region) provide a regional assistance contact which is posted on the TDOE website.

**Other department requirements:**

**Section II, Part B, Part (1): You must submit a copy of your local applications or plans for secondary and post-secondary eligible recipients, which will meet the requirements in section 134(b) of the Act.**

**See Attachment (E)**

**Section II, Part B, Subpart (2): You must provide a description of your State's governance structure for vocational and technical education.**

The TSBE is the sole state agency authorized and empowered to accept on behalf of the State any and all acts of Congress pertaining to secondary career and technical education. By statute, the TSBE has the authority to accept federal funding for the Carl D. Perkins Career and Technical Education Act of 2006. The TSBE has statutory authority to cooperate with the United States Department of Education, Office of Vocational and Adult Education, on the administration of the Five-Year State Plan for CTE in Tennessee.

The Governor of the state appoints the Commissioner of Education who has the authority given by TSBE to manage funding and programs of the Perkins Act of 2006. This management includes the funding between secondary and post-secondary education. The Commissioner of Education appoints the professional and support staff in the TDOE and manages multiple divisions within the Department.

The TBR is the designated agency of the state for administering post-secondary career and technical programs through Tennessee's community colleges and technology centers. TBR is allotted Perkins funding from the eligible agency, TDOE, for post-secondary technology center and community college programs.

The Tennessee Career and Technical Education Council (TCTEC) serves as an advisory board to review and make recommendations on career and technical education to the Tennessee Legislature, TBR and TSBE. The 13-member council is comprised of six members representing CTE areas in post-secondary (2), secondary (4), and members representing private business/industry and labor (7). The Governor appoints all the members.

The DCTE is managed by an Assistant Commissioner appointed by the Commissioner of Education. There are seven secondary career and technical program areas led by the Assistant Commissioner, respective program consultants, central office support staff and nine CTE consultants who operate from the nine regional field service

centers (FSC). All seven program areas have a program consultant and a CTSO consultant (state staff). Additionally, the division monitors the contextual academics program, High Schools That Work (HSTW), Jobs for Tennessee Graduates (JTG), Project Lead the Way (PLTW), and CTE work-based learning programs.

The DCTE's mission is to provide Tennessee students the opportunity to participate in a rigorous and relevant career and technical education program that leads to academic achievement and successful employment in a global economy. A 2020 Vision Committee was formed to prepare and propel CTE forward through a visioning process for future student career and education opportunities in Tennessee. The goal of this committee is to present a working plan for where Tennessee should be by the year 2020. The committee is comprised of local secondary and post-secondary educators and administrators; TSBE staff and board members; state legislators; business and industry leaders; and state academic, school counseling, and CTE staff. The committee initially identified the challenges for CTE and looked at ways to address those challenges. The committee created a coordinated plan that concentrated on four pillars supporting the vision. Academic achievement, articulation, communication, and professional development and teacher certification are the four pillars of this plan. Each pillar has an action plan with specific goals and timelines outlined. This plan is a living document to be continuously reviewed and updated to reflect changes in the state, regional, and global economies, and how career and technical education must meet those changes.

**Attachment (B) is a listing of all acronyms used in the state plan.**

**Attachment (C) is an organizational chart of key agencies involved.**

The TBR is the governing body for six state universities, 13 public two-year colleges, and 27 Tennessee Technology Centers. TBR oversees post-secondary and adult CTE programs and is administratively divided into two elements: the Office of Academic Affairs which oversees the 13 degree-granting community colleges and six universities, and the Office of Tennessee Technology Centers that directs the 27 diploma-and-certificate-granting technology centers.

Through a MOU, the TDOE has delegated the appropriate responsibility for the administration and leadership of Perkins activities in institutions of higher education to the Office of Tennessee Technology Centers and Office of Academic Affairs through the TBR.

The leadership funds that are available to the state are divided between the TDOE and TBR through the MOU. The two staffs work closely together to ensure coordination between the secondary and post-secondary programs as defined by the Perkins Act.

**Attachment (D) is the Memorandum of Understanding between TDOE and TBR.**

Students enrolled in for-credit CTE programs at the post-secondary level may receive either a technical certificate, a technical diploma, or an associate degree. In Tennessee, the 13 community colleges and 27 technology centers offering these programs are eligible to receive Perkins funding.

There were 128 Local Education Agencies (LEAs) in the state and three state supported institutions eligible for Perkins funding during 2006-07. Of these, three received less than the \$15,000 minimum required under current funding levels.

**Attachment (E) is the Secondary and Post-secondary Local Plans.**

**Attachment (F) is the Secondary and Post-secondary Reserve Grant Applications.**

## PROVISION OF SERVICES FOR SPECIAL POPULATIONS

**States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A1(a-c). States that submit a six-year State plan must address all of the items below.**

### A. Statutory Requirements

#### Section III, Part A, Subpart (1):

**(1) You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—**

**a) Will be provided with equal access to activities assisted under the Act.**

Equal access to CTE programs is demonstrated in a number of ways:

- program enrollment has approximately the same make-up as enrollment of the total student body;
- entry requirements do not adversely affect access for members of special populations to the programs; and
- special population students are enrolled in all types of education programs including occupational specific courses, work-based learning, internships and apprenticeships.

All students and their parents are provided with information about the opportunities in CTE prior to entry in the ninth grade. As part of the four or six-year planning process, the DCTE works with the school counseling office to make available copies of *The American Careers Magazine* to all eighth grade students and their parents to assist them with developing their individual school plans. The magazines provide career interest survey assessment and current information on careers; help all students relate the importance of academic planning to career success and support the parent-child communication process as it relates to education. Non-traditional careers and employment play an important role in the development and use of all four career information systems. Additionally, each parent has the opportunity to review the competencies the student is to master at the beginning of each CTE course in which a student is enrolled.

Special populations have access to all CTE courses and use the same curriculum and assessment as other students. One of the successes observed through the use of competency profiles as a measurement approach for occupational attainment has been the value they have for CTE teachers and special education teachers working together to develop students' IEPs. After the review of the required competencies, support is given to special education students through educational assistants for success in the classroom. Modification of curriculum, equipment, and teaching methodologies are offered, when needed, for success in the course. Several regional offices offered in-service training for teachers on the use of competency profiles in the development of IEPs. Counselors were provided sessions to assist in student placement for enhancement of realizing career goals.

**b) Will not be discriminated against on the basis of their status as members of special populations; and**

Secondary - The TDOE and TBR conduct Office of Civil Rights (OCR) on-site visits. The assurance of nondiscrimination is required of eligible recipients through the development and submission of their local application for funding. The TDOE and TBR have staff members who serve as the MOA coordinators. Technical assistance and professional development activities will also be provided by state staff and through leadership development activities in the area of nondiscrimination. TDOE has developed an online OCR monitoring guide to assist LEAs. All systems must document that they are OCR compliant.

Post-secondary -- Each eligible post-secondary institution will make available those programs that comply with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Executive Order 11,246, the Americans With Disabilities Act of 1990, and the related regulations to each. Programs will not discriminate against any individual including, but not limited to, employees or applicants for employment or students because of race, religion, creed, color, sex, age, disability, veteran status or national origin. The TBR has established policies and procedures to assure that discriminatory factors do not exist and to assure compliance with Title VI, Title IX, and Section 504 of the Rehabilitation Act. In addition, an MOA coordinator conducts on-site reviews of targeted institutions to ensure that admission requirements and overall administration of CTE programs maintain compliance with the OCR. Criteria utilized for awarding competitive grants will include assurances on non-discrimination of special populations.

**c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]**

Tennessee is committed to meeting the educational needs of all students.

Students who are identified as special populations must have access to and be able to successfully participate in the state's CTE programs. To assure that such students have the opportunity to meet or exceed the state adjusted levels of performance, it is critical that strategies and services are in place to achieve success.

Special populations are defined by the Act as:

- individuals with disabilities;
- individuals from economically disadvantaged families, including foster children;
- individuals preparing for non-traditional fields;
- single parents, including single pregnant women;
- displaced homemakers; and
- individuals with limited English proficiency.

Strategies for assuring access to and success in CTE programs for special population students include the following:

- promoting outreach and recruitment information regarding career opportunities with an emphasis on non-traditional opportunities;
- identification of special population students;
- utilizing assessment tools/individualized education plans for special population students enrolled in CTE programs to determine their special needs;
- planning and coordinating supplemental services for special population students enrolled in CTE programs;
- facilitating the identification of appropriate adaptive equipment, assistive devices and new technology for students with disabilities, as funding is available;
- providing professional development activities for CTE teachers, counselors and administrators; and
- identifying or developing special instructional materials or adapting existing instructional materials for CTE programs.

Within the local application process, each LEA must review and analyze data on their addendum to their system's report card which disaggregates data for "special populations" served by CTE programs and their performance on core indicators. Using the disaggregated data from their report card and addendum, local systems are required to design programs and services that enable "special populations" to improve performance and overcome barriers. This comprehensive review includes reviewing each targeted subgroup, identifying activities to improve performances on core indicators, developing strategies and timelines to overcome these barriers, and documenting the expected outcomes.

In addition to the strategies already identified above for all special population students, strategies to enable identified students to prepare for further learning and for high-skill, high-wage, or high-demand careers may include the following:

- exploration of career areas that focus on expanding career options, educational planning, and CTE training that is free of gender bias;
- comprehensive career counseling and guidance including labor market information on a broad range of occupations, career testing, placement services for part-time and summer employment, internships, and cooperative programs;
- access to options for specialization in a variety of areas with access to work-based learning opportunities;
- career development activities which lead to mastery of workplace readiness skills;
- high quality, paid work-based learning experiences to provide career exploration, enhancement of personal and interpersonal skills, and development of occupational skills;
- access to programs which encourage learning all aspects of the industry including planning, management, finances, technical production, and principles of technology; and
- provide information on non-traditional jobs that are in high-demand, require high-skill or offer high-wages with opportunities for advancement and benefits.

As part of the four or six-year planning process, the division works with the school counseling office to make available to all eighth grade students and their parents copies of *The American Careers Magazine* to assist them with developing their individual school plans. The

magazine provides a career interest survey assessment and current information on careers; help all students relate the importance of academic planning to career success; and support the parent-child communication process as it relates to education.

Special populations have access to all CTE courses and use the same curriculum and assessment as other students. One of the successes observed through the use of competency profiles as a measurement approach for occupational attainment has been the value they have for CTE teachers and special education teachers working together to develop students' IEPs. After the review of the required competencies, support is given to special education students through educational assistants for success in the classroom. Modification of curriculum, equipment, and teaching methodologies are offered, when needed, for success in the course. Several regional offices provided in-service training for teachers in the use of competency profiles in the development of IEPs.

A resource guide was developed by CTE in partnership with the DTL and Division of Special Education (DSE) to assist special education teachers, counselors and IEP teams to develop relevant and appropriate IEPs for all students.

JTG is a school-to-career program designed to keep young people in school through graduation and provides work-based learning experiences that will lead to career advancement opportunities or to the enrollment in a post-secondary institution that leads to a rewarding career.

To ensure that all CTE teachers are equipped to work with special population students, staff development activities will again be provided at the statewide summer CTE conference. Workshops will be provided through the year to assist teachers, administrators, and school counselors in analyzing data to differentiate instruction, develop programs of study for high-skill, high-wage or high-demand occupations, and develop intervention strategies for specialized support services to special populations.

The community colleges, in cooperation with the Tennessee Association of Higher Education and Disabilities (TNAHEAD), has developed a curriculum to assist secondary personnel to more efficiently assist special and exceptional secondary education students and parents with transition issues between secondary and post-secondary education. Training has occurred during the 2006 – 2007 school year and will continue on a periodic basis.

**(2) You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]**

The DCTE does not have an alternative education program that provides career and technical education. The TDOE does provide financial support through its Basic Education Program for LEAs to provide alternative schools at their discretion. Determination of programs and services for students in alternative education programs is a local decision.

Most students in high school alternative education environments are enrolled in regular CTE programs; however, students do not graduate from the alternative school. They receive support for CTE programs from their assigned high school.

**(3) You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]**

Non-traditional courses are identified by using the TDLWD data and national data from the Bureau of Labor Statistics (BLS) found in the crosswalks on the National Alliance for Partnerships in Equity website that identify occupations with less than 25% of either gender employed. Tennessee's non-traditional courses are aligned to these crosswalks.

State leadership funds in the minimum amount of \$60,000 will be reserved and used to support professional development, recruitment efforts, curriculum development, or other services deemed effective in promoting participation in non-traditional training and employment. The DCTE will develop a resource packet. The resource packet will include information on high-skill, high-wage, or high-demand occupations, non-traditional careers and classroom resources.

Each program area provides non-traditional training and information at the annual state career and technical conference for teachers and administrators. The DCTE offers four different programs for career development: KUDER, TCIDS, "The Source", and American Careers Magazine. High-skill, high-demand, or high-wage non-traditional careers and employment play an important role in the development and use of all four career information systems to assist students in career decision making. Additionally, the DCTE hosts the School Counselor Institute where the delivery of high-skill, high-wage, or high-demand career information is highlighted with non-traditional careers being heavily emphasized. FCCLA recognizes chapters at the state leadership meeting that have five or more males to join the FCCLA chapter each school year.

The DCTE has developed a non-traditional awards program. This program is designed to recognize outstanding students that have excelled in non-traditional programs of study. This non-traditional awards program provides an avenue to recognize and highlight student achievement in non-traditional career training and to provide role models for other students considering a non-traditional career. In addition to student awards, non-traditional program awards will be given to LEAs that have new and innovative programs designed to promote non-traditional career options.

**(4) You must describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]**

Tennessee supports institutions with disabilities, specifically, Tennessee School for the Blind, Tennessee School for the Deaf, and the Alvin C. York Institute. Each institution receiving funds is required to complete a Local Career and Technical Action Plan Application which addresses issues required in Perkins IV. Each institution that receives funds must identify program specific goals, timelines for achieving them, expected outcomes and evaluation strategies. They must also include professional development to support their plan as well as technology and equipment needs. All activities are directed toward Required Uses of Funds allowable under Perkins IV.

The Department of Corrections and the Department of Children Services continue to be served through professional development, technical assistance with curriculum, and program evaluation. Career Management Success, as well as T&I standards, competencies are

implemented in all state prison facilities and three private licensed correctional facilities. Instructors who teach career and technical courses must receive a T&I license and are moving to transition to the T&I approved curriculum.

- (5) You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>**

Tennessee requires each applicant for funds an assurance that students are ensured equitable access to career and technical programs as contained in Section 427(b) of the General Education Provision Act, as amended.

#### **A. Other Department Requirements**

**There are no other Department requirements for this section of the state plan narrative.**

#### **C. Procedural Suggestions and Planning Reminders**

- ✓ **Be sure that your local applications or forms seek complete information from eligible recipients on their proposed programs, services, and activities for special populations. See section 134(b)(8)(A)-(C), and 134(b)(9)-(10).**
- ✓ **The Act eliminated “individuals with other barriers to educational achievement” from the definition of special populations. See section 3(29).**
- ✓ **You may wish to refer to Program Memorandum OVAE/DVTE 99-13 for additional background information concerning the reservation and use of state leadership funds for activities related to non-traditional training and employment.**
- ✓ **Your accountability system must be able to disaggregate data for each of the core indicators of performance under section 113(b)(2) of the Act for the categories of students described in section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act of 1965, as amended, and section 3(29) of the Act that are served under the Act. See section 113(c)(2)(A).**

IV. ACCOUNTABILITY AND EVALUATION

**States that submit a one-year transition plan must submit all items in this section, except as noted in the box below. States that submit a six-year State plan must complete all items in this section.**

**States that submit a one-year transition plan, along with their eligible recipients, are required to reach agreement on performance levels for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) only for the core indicators under section 113(b) of the Act as provided below:**

<u>Indicators</u>	<u>Transition Plan</u>	<u>Six-Year Plan</u>
<b>Secondary Level – 7 Indicators</b>		
1S1 Academic Attainment – Reading/Language Arts	X	X
1S2 Academic Attainment – Mathematics	X	X
2S1 Technical Skill Attainment	Not required	X
3S1 Secondary School Completion	Not required	X
4S1 Student Graduation Rates	X	X
5S1 Secondary Placement	Not required	X
6S1 Non-traditional Participation and Completion	Not required	X
<b>Post-secondary/Adult Level – 5 Indicators</b>		
1P1 Technical Skill Attainment	Not required	X
2P1 Credential, Certificate, or Degree	Not required	X
3P1 Student Retention and Transfer	Not required	X
4P1 Student Placement	Not required	X
5P1 Non-traditional Participation and Completion	Not required	X

**States that submit a one-year transition plan must submit a five-year plan prior to the second program year. At that time, the Department will reach agreement on performance levels for program year two (July 1, 2008 – June 30, 2009) for the indicators that were not initially required for program year one (July 1, 2007 – June 30, 2008). The Department will issue further guidance to States prior to the required submission of the five-year plan.**

**States that submit a transition plan, along with their eligible recipients, will not be subject to sanctions under sections 123(a) and (b) of the Act for the first program year for the core indicators that are not required as specified in the chart above.**

## A. Statutory Requirements

**Section IV, Part A, Subpart (1): You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and post-secondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]**

The TDOE and the TBR will work closely with eligible recipients at the secondary and post-secondary levels to establish measurement definitions and approaches for the core indicators of performance. [Sec. 113(b)(1)(A)-(B), Sec. 113(b)(2)(A)-(C)]

The Perkins IV committee, comprised of secondary and post-secondary local recipients, has met five times to address new Perkins requirements including discussions of measurement definitions and levels of performance. In addition, TDOE has established through the Project Management Oversight Committee (PMOC), respective core members who are specifically addressing academic attainment, technical skill attainment and non-traditional benchmarks and measures. Through this collaborative approval, measurements, definitions and approaches were agreed upon.

Both agencies responsible for oversight of the Perkins funds have worked with the local coordinators, administrators, and data staff on the measurement definitions and methods of determining performance and data collection. At the secondary level, the TDOE had a series of meetings, using the PMOC process, with a core team of consortia including LEA representatives and state staff members. The discussions at the meetings included a full discussion of the indicators and the measurement of performance. After these meetings, the staff took the recommendations and began the data analysis using the parameters and definitions to determine impact upon performance levels. Prior year data will be used to provide performance trends in such areas as graduation, completion and non-traditional. This feedback was provided to the division team members and was shared with all recipients.

**Section IV, Part A, Subpart (2): You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and post-secondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]**

Secondary - Tennessee uses NCLB Gateway testing in math and language arts and graduation rates as the measure of academic attainment and graduation. TDOE, using the eTIGER database and the definitions for numerator and denominator, has matched, by new definition, concentrator information for these performance measures in terms of CTE concentrators who score proficient or advanced on NCLB assessments. These data will be compiled electronically for each local recipient on the academic attainment measures using approved definitions and the baseline 2005 – 2006 reporting year. Preliminary discussions are already underway for determining performance levels for the remaining indicators. Whenever possible, definitions and “N Counts” will be consistent with Tennessee’s approved NCLB accountability workbook.

The percentage of mastery for each program concentrator at proficient levels will be determined by the completed course assessment document established for each student enrolled in a CTE program. Within the transition year, Tennessee will identify valid and reliable program assessments to determine competency in technical skills.

Validated standards, which must be SBE approved, are established for each program along with individual competencies identified to determine course completion levels. The competencies are aligned to business and industry standards. As curriculum standards are revised using the DACUM process, competency assessments are also revised to align with the standards. The profiles must incorporate national and industry standards, where available, and reflect current labor market trends and required validation process by business and industry representatives. This is to assure that the competencies and standards meet current labor market needs. The competencies and percent of mastery of each concentrator enrolled in the CTE programs are reported and attested by each LEA via an electronic data reporting system. Data derived from the competencies and assessments are analyzed for program improvement planning within the local application. In programs where mastery percentages are not at acceptable levels, resources must be directed toward correcting these deficiencies and detailed in the local application. Rubrics for skill attainment monitoring and review will also be developed for use at the local level and monitoring of LEAs.

The TDOE staff has discussed the academic and graduation indicators at length in multiple meetings; however, the state adjusted level of performance for these indicators will be negotiated based on data analysis of performance for the cohort population.

The TBR Office of Academic Affairs, i.e. community colleges, held conversations for the last several months with the colleges and specifically with the deans of technology, institutional research personnel and chief academic officers to discuss the process of establishing benchmarks and annual improvement goals. After a series of conversations, presentations and workshops, the Office of Academic Affairs has come to agreement with each community college on benchmark data and adjusted levels of performance. The colleges have set goals based upon historical data and on goals endorsed by the Governor. With the general population of the Tennessee community colleges graduating at a rate less than 30%, the Governor has called for colleges to seek a 50% graduation rate. It was found through data analysis that colleges that had a retention rate of approximately 75% of CTE concentrators were more likely to reach that level of graduation. Placement goals were established based upon the THEC's performance funding process.

**Section IV, Part A, Subpart (3): You must identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and post-secondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]**

See Part C for definitions (page 71).

#### Secondary

1S1 – 1S2 Academic achievement – predefined by NCLB.

2S1 -Technical Skill Assessment – Course competency proficiency assessment will be used as the measurement approach for technical skill attainment. This core indicator for concentrators will determine mastery at proficient and advanced levels and is measured by:

Numerator: The number of secondary concentrators who have mastered industry validated career and technical proficiency standards in the reporting year.

Denominator: The total number of secondary concentrators in the reporting year who have left the system.

#### Measurement -

The percentage of mastery for each program concentrator at proficient levels will be determined by the completed course competency assessment document established for each student enrolled in a CTE program. Within the transition year, Tennessee will identify valid and reliable program assessments to determine competency in technical skills.

Validated standards, which must be SBE approved, are established for each program along with individual competencies identified to determine course completion levels. The competencies are aligned to business and industry standards. As curriculum standards are revised using the DACUM process, competency assessments are also revised to align with the standards. The profiles must incorporate national and industry standards, where available, and reflect current labor market trends and required validation process by business and industry representatives. This is to assure that the competencies and standards meet current labor market needs. The competencies and percent of mastery of each concentrator enrolled in the CTE programs are reported and attested by each LEA via an electronic data reporting system. Data derived from the competencies and assessments are analyzed for program improvement planning within the local application. In programs where mastery percentages are not at acceptable levels, a plan for action must be addressed. Rubrics for skill attainment monitoring and review will also be developed for use at the local level and monitoring of LEAs.

The Division has requested within the TDOE budget, financial support for developing and expanding technical skill assessments so that all concentrators will be assessed to gold standards. When funding is awarded, the Division plans to field test two program areas; marketing and health, in the fall or spring of 2008. The five remaining program areas will be phased into a Perkins IV assessment cycle so that by FY 2013, one hundred percent (100%) of all concentrators will be assessed to a gold standard that can lead to post-secondary opportunities including technology center credential/diploma, community college associate degree, and four year college/university baccalaureate degree.

#### 3S1 – Secondary School Completion

Numerator: the number of 12<sup>th</sup> grade concentrators who attained a Tennessee high school diploma, a state certificate, or a GED.

Denominator: The number of 12<sup>th</sup> grade concentration data.

Measurement –

Graduation data is submitted by LEAs to the state’s data warehouse via Educational Information System Reporting (EIS). Since graduation data are used for NCLB benchmarks, the validity and reliability of the data are proven. Local systems must review the graduation data they have reported to TDOE and accept the graduation results that are posted on the state’s report card or make a formal appeal to correct and add data omissions or errors.

The Division is working closely to identify those students who have left the system and have earned their GED. Since GED testing does not fall within the TDOE but rather TDLWFD, a tracking system is being created to have LEAs report GED attainment and work with the TDLWFD to build a database of GED completers.

4S1 - Graduation – Predefined by NCLB.

5S1 – Secondary Placement

Numerator: The number of concentrators who graduated in the reporting year and who were placed in postsecondary or advanced training, employment or military within one year of graduation.

Denominator: The number of concentrators who graduated in the reporting year.

Tennessee follows up its concentrators for 5S1 in the second quarter after graduation. The follow-up data entry is part of the DCTE secure web reporting. Concentrator lists are generated for each local system based on approved and attested data through E-Tiger, the CTE data reporting program. It becomes local system responsibility to follow-up on all concentrators. LEAs must document the mailout phone contact process and then report the results via secure web reporting. This follow-up system was used under Perkins III; however, it has moved from a paper reporting system to an electronic database system reporting that requires attestation by the CTE administrator to ensure reliability and validity of data integrity.

6S1 – Non-traditional Participation

Numerator: The number of concentrators in underrepresented gender groups in a non-traditional secondary program in the reporting year.

Denominator: The number of concentrators who participate in non-traditional programs in the reporting year.

6S2 – Non-traditional Completion

Numerator: The number of concentrators in underrepresented gender groups who completed a non-traditional secondary program in the reporting year.

Denominator: The number of concentrators who completed a non-traditional program in the reporting year.

Non-traditional participation and completion is reported to the state via E-Tiger secured student database. Tennessee will apply the “Non-traditional Occupation for Male/Female” list from the BLS data prepared by the National Alliance for Partnerships in Equity. CTE program consultants will identify those CTE courses that contribute to clusters/pathways which prepares students for non-traditional occupations identified by the NAPE crosswalk. More identified non-traditional occupations for both gender groups may be applied after a review of CTE enrollment data and Tennessee job market demands for non-traditional occupations.

#### Post-secondary, degree-granting

The definitions for participant and concentrator generally comply with OVAE suggested definitions while better defining verifiable, valid and reliable data already being collected at the state level by TBR.

1P1 – Is a new indicator for which the data is in the process of being verified as to its viability, as well as for validity and reliability. The “major field assessments” are tools currently utilized by the Tennessee Higher Education Commission (THEC) to determine outcomes of each program area of concentration for performance funding. During the initial two-year cycle the indicator will reflect the percentage of student passing state licensing or certification examinations in the allied health fields. These assessments represent approximately thirty percent (29.9%) of all majors tested during the five-year performance funding cycle. During the two-year initial cycle performance funding assessments for other career and technical education programs will be reviewed for their viability, validity and reliability as well as for reflecting business and industry standards. A deans committee has been appointed for this purpose.

2P1 – Graduation is a performance indicator that has been reported last year based upon the given definition that parallels the IEP notion of graduation within 150% of the programs length of study.

3P1 – Retention is an indicator already being collected for all students and the data collection system is in the process of being modified to identify CTE student concentrators specifically.

4P1 –Through conversations with the colleges’ institutional research specialists and with the Tennessee Higher Education Commission, it was decided to adopt the State’s performance funding requirements for identification of placement of graduates. The procedure requires contact with a larger population of graduates and assures the identification of individuals in small businesses, agriculture, federal jobs, railroad positions and other situations that are not collected under the Unemployment Insurance process.

5P1 – Gender Nontraditional participation continues to be collected through the TBR electronic central data collection system and reflect the NAPE crosswalks for nontraditional occupations as published on the Peer Collaborative Resource Network, June 1, 2007.

5P2 – Gender Nontraditional graduation rates were calculated in previous years but based upon a different definition. The definition of a non-traditional student for collecting and reporting this data will align with the stated OVAE definitions and reflect the NAPE crosswalks for nontraditional occupations as published on the Peer Collaborative Resource Network, June 1, 2007. The process for determining graduates will parallel 2P1.

Post-secondary, certificate/diploma programs:

**1P2 – Technical Attainment:**

Technical attainment will be determined by the number of students who complete a job proficiency level within a program of study in a technology center within the reporting period and who pass a licensure or certification exam as reported by the certifying or licensing agency. Data must be consistent with Licensure Pass Rate data reported in the COE accreditation Annual Report for the same reporting period.

**Numerator:** Number of student completers within the reporting year who passed a licensure or certification exam.

**Denominator:** Number of student completers within the reporting year who took a certification or licensure exam

**2P1 – Credential or Certificate (Completion):**

This core indicator will measure the completion rate for the Perkins recipient. To be considered a completer in a technology center, the student must have completed all requirements in a program of study necessary to receive a preparatory certificate or diploma. In order to be considered a completer, the award must actually be conferred. Data must be consistent with Completion Rate data reported in the COE accreditation Annual Report for the same reporting period.

**Numerator:** Number of students who receive a certificate or diploma within the reporting year

**Denominator:** Number of students who enrolled during the reporting year minus the number of students who continued into the next reporting year, known as calculated enrollment

**3P1 – Placement:**

Positive placement of completers will be determined by those students who are placed in gainful employment, who enter the military, or who continue their education. Data must be consistent with Placement Rate data reported in the COE accreditation Annual Report for the same reporting period. Data will be collected from the institution's Exit Interview and Placement Status reporting systems.

**Numerator:** Number of completers during the reporting year who were placed in gainful employment, entered the military, or continued their education in post-secondary advanced studies.

**Denominator:** Number of completers during the reporting year who are available for placement

**3P2 – Retention:**

A student who received a certificate or diploma during the 2004-05 reporting year who is employed 180 days to 12 months following initial employment. UI data is used to determine performance levels for this indicator.

**4P1 – Nontraditional Participation:**

A “non-traditional student” is a student enrolled in a technology center which prepares students for employment in an occupation for which individuals from one gender comprise less than 25 percent of the individuals employed in each occupation or field of work as determined by the U.S. Department of Labor, Bureau of Labor Statistics. Local recipients are instructed to compare each student’s program of study against spreadsheets for non-traditional occupations for males and females accessible through the Peer Collaborative Resource Network website at: <http://www.edcountability.net/>

**Numerator:** number of students in under-represented gender groups who participated in non-traditional programs during the year

**Denominator:** Total number of students who were enrolled in programs during the year

**4P2 – Nontraditional Completion:**

A TTC student who completed a nontraditional program of study and received a certificate or diploma. In order to be considered a completer, the award must actually be conferred.

**Numerator:** Number of students in under-represented gender groups who completed a non-traditional program during the report year

**Denominator:** Total number of non-traditional students who were enrolled in during the report year

**Section IV, Part A, Subpart (4): You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act’s accountability requirements. [Sec. 113(b)(2)(F)]**

The secondary indicators for academic attainment and graduation rates will be aligned to the extent possible with the assessments and methodology used for determining AYP for NCLB. The same academic assessments will be used. However, due to the requirement to report on CTE students at the time they leave the secondary system, the timing of the measurement will not be aligned to NCLB. AYP is measured each year for the student cohort population of that year. For example, the state’s literacy assessment, given to all eleventh graders during the spring of 2007 will be used to determine the school’s 2007 AYP score. CTE will report those scores when the eleventh graders that are CTE concentrators leave the system.

The state's economic development agency, workforce services/investment agency, educational agencies, and other groups involved in using the state's labor market information on wages will be working together during the next year to reach consensus on the definition of high-wage. High-demand was already established and has been in place many years – except that the data has not previously been aggregated to a program of study/cluster level.

Post-secondary degree granting and certificate-and-diploma granting institutions data for graduation parallels, and retention aligns, with the Integrated Post-secondary Education Data System (IPEDS) and with the current Higher Education Act data to the extent possible. In addition the “major field assessments” and placement reporting procedures are tools currently utilized by the THEC to determine outcomes of each program area of concentration for performance funding.

**Section IV, Part A, Subpart (5): You must provide, for the first two years covered by the State plan, performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(II)]**

See Part C performance levels (page 77).

**Section IV, Part A, Subpart (6): You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]**

Secondary – The department has implemented a web based program reporting system for providing baseline and performance data and the requests for negotiating local adjusted levels of performance with all eligible recipients. The negotiation model requires the state to determine the negotiated performance measures for 2007-13, the final year of the Perkins IV authorization. If a recipient is performing below 90 percent of the state negotiated performance measures, local negotiations will be conducted. If a recipient is already performing at or above the state negotiated measures, then the recipient may accept the state negotiated measures. Continuous improvement dictates that even high performing recipients must continue to improve.

#### Local Negotiations

The TDOE must report performance data on three academic indicators beginning with PY 2007-08. Data that are reported reflects an average percentage of all local school districts performance. Each year, Tennessee must negotiate with the Office of Vocational and Adult Education (OVAE) for percentages of increase in performance. Tennessee has been able to meet its performance levels due to the fact that many local school districts each year exceed the states agreed upon performance levels, thus off setting any low performance by districts. Under the Carl D. Perkins Act of 2006, a negotiation process must be in place. Any system that does not meet 90.00% of its agreed upon performance level must develop an improvement plan. The same requirement applies to the state's

performance as well. Tennessee's performance levels are determined by the performance of all 128 systems that receive Perkins Funding in Tennessee. Therefore, TDOE has developed the following performance level negotiation rules.

## Negotiation Rules

### Systems that are performing BELOW the state's performance level on any indicator

If most recent performance data indicate that a system is performing below the state's agreed upon performance levels for an indicator, the baseline performance percentage is the system's current performance for that indicator based on the most recent data.

**Example:** System X has a 60.00% graduation rate. The state's agreed-upon level is 79.50%. The system's baseline could be 60.00% for graduation rate percentage or higher if the systems chooses, but not lower than the most current data indicate.

Each year to make **Annual Yearly Progress (AYP)**, the system must maintain the same incremental increase that the state negotiates with OVAE. Example: Graduation rate incremental increase may be .5 percent. So, System X that increases from a negotiated performance level of 60.00% to 60.50% will be considered as making **AYP**.

**Improving Status** is any increase over System X's negotiated performance level.

Example: System X improves from 60.00% - 60.10%, not making AYP, but still improving performance.

**Meets Federal Standards** - Between 54.00% - 60.00 % is below System X's negotiated performance level, but within the required 90.00% of the negotiated performance level.

**Corrective Action Year 1** – The first year a system is below 90.00% of their negotiated performance level. Example: System X's negotiated performance level is 60.00% and the actual performance is 53.00% for the first year.

**Corrective Action Year 2** – The second year a system is below 90.00% of their negotiated level. Corrective Action Year 2 requires an improvement plan and allocation of Perkins funds toward improvement targets.

### Systems that are performing ABOVE the state's performance level on any indicator

If data indicate that a system is above the state's performance levels for an indicator the local baseline will be an average of the LEAs most current performance level and the state's level for NCLB. A higher baseline can be negotiated, but in order to maintain the state's composite performance levels, the minimum local baseline level will be the lowest percentage of performance a system will be allowed to negotiate.

- Example: System X has an actual performance level of 91.00% for graduation rate, which is above the state level of 79.50%.
  - $91.00\% + 79.50\% = 170.50\%$
  - $170.50\% \text{ divided by } 2 = 85.25\%$
  - System X's baseline will be 85.25% or System X can negotiate for a higher level, but not lower than the average baseline.

Continuous Improvement:



grant will require negotiated performance measures based upon actual performance in the three previous years.

**Section IV, Part A, Subpart (7): You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]**

The criteria to allow a recipient to request a revision include the consolidation of districts; a documented shortfall in revenue to support ongoing CTE programs; a disaster such as fire, tornado, or other weather related event that destroys or closes a portion of the campus thereby closing CTE programs; or the opening or closing of CTE programs that negatively impact the student's performance on the indicators. It is the recipient's responsibility to document the data to show that the event actually caused a drop in performance that requires a revision. A recipient may request a revision of the local adjusted level of performance during the open period of the annual Perkins application process each spring. The DCTE will work closely with eligible LEAs to provide assistance in dealing with unanticipated circumstances. The Assistant Commissioner of CTE is the final appeal regarding a revision.

In addition to the above criteria for allowing a revision due to unexpected circumstances for single recipients, a consortium may also request a revision if a recipient not previously in a consortium but within their service area receives a grant of less than \$15,000 and is required to become a member of the consortium. If the new member's performance levels negatively impact the consortium's negotiated levels, a revision may be allowed. (see page 35)

Post-secondary, degree-granting - At the end of the first year of any given two-year grant and in each subsequent two-year competitive grant cycle, a community college or technology center may request a revision to its local adjusted levels of performance if unanticipated circumstances arise.

**Section IV, Part A, Subpart (8): You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].**

Secondary – Student data at the secondary level is taken primarily from the state's Educational Information System (EIS). All public schools participate in a state-wide computer network (EIS) that includes unique student identifiers linked to enrollment in courses and demographic information. This student data are also used by the TDOE (general K-12 education) for determining Basic Education Programs (BEP) based on attendance reporting; therefore, the accuracy is very high. All districts use the system and must use the standard course codes that are programmed into the system. The Directors of CTE can determine the course enrollments and; subsequently, the CTE concentrators. Records from EIS and eTIGER are also used to determine graduation rates and non-traditional participation. The academic assessment scores are drawn directly from the NCLB data warehouse. The CTE skill assessment scores are taken directly from the web-based testing system operated by the department. The only information each local recipient must report is the students who

successfully complete a sequence of courses with the required knowledge and skills and the placement status of those students six months after graduation.

The EIS data system allows the department to capture all the special population categories. These data are disaggregated to meet the required categories in the Act. The disaggregate data are provided to eligible recipients in order for them to meet the requirement of sharing performance data to the public through the state's report card.

The accuracy and reliability of data compiled by the department is high. The data reported by each recipient has also been attested for accuracy by individual teachers that own the data. The department provides data matches with TBR to verify that the information that the local recipients report on the students entering post-secondary education is accurate. The number of students reported as unemployed tracks very closely with the state's unemployment rate each year.

Post-secondary, degree-granting –The Tennessee Board of Regents is in the process of a multi-year process to convert its reporting program to the SCT Banner database. As this system comes on-line, more reliable and valid data will become available. In addition, a web based portal for the development of the CAR report is in the process of being developed with the first reporting to be in December 2008. This portal will allow community college institutional research units to review, edit and validate data that will be reported by the TBR Office of Research and Assessment.

Post-secondary, certificate-and-diploma granting—The Tennessee Technology Centers have implemented important changes to the Student Information System to enhance data collection of special populations, development of custom reports, and backup of each database to a secure off-site server. Through the establishment of a data warehouse, the TTC Central Office will be able to merge all databases into one database for improved monitoring of Perkins activities across the state.

Post-secondary, degree-granting – At this time, it is not anticipated that the community colleges or technology centers will be part of a consortium. Through the competitive grant process, colleges will either meet minimum standards for minimal funding (reference Sec. 132 (c)(1)) or not receive funds.

**Section IV, Part A, Subpart (9): You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]**

Secondary - The CTE Directors for each consortium will be responsible for negotiating the local levels of performance for the LEA. The methodology for reaching agreement on local levels of performance with consortia is the same as with single recipients and will be negotiated separately for each LEA within the consortium. Each LEA will be held accountable for their own levels of performance.

Post-secondary, degree-granting – At this time it is not anticipated that the community colleges will be part of a consortium. Through the competitive grant process, colleges will

either meet minimum standards for minimal funding (reference Sec. 132 (c)(1)) or not receive funds.

**Section IV, Part A, Subpart (10): You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure non-duplication. [Sec. 122(c)(8)]**

Secondary – The department has a web-based information report card that allows for automatic identification of recipients that do not meet the adjusted levels of performance. Any non-performance must be addressed in the next year’s Perkins application before approval. Performance on the Perkins indicators is only one measure of program effectiveness. Other quality indicator factors include: operation of a CTSO, teacher attendance to various professional development sessions, course sequencing, and instructional equipment. With more than 3,433 teachers in 325 high schools and junior high and middle schools, the department relies on a variety of methods for evaluating programs.

An on-site technical assistance/monitoring visit is made to each program on a four-year rotation. Risk-based monitoring has also been implemented. Each year, every CTE teacher must submit their teaching schedule and contact information so staff can determine if an approved program of study or sequence of courses is being offered. Consultants in the nine field service center offices within the State assure the CTE monitoring process and provide technical assistance to administrators and teachers on a needs basis.

All new programs receive an on-site visit by state staff prior to start-up and during the first year of implementation. These visits allow state staff to evaluate the programs and make recommendations early in their implementation. Tennessee has also implemented a mentoring program for new teachers.

Each LEA is on a four-year on-site monitoring cycle. Risk factors have been identified that will determine the degree of technical assistance or on-site visits to systems based on point values received. The risk factors consist of areas in CTE director qualifications, local plan/addenda/TCSPP accomplishments of goals, fiscal monitoring findings, spending of funds as indicated in local plan, professional development for teachers and CTE director, quality program development, purchasing procedures, data reporting, physical inventory, draw-down of funds, volume of funds and other grants such as HSTW Aspiring Sites, JTG, Incentive and Reserve Grants.

Using the risk factor point values received, additional technical assistance or on-site assistance will be conducted in areas of need in addition to the four-year on-site visit.

Quality program indicators have been identified that support the quality program development section of the risk factors. (See page 13 for the list of quality program indicators).

The quality program indicators require each program to have an active advisory committee that consists of a minimum of fifty percent business and industry representation. Business and industry recommendations assist with program improvement.

### **Improvement Plan & Sanctions**

During the first year after a recipient is identified as having failed to meet an adjusted level of performance, the recipient must file an improvement plan that addresses each indicator in which 90% of the target was not achieved. In the subsequent year, if an LEA meets the 90% level for each indicator, no improvement plan will be required for the next year.

TDOE staff will monitor implementation of the improvement plan and, depending upon the documented recipient's progress, CTE field service center consultants will be assigned to make an onsite technical assistance visit.

Failure to submit or implement the improvement plan will result in a non-compliance onsite visit by the TDOE compliance team. The recipient will be required to submit a plan or show progress in implementing the improvement plan prior to any Perkins funds being expended. If the recipient implemented their improvement plan but failed to make improvement in achievement, additional technical assistance and monitoring visits will be conducted by state administrative staff, and program and regional field service consultants.

During the second year of an improvement plan, TDOE staff will continue to provide technical assistance toward meeting the indicators that are not in compliance. Targeted resources through Perkins funds will be identified to support improvement action items.

During the third year of the improvement plan, if the recipient fails to meet 90% of the state negotiated level for any indicator, the department may request that a portion of the recipient's Perkins funds be withheld for the following year and use a third party to manage those funds to provide service to the CTE students served by the recipient or require an improvement plan that targets an increasing percentage of Perkins funds toward the area(s) of deficiency.

By the fourth year of the improvement plan, if the recipient has implemented their plan but still has failed to meet 90% of the adjusted performance level or the state negotiated level on any indicator for three consecutive years, the DOE will negotiate a state partnership to address performance improvement changes or may withhold a percentage of their Perkins funds to be managed by a third party to target the areas of deficiency.

The recommendation to withhold funds must be approved at a regular meeting of the TSBE with prior notification to the recipient.

Post-secondary, degree-granting –

The TBR shall annually review the data from each community college and technology center and subsequently report the data to the state government. Should the eligible institution not meet the levels of performance as specified in Section 123 of the Act, the institution will enter into a program of improvement overseen by the Office of Academic Affairs and/or Office of Tennessee Technology Centers. The Tennessee Board of Regents will assist the institution to:

- (1) Conduct an educational needs assessment and gap analysis to attempt to discover weaknesses in the educational environment;
- (2) Shall enter into an improvement plan that includes instructional and other programmatic innovations of demonstrated effectiveness to overcome performance deficiencies; and,

- (3) Conduct regular evaluations of the eligible recipient's progress toward reaching State performance levels.

If an eligible recipient fails to meet the State adjusted levels of performance, has not implemented an improvement plan, has not shown any improvement within one year after implementing an improvement plan, or has failed to meet the state adjusted levels of performance for two or more consecutive years, the TBR may withhold all or a portion of the eligible recipient's allotment from the eligible recipient after notice and opportunity for a hearing.

**Section IV, Part B, Subpart (1): Except as noted above with respect to the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:**

Refer to Part C (page 72).

#### **Section V – Tech Prep Programs**

**Section V, Part A, Subpart (1): You must describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]**

**Section V, Part B, Subpart (1): You must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.**

Tennessee has chosen to consolidate Title II with the Title I basic grant – through a grant distribution process.

Refer to Attachment (E) for the post-secondary grant application and local plan documents.

## FINANCIAL REQUIREMENTS

*All States must complete this entire section.*

### A. Statutory Requirements

**Section VI, Part A, Subpart (1): You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the post-secondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]**

Tennessee has chosen to consolidate the entire Tech Prep grant into the basic grant.

The secondary allocation formula uses the student membership data collected by the National Center for Education Statistics through the Common Core of Data survey system for distributing 30% of the funds. The remaining 70% of the funds are distributed on the number of individuals ages 5-17 who reside in the district and are from families below the poverty level.

The post-secondary allocation in this plan is less than 15% and will use a competitive grant distribution process.

See Flow Chart of Perkins Funds in Part (B) (page 80).

Ten percent (10%) of the Title I basic grant funds will be reserved at the TDOE. These funds will be used for grants to eligible recipients for the purpose of developing and implementing new best practices programs of study in high-wage, high-demand, or high-skill programs of study; support partnerships among secondary and post-secondary institutions, two-year certificate and four-year degree granting institutions; business and industry, non-traditional occupations and services, model academic integration programs; online and credit recovery programs, performance incentives and support to districts that, through the distribution formula, do not meet the \$15,000 requested consortium threshold level. These grants will be awarded on a competitive basis through response to a Request for Proposal (RFP). Recipients with high percentages of CTE students in rural areas will be eligible to respond to the RFP. A high percentage of CTE students in rural areas will be defined as enrollment in one or more CTE course by 50% or more of the students in grades 9-12 within the district each year. The review committee will include representatives from the TDLWD, TDOE, TBR, and LEAs. Priority will be given to those respondents that include a post-secondary partnership in the development process.

The TDOE will provide post-secondary 20% of the reserve funds to support transition activities using the competitive grant distribution process.

**Section VI, Part A, Subpart (1): You must describe how your agency will allocate funds it receives through the allotment made under section 111, including any funds that you choose to consolidate under section 292(a), will be allocated among career and technical education at the**

**secondary level, or career and technical education at the post-secondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]**

**Section VI, Part A, Subpart (2): You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g)]**

See Flow Chart of Perkins Funds in Part (B) (page 80).

**Section VI, Part A, Subpart (3): You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to post-secondary institutions within the State. [Section 122(c)(6)(A); Sec. 202(c)]**

**Section VI, Part A, Subpart (4): You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

Systems that do not meet the \$15,000 threshold are required to enter into a consortium. Tennessee currently has three consortia. LEA's with the consortia must collaborate to develop their local plan; however, each are measured separately on their core indicator of performance.

See chart of specific dollar allocations Part (B) (page 81).

**Section VI, Part A, Subpart (5): You must describe how your agency will allocate any of those funds among any consortia that will be formed among post-secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

There are no plans for consortia at the post-secondary level. The Tech Prep consortia no longer functions.

**Section VI, Part A, Subpart (6): You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs (BIA). [Sec. 131(a)(3)]**

At the current time, no charter schools are receiving Perkins funds and no secondary schools in the state are funded by the Bureau of Indian Affairs. The charter schools are elementary or middle school level and come under the approval responsibility of the LEA. If any charter school meets TDOE approved criteria, they may apply to the LEA in their service area for Perkins services.

**Section VI, Part A, Subpart (7): You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or**

**132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; or, in the case of an alternative post-secondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.**

If school district boundaries change due to enrollment or population, a system is in place to make adjustments based on a formal request to the TDOE from the school superintendent.

**VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES**

*All States must complete this entire section.*

**A. EDGAR Certifications and Other Assurances**

**Section VII, Part A, Subpart (1), (a-h):**

## VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

Office of Vocation and Adult Education  
The Carl D. Perkins Career-Technical Act of 2006  
Enacted October 31, 1998  
(Public Law 105 – 332)

The Tennessee State Board of Education and The Department of Education (elementary and secondary of the State of Tennessee hereby submits its one year State Transition Plan for Career and Technical Education to be effective until June 30, 2008. The eligible agency assures that this plan, which serves as an agreement between State and Federal Government under the Carl D. Perkins Career-Technical Education Act of 2006, will be administered in accordance with applicable federal laws and regulations, including the following certifications and assurances.

### A. EDGAR – CERTIFICATIONS

#### EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS (34 CFR PART 76.104)

1. The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(2)]
2. The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
3. The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
4. All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]
6. The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]. Ralph Barnett, Assistant Commissioner, 4<sup>th</sup> Floor, 710 James Robertson Parkway, Nashville, TN 37243.
7. The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]
8. The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

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## B. ASSURANCES

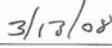
1. The Department has provided a complete and signed ED Form 80-0013 for certifications regarding lobbying; [See 34 CFR Part 82. To download ED Form 80-0013, and the SF LLL Form (Disclosure of Lobbying Activities) referred therein, [See attachment]
3. The Department has provided a complete and signed Assurance for Non-Construction Programs Form. [See attachment]
4. The Department will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]
5. The Department assures that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]
6. The Department assures that it will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]
7. The Department assures that it will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]
8. The Department assures that the State and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]
9. The Department assures that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]

10. The Department assures that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

As Acting Commissioner of Education, I certify and assure that the State of Tennessee's Department of Education will meet all certifications and assurances as noted.

  
\_\_\_\_\_

Timothy K. Webb, Acting Commissioner

  
\_\_\_\_\_

Date

Tennessee Department of Education  
Andrew Johnson Tower, 6<sup>th</sup> Floor  
710 James Robertson Parkway  
Nashville, TN 37243

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## Other Assurances

**Section VII, Part B, Subpart (1): You must submit a copy of the State plan to the State office responsible for the Intergovernmental Review Process if your State implements that review process under Executive Order 12372. [See 34 CFR Part 79]**

Tennessee does not implement the Intergovernmental Review Process.

**Section VII, Part B, Subpart (2): You must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; [See 34 CFR Part 82. To download ED Form 80-0013, and the SF LLL Form (Disclosure of Lobbying Activities) referred therein, See: <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>]**

See signed ED Form 80-0013.

**CERTIFICATION REGARDING LOBBYING**

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
Tennessee Department of Education	The Carl Perkins Career and Technical Act of 2006 State of Tennessee Five-Year Plan
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Timothy K. Webb, Acting Commissioner	
SIGNATURE	DATE
	3/13/08

ED 80-0013

06/04

**Section VII, Part B, Subpart (3): You must provide a complete and signed Assurance for Non-Construction Programs Form.**

[See <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>]

**See signed assurance nonconstruction programs form.**

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**ASSURANCES - NON-CONSTRUCTION PROGRAMS**


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Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

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**Note:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. . . 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. . . 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. . 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. . . 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) . . 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. . . 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. . 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. . 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. . . . 276a to 276a-7), the Copeland Act (40 U.S.C. . . . 276c and 18 U.S.C. . . . 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. . . . 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. . . . 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. . . . 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. . . . 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. . . . 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. . . . 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. . . . 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. . . . 4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133,  Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Timothy K. Webb <i>Timothy K Webb</i>		TITLE Acting Commissioner
APPLICANT ORGANIZATION Tennessee Department of Education		DATE SUBMITTED <i>3/13/08</i>

Standard Form 424B (Rev. 7-97) Back

**Section VII, Part B, Subpart (4): You must provide a signed assurance that you will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]**

See signed EDGAR certification and assurances document.

**Section VII, Part B, Subpart (5): You must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]**

See signed EDGAR certification and assurances document.

**Section VII, Part B, Subpart (6): You must provide a signed assurance that your State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]**

See signed EDGAR certification and assurances document.

**Section VII, Part B, Subpart (7): You must provide a signed assurance that your State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]**

See signed EDGAR certification and assurances document.

**Section VII, Part B, Subpart (8): You must provide a signed assurance that your State and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]**

See signed EDGAR certification and assurances document.

**Section VII, Part B, Subpart (9): You must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of**

**secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]**

See signed EDGAR certification and assurances document.

**Section VII, Part B, Subpart (10): You must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]**

See signed EDGAR certification and assurances document.

### **C. Procedural Suggestions and Planning Reminders**

- ✓ EDGAR regulations implementing the Drug-Free Workplace Act of 1988 (41 U.S.C. 701 et seq., as amended) are provided in 34 CFR Part 84, “Government-wide Requirements for Drug-Free Workplace (Financial Assistance).” Changes in this Government-wide requirement (adopted in the November 26, 2003 Federal Register Notice) now implement this as a condition of the award. See 34 CFR 84.400.
- ✓ EDGAR regulations implementing Executive Orders 12549 and 12689 and Section. 2455 of the Federal Acquisition Regulation are provided in 34 CFR Part 85, “Government-wide Debarment and Suspension (Nonprocurement).” Changes in this Government-wide requirement (adopted in the November 26, 2003 Federal Register Notice) now implement this as a condition of the award. See 34 CFR 85.440. You are also responsible for including a condition in any subgrant and contract that meets the definition for a covered transaction a condition that the lower tier participant must comply with the regulations in part 85. See 34 CFR 85.330.
- ✓ Under EDGAR regulations at 34CFR 85.320, your State is responsible for determining whether any of your principals of your covered transactions (i.e. subgrants or contracts) is excluded or disqualified from participating in the transaction. See 34 CFR 85.320. You may decide the method and frequency by which you do so. You may, but are not required to, check the Excluded Parties List System at the following site:  
<http://www.epls.gov/>.

# **PART B: BUDGET FORMS**

**Section VI, Part B, Subpart (1) ..... Detailed Project Budget**

**Section VI, Part B, Subpart (2) .....Flow Chart**

**Section VI, Part B, Subpart (3) .....Perkins Funds Distribution**

**Section VI, Part B, Subpart (4) .....Reserve Grant Applications**

**Section VI, Part B, Subpart (5) .....Reserve Grant Applications**

**Section VI, Part B, Subpart (6) .....Reserve Grant Applications**

## INSTRUCTIONS

On the attached budget tables, you must identify:

### **I. Title I: Career and Technical Education Assistance to States**

- Line I.A The amount of Title I funds available under section 112(a).
- Line I.B The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a) and (b).
- Line I.C The total amount of combined Title I and Title II funds.
- Line I.D The percent and amount, if any, slated for eligible recipients under section 112(a)(1).
  - Line I.D.1 The amount, if any, to be reserved under section 112(c).
    - Line I.D.1.a The percent and amount reserved for secondary recipients.
    - Line I.D.1.b The percent and amount reserved for post-secondary recipients.
  - Line I.D.2 The amount to be made available for eligible recipients for under section 112(a)(1) by the allocation formulas addressed in sections 131 and 132.
    - Line I.D.2.a The percent and amount slated for secondary recipients.
    - Line I.D.2.b The percent and amount slated for post-secondary recipients.
- Line I.E. The percent and amount to be made available for State leadership under section 112(a)(2).
  - Line I.E.1 The amount to be made available for services to prepare individuals for non-traditional fields under section 112(a)(2)(B).
  - Line I.E.2 The amount to be made available to serve individuals in State institutions, as described in section 112(a)(2)(A).
- Line I.F The percent and amount to be expended for State administration under section 112(a)(3).
- Line I.G The amount to be expended for matching of Federal expenditures for State administration under sections 112(b) and 323.

**II. Title II: Tech Prep Programs**

- Line II.A The amount of funds available under section 201(a).
- Line II.B The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a).
- Line II.C The total amount of funds to be used for Title II tech-prep programs.
- Line II.D The amount of funds to be made available for tech-prep consortia under section 203.
- Line II.D.1 The percent of funds to be made available for tech-prep consortia under section 203.
- Line II.D.2 The number of tech-prep consortia to be funded.
- Line II.E The amount to be expended for State administration under Title II.
- Line II.E.1 The percent of funds to be expended for State administration under Title II.

**PERKINS IV BUDGET TABLE - PROGRAM YEAR 1**  
(For Federal Funds to Become Available Beginning on July 1, 2008)

**I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES**

A. Total Title I Allocation to the State .....	<u>\$ 23,392,150</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Fund	<u>\$ 2,231,641</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 ( <i>Line A + Line B</i> )	<u>\$ 25,623,791</u>
D. Local Formula Distribution ( <i>not less than 85%</i> ) ( <i>Line C x 85%</i> )	<u>\$ 21,780,222</u>
1. Reserve ( <i>not more than 10% of Line D</i> )	<u>\$ 2,178,022</u>
a. Secondary Programs ( <u>80%</u> of <i>Line D</i> )\$	<u>\$ 1,742,418</u>
b. Postsecondary Programs ( <u>20%</u> of <i>Line D</i> )	<u>\$ 435,604</u>
2. Available for formula allocations ( <i>Line D minus Line D.1</i> )	<u>\$ 19,602,200</u>
a. Secondary Programs ( <u>85%</u> of <i>Line D.2</i> )	<u>\$ 16,661,870</u>
b. Postsecondary Programs ( <u>15%</u> of <i>Line D.2</i> )	<u>\$ 2,940,330</u>
E. Leadership ( <i>not more than 10%</i> ) ( <i>Line C x 10%</i> )	<u>\$ 2,562,379</u>
a. Nontraditional Training and Employment ( <u>\$150,000</u> )	
b. Corrections or Institutions ( <u>\$76,000</u> )	
F. State Administration ( <i>not more than 5%</i> ) ( <i>Line C x 5%</i> )	<u>\$ 1,281,190</u>
G. State Match ( <i>from non-federal funds</i> ) <sup>1</sup>	<u>\$ 1,281,190</u>

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<sup>1</sup> The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

# PERKINS IV BUDGET TABLE - PROGRAM YEAR 1

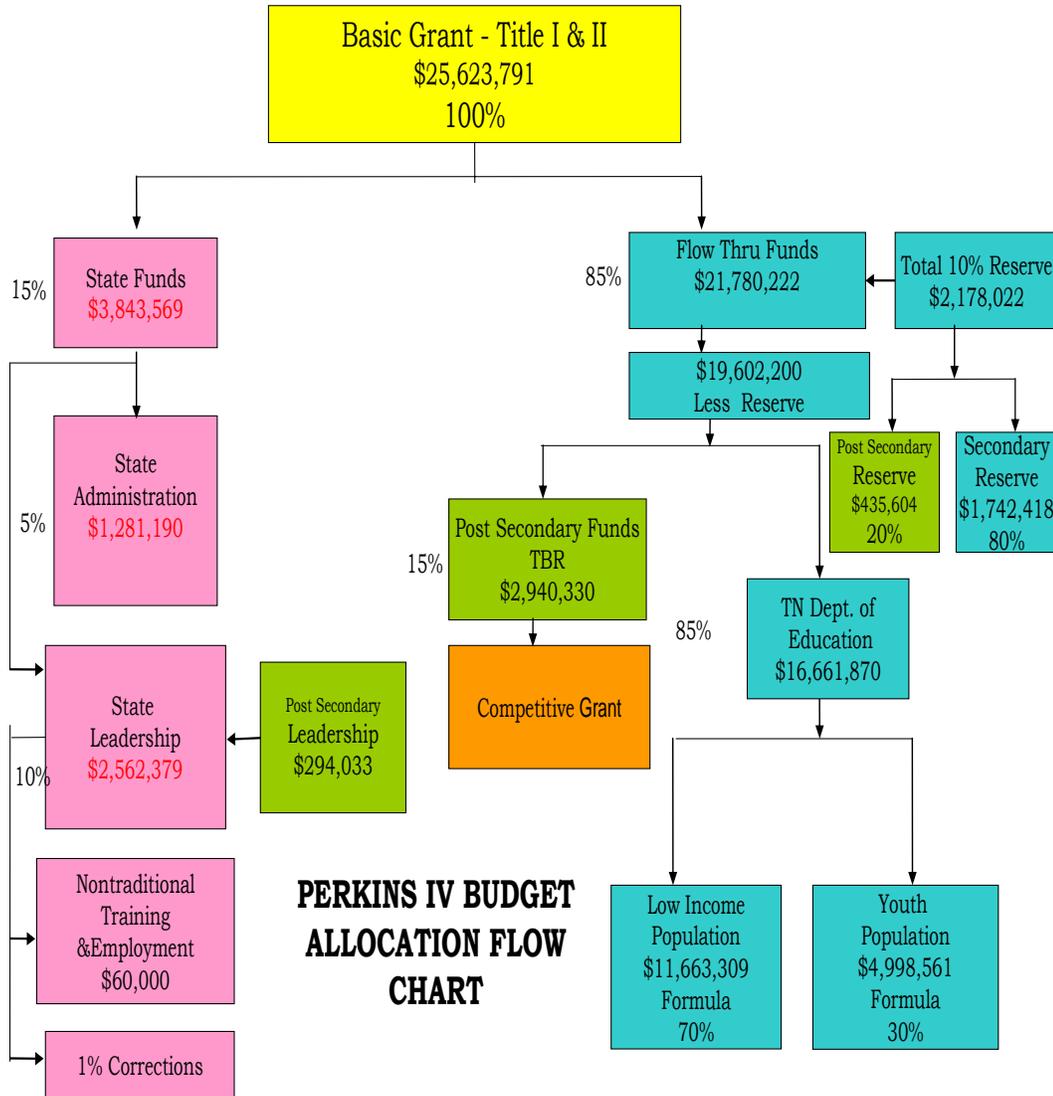
(For Federal Funds to Become Available Beginning on July 1, 2008)

## II. TITLE II: TECH PREP PROGRAMS

- A. Total Title II Allocation to the State \$ \_\_\_\_\_
- B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds \$ \_\_\_\_\_
- C. Amount of Title II Funds to Be Made Available For Tech-Prep (*Line A less Line B*) \$ \_\_\_\_\_
- D. Tech-Prep Funds Earmarked for Consortia \$ \_\_\_\_\_
- a. Percent for Consortia  
        (*Line D divided by Line C*) [ \_\_\_\_\_ %]
- b. Number of Consortia \_\_\_\_\_
- c. Method of Distribution (*check one*):  
        \_\_\_\_\_ Formula  
        \_\_\_\_\_ Competitive
- E. Tech-Prep Administration \$ \_\_\_\_\_
- a. Percent for Administration  
        (*Line E divided by Line C*) [ \_\_\_\_\_ %]

**NOTE: TENNESSEE HAS CHOSEN TO CONSOLIDATE ALL TECH PREP TITLE II FUNDS INTO TITLE I BASIC GRANT**

## PERKINS IMPROVEMENT FUNDS



04/16/07	2008-2009 FY SECONDARY SYSTEM TOTAL MONIES \$16,661,870	5-17, TITLE I 2000 CENSUS 2005 UPDATE 5-17 POVERTY	2000 CENSUS 2005 UPDATE 5-17 POPULATI ON	PROGRAM IMPROVEMENT ALLOCATIONS		2008-2009 (Basic Grant times 85% minus TNBOR)	2008-2009 LEA SHARE OF BASIC GRANT	GRAND TOTAL FOR COMBINE SYSTEMS	LAST YEAR LEA 2007-2008 ALLOCATION
				2008-2009 (Basic Grant times 85% minus TNBOR)	2008-2009 (Basic Grant times 85% minus TNBOR)				
				\$11,663,309	\$4,998,561	\$16,661,870	2008-2009	\$17,079,404	
ANDERSON CO	1,326	7,038	70%	\$79,671.68	\$34,076.34	\$113,748	\$129,501	\$114,751	
CLINTON CITY	199	784		\$11,956.76	\$3,795.94	\$15,753		\$15,831	
OAK RIDGE CITY	718	4,082		\$43,140.47	\$19,764.09	\$62,905		\$63,484	
BEDFORD CO	1,430	7,596		\$85,920.44	\$36,778.05	\$122,698		\$124,734	
BENTON CO	687	2,599		\$41,277.86	\$12,583.75	\$53,862		\$52,611	
BLED SOE CO	545	2,151		\$32,745.90	\$10,414.64	\$43,161		\$40,497	
BLOUNT CO	2,129	13,041		\$127,919.31	\$63,141.46	\$191,061		\$185,014	
ALCOA CITY	278	1,247		\$16,703.41	\$6,037.68	\$22,741		\$21,849	
MARYVILLE CITY	645	4,364		\$38,754.32	\$21,129.46	\$59,884		\$58,064	
BRADLEY CO	1,331	9,398		\$79,972.10	\$45,502.91	\$125,475		\$131,267	
CLEVELAND CITY	1,283	5,865		\$77,088.06	\$28,396.95	\$105,485		\$110,501	
CAMPBELL CO	1,943	6,492		\$116,743.64	\$31,432.74	\$148,176		\$152,018	
CANNON CO	416	2,385		\$24,995.04	\$11,547.61	\$36,543		\$37,180	
CARROLL CO	0	0		\$0.00	\$0.00	\$0	CONSORTIUM	\$0	
HUNTINGDON SSD	266	1,276		\$15,982.40	\$6,178.09	\$22,160		\$23,469	
MCKENZIE SSD	223	1,053		\$13,398.78	\$5,098.38	\$18,497		\$17,797	
HOLLOW ROCK/Bruceton SSD	141	712		\$8,471.88	\$3,447.34	\$11,919	WITH S. CARROLL	\$11,327	
SO CARROLL CO SSD	72	436		\$4,326.06	\$2,111.01	\$6,437	CONSORTIUM	\$6,030	
WEST CARROLL CO SSD	319	1,240		\$19,166.87	\$6,003.79	\$25,171		\$26,585	
CARTER CO	1,543	6,618		\$92,709.96	\$32,042.80	\$124,753		\$119,529	
ELIZABETHTON CITY	595	2,019		\$35,750.11	\$9,775.52	\$45,526		\$43,442	

CHEATHAM CO	908	7,368	\$54,556.47	\$35,674.13	\$90,231		\$88,294
CHESTER CO	530	2,713	\$31,844.64	\$13,135.71	\$44,980		\$44,186
CLAIBORNE CO	1,402	5,157	\$84,238.08	\$24,968.98	\$109,207		\$106,066
CLAY CO	341	1,229	\$20,488.72	\$5,950.53	\$26,439		\$24,943
<b>COCKE CO</b>	<b>1,383</b>	<b>4,683</b>	<b>\$83,096.48</b>	<b>\$22,673.99</b>	<b>\$105,770</b>	<b>\$127,234</b>	<b>\$109,603</b>
<b>NEWPORT CITY</b>	<b>288</b>	<b>859</b>	<b>\$17,304.26</b>	<b>\$4,159.08</b>	<b>\$21,463</b>		<b>\$22,249</b>
COFFEE CO	759	4,637	\$45,603.93	\$22,451.27	\$68,055	<b>\$88,689</b>	\$58,264
MANCHESTER CITY	253	1,122	\$15,201.31	\$5,432.46	\$20,634		\$21,861
TULLAHOMA CITY	760	3,203	\$45,664.01	\$15,508.17	\$61,172		\$65,054
<b>CROCKETT CO</b>	<b>399</b>	<b>1,954</b>	<b>\$23,973.60</b>	<b>\$9,460.81</b>	<b>\$33,434</b>	<b>\$45,557</b>	<b>\$33,288</b>
<b>ALAMO</b>	<b>90</b>	<b>406</b>	<b>\$5,407.58</b>	<b>\$1,965.76</b>	<b>\$7,373</b>		<b>\$7,338</b>
<b>BELLS</b>	<b>61</b>	<b>224</b>	<b>\$3,665.14</b>	<b>\$1,084.56</b>	<b>\$4,750</b>		<b>\$4,685</b>
CUMBERLAND CO	1,842	7,650	\$110,675.14	\$37,039.50	\$147,715		\$141,751
DAVIDSON CO	18,674	90,700	\$1,122,012.78	\$439,148.11	\$1,561,161		\$1,665,678
DECATUR CO	511	1,805	\$30,703.04	\$8,739.39	\$39,442		\$33,309
DEKALB CO	678	2,960	\$40,737.10	\$14,331.63	\$55,069		\$54,596
DICKSON CO	1,288	8,473	\$77,388.48	\$41,024.28	\$118,413		\$125,656
DYER CO	584	3,663	\$35,089.19	\$17,735.39	\$52,825		\$50,660
DYERSBURG CITY	877	3,199	\$52,693.86	\$15,488.81	\$68,183		\$73,231
FAYETTE CO	979	6,033	\$58,822.45	\$29,210.37	\$88,033		\$90,419
FENTRESS CO	944	2,911	\$56,719.51	\$14,094.38	\$70,814		\$52,386
FRANKLIN CO	1,063	6,528	\$63,869.53	\$31,607.04	\$95,477		\$97,679
GIBSON COUNTY	0	0	\$0.00	\$0.00	\$0		\$0
GIBSON CO SSD	351	2,655	\$21,089.56	\$12,854.89	\$33,944		\$37,495
HUMBOLDT CITY	385	1,589	\$23,132.43	\$7,693.57	\$30,826		\$34,489
MILAN SSD	308	1,769	\$18,505.94	\$8,565.08	\$27,071		\$29,495
TRENTON SSD	257	1,480	\$15,441.65	\$7,165.81	\$22,607	CONSORTIUM	\$22,379
<b>BRADFORD SSD</b>	<b>132</b>	<b>638</b>	<b>\$7,931.12</b>	<b>\$3,089.05</b>	<b>\$11,020</b>	<b>CONSORTIUM</b>	<b>\$12,290</b>
GILES CO	931	5,064	\$55,938.41	\$24,518.70	\$80,457		\$82,815
GRAINGER CO	859	3,583	\$51,612.35	\$17,348.04	\$68,960		\$68,395
GREENE CO	1,431	7,961	\$85,980.52	\$38,545.29	\$124,526		\$126,877

GREENEVILLE CITY	630	2,422	\$37,853.06	\$11,726.76	\$49,580		\$50,369
GRUNDY CO	798	2,518	\$47,947.21	\$12,191.56	\$60,139		\$57,106
HAMBLEN CO	1,945	9,815	\$116,863.81	\$47,521.93	\$164,386		\$168,997
<b>HAMILTON CO</b>	<b>9,507</b>	<b>51,014</b>	<b>\$571,220.71</b>	<b>\$246,997.81</b>	<b>\$818,219</b>	<b>\$818,219</b>	<b>\$824,987</b>
<b>CHATTANOOGA CITY</b>	<b>0</b>	<b>0</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0</b>		<b>\$0</b>
HANCOCK CO	503	1,032	\$30,222.36	\$4,996.70	\$35,219		\$31,371
HARDEMAN CO	1,017	4,666	\$61,105.65	\$22,591.68	\$83,697		\$89,608
HARDIN CO	1,251	4,323	\$75,165.36	\$20,930.95	\$96,096		\$88,898
<b>HAWKINS CO</b>	<b>2,055</b>	<b>8,849</b>	<b>\$123,473.08</b>	<b>\$42,844.78</b>	<b>\$166,318</b>	<b>\$175,056</b>	<b>\$154,544</b>
<b>ROGERSVILLE CITY</b>	<b>114</b>	<b>390</b>	<b>\$6,849.60</b>	<b>\$1,888.29</b>	<b>\$8,738</b>		<b>\$8,043</b>
HAYWOOD CO	876	3,760	\$52,633.78	\$18,205.04	\$70,839		\$72,569
<b>HENDERSON CO</b>	<b>684</b>	<b>3,582</b>	<b>\$41,097.61</b>	<b>\$17,343.20</b>	<b>\$58,441</b>	<b>\$73,941</b>	<b>\$57,879</b>
<b>LEXINGTON</b>	<b>184</b>	<b>918</b>	<b>\$11,055.50</b>	<b>\$4,444.74</b>	<b>\$15,500</b>		<b>\$15,320</b>
<b>HENRY CO</b>	<b>773</b>	<b>3,696</b>	<b>\$46,445.10</b>	<b>\$17,895.16</b>	<b>\$64,340</b>	<b>\$90,639</b>	<b>\$63,797</b>
<b>PARIS CITY</b>	<b>336</b>	<b>1,262</b>	<b>\$20,188.30</b>	<b>\$6,110.31</b>	<b>\$26,299</b>		<b>\$26,046</b>
HICKMAN CO	839	4,147	\$50,410.66	\$20,078.80	\$70,489		\$72,863
HOUSTON CO	319	1,380	\$19,166.87	\$6,681.64	\$25,849		\$25,022
HUMPHREYS CO	533	3,086	\$32,024.89	\$14,941.69	\$46,967		\$47,796
JACKSON CO	420	1,782	\$25,235.37	\$8,628.03	\$33,863		\$33,323
JEFFERSON CO	1,459	7,892	\$87,662.88	\$38,211.21	\$125,874		\$133,851
JOHNSON CO	724	2,453	\$43,500.98	\$11,876.85	\$55,378		\$52,904
KNOX CO	10,245	64,736	\$615,562.86	\$313,436.52	\$928,999		\$981,986
LAKE CO	329	954	\$19,767.71	\$4,619.04	\$24,387		\$22,718
LAUDERDALE CO	1,153	4,619	\$69,277.11	\$22,364.11	\$91,641		\$93,641
LAWRENCE CO	1,512	7,474	\$90,847.34	\$36,187.35	\$127,035		\$134,371
LEWIS CO	496	2,030	\$29,801.77	\$9,828.78	\$39,631		\$38,591
LINCOLN CO	725	4,577	\$43,561.06	\$22,160.76	\$65,722	<b>\$83,856</b>	\$66,207
FAYETTEVILLE CITY	233	854	\$13,999.62	\$4,134.87	<b>\$18,134</b>		<b>\$20,575</b>
LOUDON CO	723	5,403	\$43,440.89	\$26,160.06	\$69,601		\$71,816
LENOIR CITY	300	1,295	\$18,025.27	\$6,270.09	\$24,295		\$25,054
<b>MCMINN CO</b>	<b>1,160</b>	<b>6,436</b>	<b>\$69,697.70</b>	<b>\$31,161.60</b>	<b>\$100,859</b>	<b>\$151,921</b>	<b>\$97,164</b>

<b>ATHENS CITY</b>	<b>529</b>	<b>1,888</b>	<b>\$31,784.55</b>	<b>\$9,141.25</b>	<b>\$40,926</b>		<b>\$38,981</b>
<b>ETOWAH CITY</b>	<b>133</b>	<b>443</b>	<b>\$7,991.20</b>	<b>\$2,144.90</b>	<b>\$10,136</b>		<b>\$9,636</b>
MCNAIRY CO	1,048	4,281	\$62,968.27	\$20,727.60	\$83,696		\$83,037
MACON CO	798	3,912	\$47,947.21	\$18,940.99	\$66,888		\$68,087
MADISON CO	3,251	17,273	\$195,333.81	\$83,631.81	\$278,966		\$292,090
JACKSON CITY	0	0	\$0.00	\$0.00	\$0		\$0
<b>MARION CO</b>	<b>931</b>	<b>4,413</b>	<b>\$55,938.41</b>	<b>\$21,366.71</b>	<b>\$77,305</b>	<b>\$80,933</b>	<b>\$78,266</b>
<b>RICHARD CITY</b>	<b>47</b>	<b>166</b>	<b>\$2,823.96</b>	<b>\$803.73</b>	<b>\$3,628</b>		<b>\$3,423</b>
MARSHALL CO	916	5,016	\$55,037.15	\$24,286.29	\$79,323		\$73,114
MAURY CO	2,291	13,667	\$137,652.95	\$66,172.41	\$203,825		\$205,063
MEIGS CO	504	2,024	\$30,282.45	\$9,799.73	\$40,082		\$39,860
<b>MONROE CO</b>	<b>1,148</b>	<b>5,891</b>	<b>\$68,976.69</b>	<b>\$28,522.84</b>	<b>\$97,500</b>	<b>\$130,232</b>	<b>\$101,791</b>
<b>SWEETWATER</b>	<b>416</b>	<b>1,598</b>	<b>\$24,995.04</b>	<b>\$7,737.14</b>	<b>\$32,732</b>		<b>\$34,189</b>
MONTGOMERY CO	4,250	28,792	\$255,357.95	\$139,404.11	\$394,762		\$407,221
<b>MOORE CO</b>	<b>142</b>	<b>1,004</b>	<b>\$8,531.96</b>	<b>\$4,861.13</b>	<b>\$13,393</b>	<b>W-RSP</b>	<b>\$13,718</b>
MORGAN CO	754	3,236	\$45,303.50	\$15,667.95	\$60,971		\$59,912
OBION CO	570	3,596	\$34,248.01	\$17,410.99	\$51,659		\$52,604
UNION CITY	472	1,777	\$28,359.75	\$8,603.82	\$36,964		\$37,412
OVERTON CO	758	3,264	\$45,543.84	\$15,803.52	\$61,347		\$60,687
PERRY CO	305	1,299	\$18,325.69	\$6,289.45	\$24,615		\$23,347
PICKETT CO	191	716	\$11,476.09	\$3,466.70	\$14,943	<b>W-RSP</b>	\$14,293
POLK CO	527	2,597	\$31,664.39	\$12,574.06	\$44,238		\$44,566
PUTNAM CO	1,848	10,409	\$111,035.64	\$50,397.93	\$161,434		\$163,404
<b>RHEA CO</b>	<b>941</b>	<b>4,133</b>	<b>\$56,539.25</b>	<b>\$20,011.02</b>	<b>\$76,550</b>	<b>\$94,253</b>	<b>\$76,112</b>
<b>DAYTON</b>	<b>230</b>	<b>802</b>	<b>\$13,819.37</b>	<b>\$3,883.10</b>	<b>\$17,702</b>		<b>\$17,496</b>
ROANE CO	1,505	8,239	\$90,426.76	\$39,891.30	\$130,318		\$139,003
HARRIMAN CITY	0	0	\$0.00	\$0.00	\$0		\$0
ROBERTSON CO	1,435	11,030	\$86,220.86	\$53,404.67	\$139,626		\$148,345
<b>RUTHERFORD CO</b>	<b>2,827</b>	<b>32,244</b>	<b>\$169,858.10</b>	<b>\$156,117.88</b>	<b>\$325,976</b>	<b>\$438,501</b>	<b>\$341,936</b>
<b>MURFREESBORO</b>	<b>1,244</b>	<b>7,803</b>	<b>\$74,744.77</b>	<b>\$37,780.29</b>	<b>\$112,525</b>		<b>\$127,161</b>
SCOTT CO	940	3,406	\$56,479.17	\$16,491.05	\$72,970		\$71,261

ONEIDA SSD	238	522	\$14,300.05	\$2,527.40	<b>\$16,827</b>		<b>\$16,215</b>
SEQUATCHIE CO	497	2,197	\$29,861.86	\$10,637.36	\$40,499		\$40,362
SEVIER CO	2,188	12,659	\$131,464.28	\$61,291.91	\$192,756		\$210,524
SHELBY CO	3,806	46,913	\$228,680.55	\$227,141.73	\$455,822		\$394,382
MEMPHIS CITY	37,238	135,941	\$2,237,416.29	\$658,194.41	\$2,895,611		\$3,043,928
SMITH CO	573	3,314	\$34,428.26	\$16,045.61	\$50,474		\$50,132
STEWART CO	386	2,180	\$23,192.51	\$10,555.05	\$33,748		\$35,264
SULLIVAN CO	2,221	13,755	\$133,447.06	\$66,598.48	\$200,046		\$182,943
BRISTOL CITY	741	3,838	\$44,522.41	\$18,582.70	\$63,105		\$62,425
KINGSPORT CITY	1,531	6,334	\$91,988.95	\$30,667.74	\$122,657		\$132,478
SUMNER CO	2,984	26,124	\$179,291.32	\$126,486.28	\$305,778		\$321,502
<b>TIPTON CO</b>	<b>1,741</b>	<b>11,180</b>	<b>\$104,606.63</b>	<b>\$54,130.94</b>	<b>\$158,738</b>	<b>\$158,738</b>	<b>\$165,945</b>
<i>COVINGTON CITY</i>	<b>0</b>	<b>0</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0</b>		<b>\$0</b>
TROUSDALE CO	229	1,293	\$13,759.29	\$6,260.40	\$20,020		\$20,322
UNICOI CO	518	2,595	\$31,123.63	\$12,564.38	\$43,688		\$44,629
UNION CO	920	3,378	\$55,277.49	\$16,355.48	\$71,633		\$71,388
VAN BUREN CO	212	892	\$12,737.86	\$4,318.85	\$17,057		\$16,553
WARREN CO	1,614	6,614	\$96,975.94	\$32,023.44	\$128,999		\$120,654
WASHINGTON CO	1,508	9,086	\$90,607.01	\$43,992.28	\$134,599		\$142,669
JOHNSON CITY	1,380	7,944	\$82,916.23	\$38,462.98	\$121,379		\$128,648
WAYNE CO	578	2,526	\$34,728.68	\$12,230.30	\$46,959		\$45,351
WEAKLEY CO	971	5,248	\$58,341.78	\$25,409.58	\$83,751		\$86,695
WHITE CO	870	4,007	\$52,273.27	\$19,400.95	\$71,674		\$73,111
<b>WILLIAMSON CO</b>	<b>934</b>	<b>25,711</b>	<b>\$56,118.66</b>	<b>\$124,486.63</b>	<b>\$180,605</b>	<b>\$234,260</b>	<b>\$199,288</b>
<i>FRANKLIN CITY</i>	<b>497</b>	<b>4,914</b>	<b>\$29,861.86</b>	<b>\$23,792.43</b>	<b>\$53,654</b>		<b>\$62,636</b>
<b>WILSON CO</b>	<b>1,097</b>	<b>15,102</b>	<b>\$65,912.39</b>	<b>\$73,120.34</b>	<b>\$139,033</b>	<b>\$184,250</b>	<b>\$143,153</b>
<b>LEBANON SSD</b>	<b>493</b>	<b>3,221</b>	<b>\$29,621.52</b>	<b>\$15,595.33</b>	<b>\$45,217</b>		<b>\$60,988</b>
ALVIN C. YORK	0	0	\$0	\$0	\$0		\$12,377
<b>TOTAL</b>	<b>194,116</b>	<b>1,032,384</b>	<b>\$11,663,309</b>	<b>\$4,998,561</b>	<b>\$16,661,870</b>		<b>\$17,079,404</b>

# **PART C: ACCOUNTABILITY FORMS**

**Definitions of Student Populations**

**Identification of Measurement Definitions/Approaches**

**Performance Levels**

## INSTRUCTIONS

### Definitions of Student Populations

On page 43, you must provide the career and technical education (CTE) student definitions that you will use for the secondary and post-secondary/adult core indicators of performance, e.g., “CTE participants” and “CTE concentrators.” These are the students on which you will report data annually to the Secretary under section 113(c)(1)-(2) of the Act.

### Identification of Measurement Definitions/Approaches

In Columns 2 and 3 of the Final Agreed Upon Performance Levels (FAUPL) forms on pages 44-48, you must provide your valid and reliable measurement definitions and approaches, respectively, for each of the core indicators of performance required under section 113(b) of the Act. Each definition must contain a description of the numerator (the number of individuals achieving an outcome) and a denominator (the number of individuals seeking to achieve an outcome). As discussed above in Part A, Section IV, A.3, based on our non-regulatory guidance, we have pre-populated the FAUPL form with the measurement definitions and approaches for the core indicators to measure student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics under the ESEA (1S1 and 1S2, respectively) and student graduation rates under the ESEA (4S1). A State may choose to propose other student definitions and measurement approaches, but it would have to describe in its new State plan how its proposed definitions and measures would be valid and reliable.

### *Baseline Data*

In Column 4 of the FAUPL forms, you must provide baseline data, using data for the most recently completed program year (July 1, 2005 – June 30, 2006), on the performance of career and technical education students on each of the core indicators of performance, except that, for the indicators for which your State must use your State’s standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data. The Department will use your baseline data as a starting point for reaching agreement with you on the core indicators of performance for the first two program years under section 113(b)(3)(iii) of the Act, except that States that submit a one-year transition plan need to provide baseline data only for the core indicators of performance as provided below:

Indicators		Transition Plan	Six-Year Plan
<b>Secondary Level – 8 Indicators</b>			
1S1	Academic Attainment – Reading/Language Arts	X	X
1S2	Academic Attainment – Mathematics	X	X
2S1	Technical Skill Attainment	Not required	X
3S1	Secondary School Completion	Not required	X
4S1	Student Graduation Rates	X	X
5S1	Secondary Placement	Not required	X
6S1	Nontraditional Participation	Not required	X
6S2	Nontraditional Completion	Not required	X
<b>Post-secondary/Adult Level – 6 Indicators</b>			
1P1	Technical Skill Attainment	Not required	X
2P1	Credential, Certificate, or Diploma	Not required	X
3P1	Student Retention or Transfer	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation	Not required	X
5P2	Nontraditional Completion	Not required	X

*Performance Levels*

In Columns 5 and 6 of the FAUPL forms, you must provide proposed levels of performance for each of the core indicators of performance for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) as required under section 113(b)(3)(ii) of the Perkins Act, except that, for the indicators for which the State must use its State’s standards, assessments, and graduation rates adopted under Title I of the ESEA, a State that chooses to use its AMOs or targets under the ESEA will only have to confirm this information with its OVAE Regional Accountability Specialist. At a State’s request, the Regional Accountability Specialist will pre-populate the forms in Part C with the State’s AMOs or targets for the 2007-08 and 2008-09 program years before sending the forms to you to finish completing. States that submit a one-year transition plan need to provide performance levels only for the core indicators of performance listed in the chart above.

*State Confirmation of Final Agreed Upon Performance Levels*

After you reach agreement with the Department on your State’s final agreed upon adjusted performance levels for the first two program years, you will be asked to confirm these levels via e-mail submission of your State’s FAUPL form. Your State’s final agreed upon performance levels for the first two program years for

the ESEA indicators will be incorporated into your State plan and your July 1, 2007 Perkins grant award. Your State's final agreed upon performance levels for the first two program years for all other for all other indicators will be incorporated into your State plan and your July 1, 2008 Perkins grant award.

## I. Student Definitions

### A. Secondary Level

**Participant:** A secondary student who has earned one (1) or more credits in any career and technical (CTE) program area.

**Concentrator :** A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health science or business technology), or two (2) credits in a single CTE program area, but only in those programs where 2 credit sequences at the secondary level are recognized by the State and /or its local eligible recipients.

### B. Post-secondary

#### Post-secondary – degree granting institutions

**Participant-** A post-secondary/adult student who is enrolled on the fourteenth day of the freshman fall term in any CTE program area.

**Completer –** A postsecondary student who gains an industry-recognized associate degree or other award within two years beyond the concentrator cohort year.

**Concentrator –**A post-secondary student who is designated as a sophomore, with 30 college-level credits, during the fall semester of the cohort year in a defined CTE program of study that terminates in an industry-recognized associate degree or other award.

#### Post-secondary – Certificate/Diploma programs

The Tennessee Technology Centers (TTC) only offer CTE programs that are designed to prepare the student for a job-specific proficiency level and the opportunity to earn an industry-recognized credential, certificate or diploma. All academic instruction is integrated within the occupational training program. Summarily, all students who enroll in the preparatory CTE programs in a Technology Center are considered “participants” and “concentrators”. All 27 Tennessee Technology Centers are clock-hour based institutions; students earn clock hours rather than credit hours. The modified definition for the Tennessee Technology Centers is as follows:

**Participant-** A post-secondary/adult student enrolled in a preparatory program of study offered by the Tennessee Technology Centers (TTC).

**Completer –** A student who demonstrates competencies for a specific job proficiency level and receives a preparatory certificate or diploma conferred by the institution.

**Concentrator –** A post-secondary/adult student enrolled in a TTC program of study leading to an industry-recognized credential, a preparatory certificate or diploma who completes more than 20% of scheduled hours in the first term.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06 1S1, 1S2, 4S1	Year One 7/1/07-6/30/08	Baseline 7/1/06- 6/30/07 2S1, 3S1, 5S1, 6S1, 6S2	Year Two 7/1/08- 6/30/09
<b>1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)</b>	<b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school <b>reading/language arts</b> assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.  <b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in <b>reading/language arts whose scores were included in the State’s computation of AYP</b> and who, in the reporting year, left secondary education.	<b>State and Local Administrative Records</b>	<b>B: 91.00%</b>	<b>L: 87.87%</b>  <b>A:</b>		<b>L: 88.37%</b>  <b>A:</b>
<b>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</b>	<b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school <b>mathematics</b> assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.  <b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in <b>mathematics whose scores were included in the State’s computation of AYP</b> and who, in the reporting year, have left secondary education.	<b>State and Local Administrative Records</b>	<b>B: 83.00%</b>	<b>L:</b>  <b>A:</b>		<b>L: 84.00%</b>  <b>A:</b>
<b>2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</b>	<b>Numerator:</b> Number of 12 <sup>th</sup> grade concentrators who have mastered industry validated career and technical proficiency standards in the reporting year.  <b>Denominator:</b> Total number of 12 <sup>th</sup> grade concentrators who have left the system in the reporting year.	<b>State and Local Administrative Records</b>		<b>L:</b>  <b>A:</b>	<b>B:85.00%</b>	<b>L: 85.05%</b>  <b>A:</b>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05-6/30/06 1S1, 1S2, 4S1	Year One 7/1/07-6/30/08	Baseline 7/1/06-6/30/07 2S1, 3S1, 5S1, 6S1, 6S2	Year Two 7/1/08-6/30/09
<b>3S1</b> <b>Secondary School Completion</b> <i>113(b)(2)(A)(iii)</i> <i>(I-III)</i>	<b>Numerator:</b> Number of 12 <sup>th</sup> grade concentrators who attained a Tennessee high school diploma, a state certificate, or a GED.  <b>Denominator:</b> Number of 12 <sup>th</sup> grade concentrators who have left the system in the reporting year.	<b>State and Local Administrative Records</b>		L:  A:	<b>B: 87.42%</b>	L: 87.47%  A:
<b>4S1</b> <b>Student Graduation Rates</b> <i>113(b)(2)(A)(iv)</i>	<b>Numerator:</b> Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.  <b>Denominator:</b> Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.	<b>State and Local Administrative Records</b>	<b>B: 79.50%</b>	L: 80.00%  A:	L:	<b>80.50%</b>  A:
<b>5S1</b> <b>Secondary Placement</b> <i>113(b)(2)(A)(v)</i>	<b>Numerator:</b> Number of concentrators who graduated in the reporting year and who were placed in postsecondary or advanced training, employment or military within one year of graduation.  <b>Denominator:</b> Number of concentrators who graduated in the reporting year.	<b>State and Local Administrative Records</b>		L:  A:	<b>B: 87.30%</b>	L: 87.80%  A:
<b>6S1</b> <b>Nontraditional Participation</b> <i>113(b)(2)(A)(vi)</i>	<b>Numerator:</b> Number of CTE participants from underrepresented gender groups who participated in a course that leads to employment in nontraditional fields in the reporting year.  <b>Denominator:</b> Number of CTE participants who participated in a course that leads to employment in nontraditional fields in the reporting year.	<b>State and Local Administrative Records</b>		L:  A:	<b>B: 18.34%</b>	L: 18.35%  A:
<b>6S2</b> <b>Nontraditional Completion</b> <i>113(b)(2)(A)(vi)</i>	<b>Numerator:</b> Number of CTE concentrators from underrepresented gender groups who participated in a course that leads to employment in nontraditional fields in the reporting year  <b>Denominator:</b> Number of CTE concentrators who participated in a course that leads to employment in nontraditional fields in the reporting year.	<b>State and Local Administrative Records</b>		L:  A:	<b>B: 25.06%</b>	L: 25.07%  A:

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POST-SECONDARY/COMMUNITY COLLEGES

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (2005-06)		Year Two 7/1/08-6/30/09
<b>1P1 Technical Skill Attainment 113(b)(2)(B)(i)</b>	<p><b>Numerator:</b> During the reporting year, the number of CTE completers who passed, on the first administration, major field assessments that are aligned with industry-recognized standards, if available and appropriate.</p> <p><b>Denominator:</b> Number of CTE completers who took major field assessments for the first time during the reporting year.</p>	<b>State and Local Administrative Records</b>	<b>B: 92.00%</b>	<b>L:</b>  <b>A:</b>	<b>L: 92.00%</b>  <b>A:</b>
<b>2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)</b>	<p><b>Numerator:</b> Number of CTE concentrators who received an industry-recognized degree or other award by the end of two years, subsequent to the fall of the sophomore cohort year.</p> <p><b>Denominator:</b> Number of CTE concentrators in the fall of the sophomore cohort year.</p>	<b>State and Local Administrative Records</b>	<b>B: 44.85%</b>	<b>L:</b>  <b>A:</b>	<b>L: 45.08%</b>  <b>A:</b>
<b>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</b>	<p><b>Numerator:</b> Number of CTE concentrators who remained enrolled in their original community college, completed a degree or award at their original community college, or transferred to another 2-or 4-year post-secondary institution at the time of the subsequent fall after the sophomore concentrator year.</p> <p><b>Denominator:</b> Number of CTE concentrators in the fall of the sophomore cohort year.</p>	<b>State and Local Administrative Records</b>	<b>B: 71.19%</b>	<b>L:</b>  <b>A:</b>	<b>L: 71.44%</b>  <b>A:</b>
<b>4P1 Student Placement 113(b)(2)(B)(iv)</b>	<p><b>Numerator:</b> Number of CTE concentrators who received an industry-recognized degree or award, and reported according to THEC's performance measures reporting requirements were placed in employment, enrolled in post-secondary education, or serves in the military.</p> <p><b>Denominator:</b> Number of CTE concentrators who graduated from the community colleges at the end of the reporting year.</p>	<b>Local Administrative Records</b>	<b>B: 92.00%</b>	<b>L:</b>  <b>A:</b>	<b>L: 92.00%</b>  <b>A:</b>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (2005-06)		Year Two 7/1/08-6/30/09
<b>5P1 Nontraditional Participation 113(b)(2)(B)(v)</b>	<b>Numerator:</b> Number of CTE participants from under-represented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.  <b>Denominator:</b> Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	<b>State and Local Administrative Records</b>	<b>B: 27.03%</b>	<b>L:</b>  <b>A:</b>	<b>L: 27.28%</b>  <b>A:</b>
<b>5P2 Nontraditional Completion 113(b)(2)(B)(v)</b>	<b>Numerator:</b> Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields by the end of two years subsequent to the fall of the sophomore cohort year.  <b>Denominator:</b> Number of CTE concentrators from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields in the fall of the sophomore cohort year.	<b>State and Local Administrative Records</b>	<b>B: 50.00%</b>	<b>L:</b>  <b>A:</b>	<b>L: 50.00%</b>  <b>A:</b>

	Baseline	Baseline	Baseline	Baseline	Baseline	Baseline
	1P1	2P1	3P1	4P1	5P1	5P2
<b>Aggregate Total</b>	94.46%	44.85%	71.19%	92.50%	27.03%	52.34%
<i>Numerator</i>	1091	5190	8239	3193	3673	916
<i>Denominator</i>	1155	11573	11573	3452	13591	1750

\*The final baselines were submitted by the Institutional Research representatives from each college by March 5, 2008.

Annual goals were developed by the Office of Academic Affairs in relation to the State's average percentage from the thirteen institutions and the State's goals.

+ All 1P1 data is based upon current allied health programs reported for Performance Funding.

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

C. POST-SECONDARY/TECHNOLOGY CENTERS

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	-		Year Two 7/1/08-6/30/09
<b>1P1 Technical Skill Attainment 113(b)(2)(B)(i)</b>	<b>Numerator:</b> Number of student completers within the reporting year who passed a licensure or certification exam.  <b>Denominator:</b> Number of student completers within the reporting year who took a certification or licensure exam	<b>COE Accreditation Annual Report for Licensure Pass Rates (Third Party Conferred)</b>	<b>B: 90.00%</b>		<b>L: 90.05%</b>  <b>A:</b>
<b>2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)</b>	<b>Numerator:</b> Number of students who receive a certificate or diploma within the reporting year  <b>Denominator:</b> Number of students who enrolled during the reporting year minus the number of students who continued into the next reporting year, known as calculated enrollment	<b>COE Accreditation Annual Report for Completion Rates (Award Conferred)</b>	<b>B: 71.76%</b>	<b>L:</b>  <b>A:</b>	<b>L: 71.85%</b>  <b>A:</b>
<b>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</b>	<b>Numerator:</b> Number of students who remained enrolled in the institution or transferred to another 2-or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the previous reporting year  <b>Denominator:</b> Number of students who were enrolled in the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a diploma in the previous reporting year	<b>TBR Enrollment Report data submitted to TBR Office of Data and Statistics</b>	<b>B: 55.00%</b>	<b>L:</b>  <b>A:</b>	<b>L: 60.00%</b>  <b>A:</b>
<b>4P1 Student Placement 113(b)(2)(B)(iv)</b>	<b>Numerator:</b> Number of completers during the reporting year who were placed in gainful employment, entered the military, or continued their education in post-secondary advanced studies  <b>Denominator:</b> Number of completers during the reporting year who are available for placement\	<b>COE Accreditation Annual Report for Placement Rates (Performance Funding Guidelines)</b>	<b>B: 90.00%</b>	<b>L:</b>  <b>A:</b>	<b>L: 90.05%</b>  <b>A:</b>
<b>5P1 Nontraditional Participation 113(b)(2)(B)(iv)</b>	<b>Numerator:</b> Number of students in underrepresented gender groups who participate in non-traditional programs during the year.  <b>Denominator:</b> Number of students who participated in non-traditional programs during the year.	<b>S.I.S Data U.S. Dept. of Labor Guidelines</b>	<b>B: 11.00%</b>	<b>L:</b>  <b>A:</b>	<b>L: 11.05%</b>  <b>A:</b>

<p><b>5P2 Nontraditional Completion 113(b)(2)(B)(iv)</b></p>	<p><b>* Numerator: Number of students from underrepresented gender groups who completed a program for a nontraditional occupation during the reporting year.</b></p> <p><b>*Denominator:</b> Number of students from underrepresented gender groups who participated in a program for non-traditional occupations during the reporting year.</p>	<p><b>S.I.S Data</b></p> <p><b>U.S. Dept. of Labor Guidelines</b></p> <p><b>TBR Enrollment Reports</b></p>	<p><b>B: 50.00%</b></p>	<p><b>L:</b></p> <p><b>A:</b></p>	<p><b>L: 50.05%</b></p> <p><b>A:</b></p>
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Note: Definition change aligns to community college post-secondary definition.