

III.

CONSOLIDATED ANNUAL REPORT

(CAR)

INSTRUMENT AND INSTRUCTIONS

Lead Individuals Completing This Report

Sections of the Report		
Narrative Performance Information	Financial Status Reports	Performance Report
Place a check (v) in the box for any section where the lead individual is the same as the State CTE director listed on the previous page.		
✓		✓
Provide the following information if the lead contact for this report is different than the State CTE director listed on the previous page.		
Name ✓	Name Marty Willis	Name ✓
Title	Title Director of Fiscal and Information Management/OCR	Title
Agency	Agency Tennessee Dept. of Education	Agency

Lead Individual Who May be Contacted to Answer Questions about this Report

Check (v) this box if the lead contact for this report is the same as the State CTE director listed on the previous page.

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PART B: NARRATIVE PERFORMANCE INFORMATION

Each State must address all the items below and, to the extent possible, use bullets, tables, and charts to summarize key points of its performance in the past program year. The entire narrative report must not exceed 20 pages.

1. Implementation of State Leadership Activities

Section 124(b) and (c) of Perkins IV describe the required and permissible uses of State leadership funds, respectively. Provide a summary of your State's major initiatives and activities in each of the required areas, as well as any of the permissible areas that your State has chosen to undertake during the program year.

a. Required Uses of Funds

- **Conducting an assessment of the vocational and technical education programs that are funded under Perkins IV.**
 - All Career and Technical Education (CTE) students are assessed using competency mastery assessments, and mastery percentages are recorded on individual student profiles. In 2008-09, students in selected program areas were given the opportunity to take one or more industry certification exams. In 2008-09, a Competency Attainment Rubric was piloted. The Rubric defines mastery for CTE competencies and is based on career and postsecondary readiness standards.
 - Selected LEAs are monitored on an assessment cycle that allows for 25 percent of all LEA career and technical programs to be assessed using the local Career and Technical Plan as a guide for this monitored assessment. Assessment teams consist of CTE field service consultants from across the state. Onsite monitoring for 2008-09 included 69 risk-based visits, 300 programs, 450 teachers and 36 follow-up visits from previous monitoring. Tennessee moved to risk-based monitoring in 2008-09 with full implementation in 2009-10.
 - Tennessee uses the Gateway assessments in Algebra I, English II, and Biology that students must pass in order to graduate with a regular high school diploma. CTE students take the same tests as all students. Special populations are assessed as all students, with the exception of students with an Individual Education Plan (IEP) that may exempt them from state tests and allow them to graduate with a certificate.
 - All 120 systems submitted a self-assessment through their annual improvement reports. LEAs were asked to assess the effectiveness of their local transition plan for CTE for 2008-09 by analysis of performance data to document the degree for which federal Perkins funds improved programs.
 - An online Perkins Report Card, which is included as a component of the State Report Card, provided an assessment of how LEAs performed on the Core Indicators for Performance. This performance assessment data are disaggregated by special populations and address final agreed-upon performance levels (FAUPL), agreed to by LEAs based on previous baseline performance.
 - The Office of Academic Affairs (OAA) is currently collecting data related to the assessments required of health care professionals for certification of license. This constitutes assessment of approximately 18% of all community college graduates and approximately 23% of the programs of study.
 - The Tennessee Council for Career and Technical Education (TCCTE) conducts an annual public hearing on secondary and postsecondary CTE programs. The programs that have received Perkins IV reserve grant funds are normally highlighted. Information gathered from the TCCTE public hearing and from three other annual meetings is compiled and posted on the TCCTE website. A biennial report is provided to stakeholders statewide, including the Department of Education, which makes recommendations based on the gathered information.

- Lessons for Reading in the Classroom using T&I standards and competencies were provided to all T&I teachers to support academic integration activities. Online industry certifications for teachers were provided at the annual conference.
- All required reporting for Perkins compliance is reported electronically. These electronic submissions include all student and teacher demographics, performance reporting, monitoring reporting, Local Plan and Budget submission, and Annual Improvement reporting.
- The OAA oversees the Perkins IV grant process. Through the grant process, the community colleges under the TBR provide professional and technical programs that allowed 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 provided curriculum that included coherent and rigorous content and access to appropriate technology. Through provision of reserve grant funds and in partnership with local schools and school systems, community colleges have trained secondary faculty and provided new or updated equipment. Examples of this include the development of CISCO academies in the state's upper Delta region. Postsecondary level training on the effective use of technology for classroom and online instruction will continue.
- The OAA has developed a Web portal that allows the community colleges to annually request funding and enter data for the Consolidated Annual Report (CAR). The colleges now interface BANNER data with the CAR reporting system.
- In addition to the Perkins IV process, the OAA assisted community colleges to seek extra-budgetary opportunities and resources to help improve technology within the professional and technical classroom. With the economic downturn, partnerships with business and industry and other state agencies became more important. Colleges primarily seek resources through non-Perkins sources for the development, improvement or expansion of technology in the classroom due to the limited amount available to them through the Perkins process.
- Tennessee Technology Center (TTC) activities are designed to assess the postsecondary 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 the state leadership of the TTC central office, institutions were informed that career and technical education programs must keep pace with 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-wage, and/or high demand occupations. In 2008-2009, the TTCs provided funding to offer postsecondary opportunities to underserved rural populations in Fayette, Macon, Campbell, Scott and Jackson counties. The funds designated to these areas introduced state-of-the art technology concepts and increased dual enrollment opportunities. In addition, the TTCs are expanding student opportunities through online and hybrid courses. This year, the TTCs expanded the online dual enrollment pilot courses to include four additional school systems.
- **Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels.**
 - A statewide career and technical education conference provided up-to-date techniques for integrating academics into CTE technology through hands-on workshops, best practices, new trends, legislative requirements, programs of study, and Competency Attainment Rubric implementation. Major strands included a research-based approach to integrating academic skills into CTE; training special populations for high-skill, high-wage, and/or high-demand careers; parental and community involvement; effective teaching skills/pedagogy based on research supporting education programs for career and technical teachers; and developing, improving or expanding new technology in the classroom.

- Career guidance professional development was provided for Kuder and Tennessee Career Information Delivery System (TCIDS) trainers. These trainers provided on-site training as well as conference presentations at the local, state and national levels. Training on the *American Careers* magazine planner was provided in 2009.
- Program area specialists provided extensive professional development support within the seven program areas during the 2008-2009 school year to both new and experienced teachers. New instructional tools and strategies for academic integration were the focus of these activities.
- Business Technology Education implemented the new MBA Research High School of Business program with all courses in the program being approved for Honors credit with the exception of Personal Finance. The following professional development workshops for teachers were provided in Personal Finance, New Business Teacher; Adobe Assistant, CIW; Microsoft Academy Office, Dreamweaver, Presentation Graphics and Techniques for Office and Web Applications, Integrated Academic and How to Advise Students in Reviewing Career Clusters and Selecting a Career Pathway, Beginning and Advanced Google, Web Page Design, Create and Update Web Sites, HTML, Virtual Enterprise International for New Teachers, Integrated Concepts, and Technology Relating Graphics and Multimedia. Dual credit was given for the Financial Planning course.
- Agricultural Education provided extensive professional development in the areas of career clusters and programs of study, meeting new high school graduation requirements, developing quality programs and workshops to Agricultural Education teachers and administrators on secondary to postsecondary transitions for dual credit/dual enrollment at the four major universities that provide Agricultural Education degrees.
- Family and Consumer Sciences Education (FACS) provided extensive professional development for 253 new and returning teachers. In celebration of the 100th anniversary of FACS, a historical DVD was purchased for every teacher. Those who did not attend the conference received the DVD by mail.
- Health Science Education provided a two-day fall symposium on Anatomy and Physiology and Rehabilitative Therapy course, a five-day training session for new CTE Health Science teachers, and a two-day training for teachers who were hired after summer training.
- All new Technology Engineering Education instructors were required to attend a forty-hour training prior to entering the classroom. All new instructors were assigned mentors. The statewide conference provided technology engineering instructors' professional development for integration of academics with CTE, as well as new techniques and curriculum ideas that help students develop skills necessary to meet changing workforce needs.
- Trade and Industrial teachers who were employed during 2008-09 were required to attend a five-day professional development training session to prepare them for classroom instruction and management. The 2009 Summer Conference offered a week of professional development including industry certifications for T&I teachers. In addition, certification training and testing was provided in five areas: using technology in the classroom, reading initiatives, integrating math, increasing non-traditional participation, and project based curriculum.
- Marketing Education offered professional development on virtual enterprise; sales marketing, management, tourism and personal finance.
- The CTE regional service center staff provided extensive statewide professional development and technical assistance to teachers and administrators throughout the state as follows:
 - Regional Director Meetings: Total = 63
 - In-Service Support: Total = 50
 - Technical Assistance Visits: Total = 126
 - Teacher Orientations: Total = 28

- The community colleges provided comprehensive professional development to their faculty based upon the need of the individual and institution. The OAA required each college to develop a professional development plan and maintain the plan on file. This is verified through a monitoring system.
- This year, the Tennessee Technology Centers hosted a three-day statewide professional development program for all faculty, staff, counselors, and administrators. The TTC central office provided comprehensive professional development for new faculty and counselors through the New Faculty and Counselor Orientation program. This program included sessions on adult characteristics and learning styles; presentation skills for teaching; developing and managing curriculum; using technology in the classroom; working with advisory councils and agencies, and career and technical student organizations; creating secondary and postsecondary partnerships; retention; articulation; dual credit; dual enrollment; career guidance and non-traditional programs. In addition, throughout the year TTCs provided on-going professional development opportunities for all staff, faculty, and administrators. Each trimester, the TTCs conduct specialized training for faculty and staff that work with online programs.
- **Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education.**
 - State Leadership provides the support for career and technical programs that improve the academic and career and technical skills for secondary and postsecondary students.
 - All students, including career and technical students, must now take three units in math and incoming ninth graders (2009-10) must complete four required units. Four English credits and three science credits are required for graduation.
 - All students must take the same No Child Left Behind (NCLB) end-of-course exams.
 - All CTE curriculum is reviewed by academic consultants and business industry partners to ensure academic content rigor and inclusion of the most up-to-date technical skills. Tennessee Diploma Project academic standards have been imbedded in CTE courses, where appropriate. Professional development is provided to teachers maximizing use of academic integration within program content areas.
 - The Technology Engineering curriculum has integrated STEM throughout the new standards and curricula guides to assist all teachers in implementing the pedagogy and standards. Technical Writing and Reading in the content area has been implemented as a requirement within the new curriculum. STEM has been integrated throughout all courses, where appropriate, to help students apply mathematics, science, social studies, language arts, and reading across subject disciplines.
 - Working lesson plans from teachers in each of the seven program areas have effectively provided program integration strategies for science and math in CTE and are posted on the State's website.
 - No leadership funds were utilized but Perkins IV Basic Grant funds assisted individual colleges to better integrate academic concepts within professional and technical courses.
 - The success of the TTC's in strengthening the academic skills of students lies in part to the successful integration of academic competencies into each program curriculum. Applied mathematics, language arts, and science concepts are core competencies in all occupational programs. Student mastery of these foundational competencies has been proven to be more achievable when taught within a framework of occupational skills. In addition, the Technology Foundations program is available to every student that needs to improve these skills outside of the classroom. Curriculum development is a statewide collaboration between faculty and occupational advisory committees who ensure the

relevancy of the 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.

- **Providing preparation for non-traditional fields in current emerging professions, and other activities that expose students, including special populations, to high-skill, high-wage occupations, except that one-day or short-term workshops or conferences are not allowable.**
 - Each program area provided non-traditional training and information as part of the non-traditional strand at the summer conference. Teachers were provided strategies for increasing non-traditional participation and concentrators in their classes. Non-traditional careers were presented, based on current data, for both male and female that focused on high-skill, high-wage and/or high-demand careers.
 - Project Lead the Way (PLTW) has experienced significant growth in Tennessee with 48 sites. This program has been a model for non-traditional participation. The national average for females enrolled in PLTW is 14%. In Tennessee, PLTW enrollment for females is 48%.
 - Tennessee chose to implement reserve grants totaling \$1.74 million. Twenty-seven LEAs were awarded a grant for the 2008-09 school year. Each of these grants included a goal related to establishing innovative programs of study based on high-skill, high-wage and/or high-demand information.
 - In 2008-09, Tennessee recognized two students in a non-traditional field of study through the Breaking Traditions Award Program. The two students were highlighted in *American Careers* student planner that was provided to every eighth grade student in the state.
 - As part of the online Career Information System in Tennessee, both KUDER and the Tennessee Career Information System (TCIDS) addressed non-traditional fields of study for students and counselors to assist with four-year planning activities. The *American Careers* magazine that highlights non-traditional fields was given to 87,000 eighth graders.
 - Leadership funds were utilized to provide general technical assistance to the colleges. The principle means was through the sharing of information concerning professional development opportunities.
 - During the TTC statewide in-service and professional development training, counselors, faculty and staff were provided with training and materials for implementing non-traditional workshops for high school females. As a result of this training, other non-traditional workshops were held across the state to introduce high school females to non-traditional high-skill, high-wage, and/or high demand careers.
 - Tennessee CTE provided training and a copy of *The Road Less Traveled* curriculum for each LEA.
- **Supporting partnerships among local educational agencies, institutions of higher education, adult education providers and, as appropriate, other entities such as employers, labor organizations, intermediaries, parents, and local partnerships to enable students to achieve State academic standards and career and technical skills, or complete career and technical programs of study.**
 - Supporting partnerships with those involved in developing the future workforce in Tennessee is a priority for the Division of Career and Technical Education.
 - The Tennessee Department of Education (TDOE) required each local system that received Perkins funds to become a partner in the Tennessee Comprehensive System-wide Planning Process (TCSPP). Each local education agency brought special education, federal programs, academic education, and Career and Technical Education into a partnership to develop the system-wide annual plan for improvement based on current data analysis. The TCSPP was used to integrate activities within the 2007-08 Perkins local transition plan, the special education improvement plan, and the NCLB annual improvement plan. This was the fourth year for this process that requires systems to partner with all departments to plan together for continuous improvement.

- Through the Reserve Grant, both secondary and postsecondary have partnered to provide grants to LEAs, postsecondary technology centers, and community colleges. A total of \$2,178,022.00 was awarded in 2008-09 to grant recipients for programs that provided transition and joint partnerships between secondary and postsecondary.
- Individual program areas involved industry partners for certifying student mastery at specified levels. Partnerships include Automotive Youth Educational Systems (AYES), Associated Builders and Contractors, Inc. (ABC), Tennessee Automotive Dealers, and Tennessee Department of Labor and Workforce Development (TDOL/WFD) Bureau of Apprenticeship and Training. Each program area has developed partnerships with colleges, universities and technology centers to address program needs; such as youth leadership, teacher mentoring, and transition activities for programs of study.
- Tennessee has designed Programs of Study within the 16 national career clusters which were implemented in 2008-09. The Programs of Study are required courses within a career cluster sequence that lead to postsecondary education and industry certification, where appropriate. The postsecondary alignment includes Tennessee's technology centers, community colleges, and four-year universities. During the 2008-09 school year, planning meetings were held with the TDOL/WFD, teacher educators, CTE and academic teachers, counselors, college and university deans, and CTE program consultants to implement Tennessee's Programs of Study model.
- The Tennessee Council for Career and Technical Education (TCCTE) developed a listserv of all chairpersons of local advisory committees. The chairpersons are provided current information to assist them in operating an effective CTE advisory committee at the local level. The TCCTE also provides helpful resources and links on its website for all CTE educators, local chairpersons, and students.
- OAA personnel are active in the P-16 initiative of the state, including speaking at various regional or local P-16 programs. The OAA also works with a state initiative (PC 459) that seeks to develop transition opportunities for students from secondary to postsecondary through concurrent enrollment and credit by assessment.
- The TBR, in addition to developing transition students from secondary to postsecondary, are also in the process of establishing various articulation agreements between the community colleges and universities that will allow A.A.S. students the opportunity to gain a bachelor's degree in a seamless manner. One example is the establishment of "dual admissions" between Nashville State Community College and Tennessee State University. A student that meets the admissions criteria of both institutions can enroll in programs of study that lead to a bachelor's degree in such areas as early childhood education, health care administration and planning, nursing, aeronautical and industrial technology, and business. Dual admissions allow the students in associate of science programs to take up to half of their bachelor's coursework at the community college at diminished costs, and the student is guaranteed that the courses will transfer. Other universities participating in equivalent programs are Middle Tennessee State University and the University of Memphis.
- The East Tennessee State University and Middle Tennessee State University provide A.A.S. students the opportunity to finish a bachelor's degree in adult completion programs of study. These programs do not require students to repeat courses taken at the community college.
- The TTC's and Southwest Community College have partnered to bring postsecondary opportunities to the Fayette County Community Center. This center will provide postsecondary opportunities from sub-baccalaureate to baccalaureate programs, which assist in overcoming barriers to postsecondary participation for rural and special population students. Partnerships have been developed with secondary programs which have given students greater access to higher education and have established programs of study that build a transition bridge from high school to the postsecondary diploma, associate and baccalaureate degrees. From dual enrollment programs to apprenticeship and

special industry training, TTCs across the state formed partnerships with LEAs and local industry to meet the workforce development needs of their local communities.

- **Serving individuals in state institutions**
 - Tennessee provides Perkins federal support for Tennessee School for the Blind and Tennessee School for the Deaf. These institutions are required to submit an application for Perkins financial support which includes goals, strategies, timelines and budget. This support is a required activity through state leadership funding.
 - During the year, CTE staff and teacher educators at Tennessee State University have provided professional development for instructors in the Tennessee prison system; both public and private correctional facilities. The CTE Career Management for Success (CMS) course was taught as the final course prior to prisoner release from the correctional facility. The courses provided job attainment skills and job retention soft skills needed for successful re-entry into the workforce.
 - CTE provides inmates, who complete programs, a certificate of completion. The TTCs partnered with the Tennessee Department of Corrections to offer training to both inmates and staff.
- **Providing support for programs for special populations that lead to high-skill, high-wage or high-demand careers.**
 - Special population students have equal access to all career and technical courses and use the same curriculum and assessment as other students.
 - Special population students are included in Career and Technical Student Organizations (CTSOs) youth leadership activities and events competitions. Special competitions for special populations are available at both state and national levels for most CTOSs. In 2008-09, Tennessee special population students received gold medals and placed first in the categories of Employment Application and Action Skills at National SkillsUSA.
 - HOSA provides four (4) competitive events for special needs students at local, regional, state, and national levels. In 2009, thirty-six (36) special needs students competed at regional; 15 at state; and 2 at national. SkillsUSA has provided 2 competitions at the state and national levels for special needs students. During the SkillsUSA 2008-2009 national competition, a student in one of the competitions placed second in the nation.
 - Alternative methods of instruction were provided through staff development for CTE teachers to reach special populations. In many of the courses, learning activities are tiered to allow for individual special populations' growth at their own pace.
 - Each LEA within their local plan had to develop goals and strategies for addressing special populations within the school system that focused on high-skill, high-wage, and/or high-demand careers. An annual report and the Perkins Report Card documented the progress toward meeting the established goals.
 - Each community college has an office of disabilities services that supports students with identified disabilities eligible under Sec. 504 and the ADA. Student support services are provided to other special populations, often in cooperation with other government agencies.
- **Offering technical assistance for eligible recipients.**
 - Technical assistance to local systems was provided during the 2008-09 school year to address local plan development, data analysis and reporting, program of study implementation, and secondary to postsecondary opportunities. CTE consultants in the nine field service center offices provided on-site assistance.
 - Technical assistance to LEAs was provided on a needs basis as requested through telephone calls, email messaging, and on-site contact.

- Nine regional service centers serve as direct line support. The field service center staff provided 167 technical assistance and teacher/administrator orientation visits this year to LEAs.
- During the FY 2008 – 09 fiscal year, this was the primary utilization of Perkins IV leadership in relation to the community colleges. With this being the second year in ten years that the community colleges received Title I funds, OAA provided several technical assistance opportunities to the colleges, both on-site and online.
- This was the third year that the TTCs utilized competitive grants for basic and reserve funds. Technical assistance was provided to the TTCs through workshops, emails, conference calls, and site visits to address grant development, program of study implementation, dual enrollment and dual credit opportunities, and appropriate uses of Perkins funds.

b. Permissible Activities [Section 124]

- **Improving career guidance and academic counseling programs.**
 - Tennessee supports the KUDER Career Planning System, which is available in all middle and high schools.
 - A four or six year plan of study document is provided through the *American Careers* magazine. The student planner edition was provided to all eighth grade students for use in developing their plan of study in high school.
 - TCIDS has been completely revised and is now housed at TBR, and available on the CTE website.
 - A career guidance committee was established to verify career counseling delivery of services. The committee is comprised of K-16 counseling representatives.
 - The CTE Division worked jointly with the Division of Teaching and Learning and the Director of School Counseling to host the 2008-09 TNDOE Leadership Institute for Administrators and School Counselors. Break-out sessions placed emphasis on career decision making; CTE Programs of Study; dual credit and dual enrollment; and the CTE Report Card.
 - The CTE Division continued to distribute a brochure, folder, and individual program inserts entitled, *Discover Your Talents*, to assist counselors, students and parents in a better understanding for a focused plan of study in CTE. These brochures and posters were distributed throughout 2008.
 - A *CTE in Tennessee* newsletter was created to inform administrators, teachers, counselors and other education stakeholders on CTE best practices. The newsletter is published three times a year. Each of the seven program areas also publish a newsletter.
 - *Tennessee Career Clusters Guide* is a tool to guide Tennessee's students and adult learners, as well as secondary students and their parents, to educational planning using Career Clusters. Career Clusters are groupings of occupations/career specialties that are used as an organizing tool for curriculum and instruction. This guide is designed as a tool to assist in streamlining the path through which both adult and secondary learners meet their educational goals and are ultimately employed in high-skill, high-wage, and/or high-demand occupations and nontraditional fields. The *Career Cluster Guide* was jointly developed by the Division of Career and Technical Education, the Tennessee Technology Centers and the Tennessee Department of Labor.
 - The TTC's implemented the Career Readiness 101 training program for all technology center students. In addition to preparing students to take the WorkKeys Assessments for the Career Readiness Certificates, this program assists students with career exploration, job interviewing skills, and resume writing.

- **Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students.**
 - Technology Engineering Education worked with Pellissippi and Walters State Community Colleges to develop honors and AP credits for CTE.
 - Agriculture Education has established articulation agreements with four major universities. Over 400 agriculture education students are participating in dual credit/enrollment.
 - Trade and Industrial Education and Business Technology Education have developed 42 statewide articulation agreements with postsecondary institutions.
 - Family and Consumer Sciences Education provided support for existing articulation agreements, met with teacher educators to increase dual credit/enrollment opportunities and supported a dual enrollment opportunity at Tennessee Technological University in Child and Lifespan Development, Life Connections, and Fashion Design and Merchandising.
 - Health Science Education developed dual enrollment opportunities for Medical Terminology, Bio-medical Assistant Program, Patient Care Technician Program, and Emergency Medical Responder at area technology centers and colleges.
 - Technology Engineering Education developed dual enrollment opportunities for Advanced Design Applications and Engineering Design at Pellissippi State Community College and Middle Tennessee State University.
 - The OAA continues to provide technical assistance to the colleges concerning the establishment of articulation agreements between secondary and postsecondary institutions. In addition, the OAA actively leads a state initiative based upon Public Chapter 459 that seeks to expand early college credit opportunities to secondary students through concurrent enrollment and credit by assessment.
 - The TTC's entered into an agreement with Macon and Jackson County School Systems which created an all dual enrollment secondary CTE center. This unique partnership brings together city and county governments and secondary and postsecondary education to deliver postsecondary training opportunities to a rural, underserved and economically disadvantaged population. Currently, over 200 secondary students are dually enrolled at the TTC at Hartsville's Tri-County Extension Campus from Jackson and Macon Counties. Courses are being offered in Building and Construction Trades, Business Systems Technology, Cosmetology, Culinary Arts, Allied Health, Machine Tool Technology, Welding and HVAC/R. In addition, the TTC at Nashville entered into its first dual credit agreement with Metro-Nashville Schools. As technology centers continue to explore ways to expand dual enrollment programs, four additional school systems were brought into the TTC online dual enrollment project. Tennessee Technology Centers continue to expand dual enrollment programs statewide.
- **Supporting initiatives to facilitate the transition of subbaccalaureate career and technical education students into baccalaureate programs.**
 - The OAA placed an emphasis on beginning a process to actively align programs of study at all levels of postsecondary. TTC students can transfer credits to the community colleges and the community colleges to the universities. This holds particularly true of general education courses (i.e. academic). OAA has begun to work on alignment and articulation between the community colleges and universities in the area of business programs of study. Other initiatives include dual admission and adult completion programs that allow students to complete the associate degree and transfer without loss of credits to bachelor degree programs of study (see above).
 - The TTC and Southwest Community College have partnered to bring postsecondary opportunities to the Fayette County Community Center. This center will provide postsecondary opportunities from

sub-baccalaureate to baccalaureate programs, which assist in overcoming barriers to postsecondary participation for rural and special population students.

- **Supporting career and technical student organizations.**

- Tennessee provides youth consultants who assist in the management, coordination, and implementation of the state youth leadership program.
- An annual state conference is held within each of the seven CTSOs that includes skills competition and student and advisor leadership development.
- Tennessee has an active youth leadership camp, Camp Clements, that provides opportunities for chapter leadership development and growth. Over 1,200 students attended Camp Clements leadership camp during 2008-09. Over 19,000 students were involved in Leadership Conferences at district, region, state and national levels. There were 57,828 students in Tennessee involved with CTSO activities through youth club participation at the local level.

Tennessee CTSO 2008-09

	<u>Chapters</u>	<u>Students</u>	<u>Advisors</u>
Leadership Development Conference	134	1,266	201
Regional Conference.....	1,081.....	14,978	1,536
State Leadership Conference	1,278.....	13,651	1,477
National Leadership Conference.....	433	4,061	657

- The TTC central office provided funding for every TTC student to become a member of SkillsUSA. The TTCs provide a state director whose sole responsibility is to work with students and advisors to improve the quality of the postsecondary SkillsUSA program. The TTCs have the largest postsecondary SkillsUSA membership nationwide with 11,022 student members and 608 professional members. Each year, the TTCs provide support for a SkillsUSA legislative and leadership conference for advisors and students. In addition, the TTCs are involved in the SkillsUSA regional, state, and national competitions. This year, Tennessee’s postsecondary SkillsUSA sent 129 representatives to the SkillsUSA National Conference. Of the 44 contests entered, TTC students received 12 medals and placed in the top 10 in 32 competitions. In 2008-2009, the first Tennessee postsecondary student was elected to a national SkillsUSA office. Each year, the TTCs offer scholarships to secondary regional and state SkillsUSA winners. This year, the technology centers implemented a scholarship program for postsecondary state officers, national officers and national competition winners. This year, the TTCs also provided funding for HOSA Health Science students in the dual enrollment CTE center at the TTC at Hartsville’s Tri-County Extension Campus.

- **Supporting public charter schools operating career and technical education programs.**

- There are currently 32 charter schools in Tennessee. Twenty-six are in Memphis and six are in Nashville. Of the 32 charter schools, 11 middle and high schools currently offer CTE courses. CTE opportunities are open and available to charter school students, as requested.

- **Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter.**

- Tennessee curriculum standards and mastery of specific competencies were required for students to gain understanding of all aspects of industry. Standards include planning, management, financial, technical and production skills, underlying principles of technology, and labor and community issues related to the industry. These soft skills are required to be taught in all program areas and are an on-going part of competency assessment mastery.
- A Competency Attainment Rubric was piloted in the spring of 2009. Proficiency on this Rubric is defined as meeting career and postsecondary readiness standards. Based on Pilot 1 participants, the Rubric was revised in preparation for a second pilot.

- The OAA provides technical assistance to the community colleges in the Associate of Applied Science degree, and other professional-technical, programs of study. Most A.A.S. degrees are accredited by occupation-specific agencies.
- Curriculum development is a statewide collaboration between faculty with input from occupational advisory committees which includes industry leaders, who ensure the relevancy of the academic and technical skill competencies to the occupational area or career cluster. Students are required to master competencies to ensure that they have an understanding of all aspects of the industry for which they are preparing to enter.
- **Supporting family and consumer sciences program.**
 - Family and Consumer Sciences Education program and instruction are supported in Tennessee through Perkins allocations which provided support for curriculum alignment; program of study development; youth leadership development, linkages with teacher educators for mentoring, recruitment, and retention of FACS teachers.
- **Supporting partnerships between education and business or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels.**

Business Industry partnerships are supported through work-based learning and dual enrollment programs:

- Tennessee has an active statewide council for CTE, which includes business and industry representation.
- Each CTE program is required to have an active advisory council comprised of business, industry and postsecondary partners.
- Numerous statewide dual enrollment agreements are in place for adjunct faculty to offer technology center and college classes on high school campuses.
- A SDE representative serves on the State Workforce Development Board.
- Through the P-16 initiative, the OAA provided continuous support of partnerships between colleges and business and industry, including cooperative education. In order to maintain currency in the field, business/industry personnel are utilized as adjunct faculty at the colleges. All A.A.S. programs of study are required to have an active advisory council comprised of business and industry partners.
- The TTCs serve as advisory and strategy planning members on the Tennessee Energy, Industry, and Construction Consortium. This consortium consists of members of the electric, nuclear, natural gas utilities, energy industries, construction, and other related industries. The consortium works to create an infrastructure that will provide a skilled workforce adequate to meet the needs of energy, industry, and construction. In addition, the TTCs offer many cooperative education opportunities to students in various occupational areas.
- **Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education.**
 - The six-year development cycle for updating and expanding all curricular in CTE is in place. Family and Consumer Sciences Education, Technology Engineering Education and Agriculture Education are currently involved in this development cycle, which began in 2007-08, for revised programs of study to be implemented in 2009-10.
 - In 2008-09, new Project Lead the Way (PLTW) programs were started and ten PLTW teachers received training. A PLTW counselors' conference was held in 2008.
 - Reserve grant awards focused support for development of career academies and small learning academies as part of the RFP process.

- Online courses in selected CTE programs have been made available for LEAs.
 - This year, the TTCs implemented online dual enrollment programs in Drafting, Allied Health, Computer Information Systems, and Business Systems Technology. In 2008-2009, the TTCs' distance education programs grew over 100%. In addition, a statewide hybrid (online) automotive program was implemented.
 - The OAA, Regents Online Degree Program (RODP), is one of the primary providers in the state for distance education opportunities for postsecondary education. In partnership with the Department of Education, RODP also provides online career guidance information through the TCIDS website at <http://tcids.tbr.edu>.
 - CTE has a representative on the newly formed STEM committee.
- **Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under section 135(c)(19) of Perkins IV.**
 - For the 2007-2009 fiscal year, incentive funds in the amount of \$450,662 were provided through the USD/LWFD for Perkins IV Incentive Grants. The Tennessee Department of Education (TDOE), Division of CTE awarded 18 grants on an RFP basis. These grants focused on one of the following: academies; small learning communities; transition programs from middle to high school and high school to postsecondary; distance learning and virtual classrooms; development of career and technical POS that address economic development needs for training-retraining for new and emerging careers; development of improvement plans by sites that do not generate adequate Perkins funds (less than \$15,000); improvement of system performance percentages for three consecutive years; and the recruiting and retention of non-traditional students in CTE.
 - For the 2008-2009 award year, the TTCs offered reserve grants for new dual enrollment initiatives and implementation of innovative programs. Eight grants were provided to individual TTCs for new innovative initiatives totaling over \$217,000.
- **Providing activities to support entrepreneurship education and training.**
 - Tennessee CTE provided training for new work-based learning teachers. Entrepreneurship standards and competencies are incorporated into the Marketing Education program curriculum. The course content of the Business Technology Virtual Enterprise International and Marketing Education program has a strong entrepreneurial focus.
 - Training was provided for instructional staff in Virtual Enterprise International.
- **Providing career and technical education programs for adults and school dropouts to complete their secondary school education.**
 - LEAs may offer services for adults and drop-outs. This is a local decision. Several middle college and adult high schools have been implemented in selected LEAs. All LEAs are required to have alternative schools.
 - Many TTCs offer Adult Basic Education training courses for adults and high school dropouts. Many TTCs programs do not require a high school diploma for entry; however, the student may enroll in the GED courses at the TTC while they are beginning their technical education.
- **Providing assistance to individuals who have participated in Perkins-assisted services and activities in continuing their education or training or finding appropriate jobs.**
 - Both community colleges and postsecondary technical centers provide assistance to students in the student's pursuit of additional training. All colleges provide opportunities for students to receive placement assistance through its career center or equivalent office.

- **Developing valid and reliable assessments of technical skills.**
 - Tennessee, like most states, is adding technical skill assessment for validity and reliability. Competency mastery in CTE programs is used as approval for Tennessee's technical skill measure. A Competency Attainment Rubric was developed to improve/enhance validity in data reporting of student mastery profiles.

- **Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes.**
 - Tennessee has a unique CTE eTIGER data system reporting process that is electronic and secure for all CTE reporting. This year, eTIGER merged data with the state's EIS system. Tennessee has built a statewide data warehouse whereby all career and technical current and historical data are stored.
 - Due to enhancements in the data collection process, Tennessee collected 2008-09 dual credit and dual enrollment data for secondary students.
 - This is the second year for implementation of a web-based reporting system for the community colleges. Beginning in the spring of 2008, institutional research personnel from the colleges were included in the development and structuring of the fields. The colleges are now able to utilize the system to report all appropriate aggregate data. In addition, the web portal now allows the individual campus to receive immediate feedback on its CAR report in relation to the state's agreed upon levels of performance (i.e. FAUPL).
 - The TTCs added new data fields to the Student Information System (SIS) to improve data collection and reporting and to enhance program monitoring of Perkins recipients.
 - To improve data quality and to ensure consistency in reporting performance for each core indicator, the TTCs reviewed each measurement approach for alignment with recommendations of the Data Quality Institute (DQI) and the Next Steps Work Group.

- **Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career and guidance and academic counselors, and the transition to teaching from business and industry, including small business.**
 - Tennessee CTE supported a comprehensive statewide teacher mentoring program through contracts with local teacher education universities to improve recruitment and retention of career and technical teachers.
 - Each program area provided new teacher training at summer conference or during the school year that included on-site visits and support. Five CTE program areas conducted new teacher workshops during the fall to help teachers adapt to a classroom setting.

- The TTC central office provided comprehensive professional development for new faculty and counselors through the New Faculty and Counselor Orientation program. This program included sessions on adult characteristics and learning styles, presentation skills for teaching, developing and managing curriculum, using technology in the classroom, working with advisory councils and agencies, CTSOs, creating secondary and postsecondary partnerships, retention, articulation, dual credit, dual enrollment, career guidance and non-traditional programs. In addition, throughout the year TTCs provided on-going professional development opportunities for all staff, faculty, and administrators. Each trimester, the TTCs conduct specialized training for faculty and staff who work with online programs.

- **Supporting occupational and employment information resources.**
 - The *Source* jointly supported by CTE and the TDLWD provided employment information to all local LEAs and SDAs for program planning and local plan development. *The Source* is a free, online resource available to all Tennesseans.

- The OAA is developing a website unique to the community colleges that will allow business and individual access to occupational, educational and labor information resources through the colleges. It will be functional by the end of the next fiscal year.
- The TTCs offer a Career Ready 101 course to every TTC student which includes information on occupational and employment information for their area. In addition, every TTC student has the opportunity to earn a Career Readiness Certificate by sitting for the WorkKeys examinations free of charge at their technology center.

2. Progress in Developing and Implementing Technical Skill Assessments

Section 113(b) of Perkins IV describes the core indicators of performance for career and technical education students for which each State is required to gather data and report annually to the Department. Among the core indicators is student attainment of career and technical skill proficiencies, including student achievement on technical assessments aligned with industry-recognized standards, if available and appropriate. [See section 113(b)(2)(A)(ii) of Perkins IV.] While the Department recognizes that a State may not have technical skill assessments aligned with industry-recognized standards in every career and technical education program area and for every career and technical education student, the Department asked each State to identify, in Part A, Section VI (Accountability and Evaluation) of its new Perkins IV State Plan: (1) the program areas for which the State had technical skill assessments; (2) the estimated percentage of students who would be reported in the State's calculation of career and technical education concentrators who took assessments; and (3) the State's plan and timeframe for increasing the coverage of programs and students reported in this indicator in the future. [Please provide an update, using the chart below, <http://www.ed.gov/policy/sectech/guid/cte/perkinsiv/studentdef.doc> on your State's progress and plan for implementing technical skill assessments with respect to items one through three above].

- 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 State Board of Education (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, 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 percentage 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 had requested, within the TDOE budget, financial support for developing and expanding technical skill assessments to field test in the areas of health and marketing. Due to Tennessee's

economic decline, funding was not awarded. Future Division plans depend on availability of funding to support field tests in two program areas: marketing and health science. If funding is available, the five remaining program areas will be phased into a Perkins IV assessment.

- Progress: All competency standards for every concentrator was reported online for 2008-09 by each individual CTE teacher using the criteria established and detailed and approved in Tennessee’s State Plan. RFP’s were developed for technical skill assessment in marketing and health science but were not approved due to budget cuts.
- To insure validity and reliability, the Division has implemented a process to develop a rubric for competency attainment. The rubric will align to NCLB benchmarks for proficiency determination.
- Competency skill attainment is required in all CTE programs for each CTE student for 2008-09 reporting. All CTE concentrators will be included in the numerator and denominator.

3. Implementation of State Program Improvement Plans

Section 123(a)(1) of Perkins IV requires each State, that fails to meet at least 90 percent of an agreed upon State adjusted level of performance for any of the core indicators of performance described in section 113(b)(3) of Perkins IV, to develop and implement a program improvement plan, with special consideration given to performance gaps identified under section 113(c)(2) of Perkins IV. The plan must be developed and implemented in consultation with appropriate agencies, individuals, and organizations. It must be implemented during the first program year succeeding the program year for which the State failed to meet its State adjusted levels of performance for any of the core indicators of performance.

Please review your State’s accountability data in Part D of this report. If your State failed to meet at least 90 percent of a State-adjusted level of performance for any of the core indicators of performance under section 113 of Title I of the Act, please provide a State program improvement plan that addresses, at a minimum, the following items:

- **The core indicator(s) that your State failed to meet at the 90 percent threshold.**
- **The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students.**
- **The action steps which will be implemented, beginning in the current program year, to improve the State’s performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified.**
- **The staff member(s) in the State who are responsible for each action step.**
- **The timeline for completing each action step.**

Tennessee is proud to announce that it met the 90% threshold for all eight agreed upon levels of performance indicators.

- Tennessee not only has met the 90% threshold requirement but it exceeded the final agreed upon performance levels in all but 6S2 as follows:

	<u>FAUPL</u>	<u>Actual</u>
1S1	88.37%	93.08%
1S2	84.00%	97.08%
2S1	85.05%	97.79%
3S1	87.47%	91.29%
4S1	80.50%	90.95%
5S1	87.80%	88.64%
6S1	18.35%	19.03%
6S2	21.77%	20.06%

- FY 2008–09 is the first year for which the community colleges were subject to this provision. The postsecondary programs met or exceeded the 90% threshold for all agreed upon level of performance.

- FY 2008-09 was the first year that the TTCs were subject to this provision. The Adult programs met or exceeded the 90% threshold for all agreed upon levels of performance.

4. Implementation of Local Program Improvement Plans

Section 123(b)(1) of Perkins IV requires each state to evaluate annually, using the local adjusted levels of performance described in section 113(b)(4) of Perkins IV, the career and technical education activities of each eligible recipient receiving funds under the basic grant program (Title I of the Act). Section 123(b)(2) of Perkins IV further requires that if the State, after completing its evaluation, determines that an eligible recipient failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators of performance described in section 113(b)(4) of Perkins IV, the eligible recipient shall develop and implement a program improvement plan with special consideration given to performance gaps identified under section 113(b)(4)(C)(ii)(II) of Perkins IV. The local improvement plan must be developed and implemented in consultation with appropriate agencies, individuals, and organizations. It must be implemented during the first program year succeeding the program year for which the eligible recipient failed to meet its local adjusted levels of performance for any of the core indicators of performance.

Review the accountability data submitted by your State’s eligible recipients. Indicate the total number of eligible recipients that failed to meet at least 90 percent of an agreed upon local adjusted level of performance and that will be required to implement a local program improvement plan for the succeeding program year. Note trends, if any, in the performance of these eligible recipients (i.e., core indicators that were most commonly missed, including those for which less than 90 percent was commonly achieved; disaggregated categories of students for whom there were disparities or gaps in performance compared to all students).

- # of eligible recipients – 120. There were 960 individual FAUPL negotiated performance levels with LEAs for the eight academic performance indicators.
- # of eligible recipients who failed to meet at least 90% of the agreed upon adjusted level of performance- 1S1 – zero (0); 1S2 – zero (0); 2S1 – zero (0); 3S1 – eleven (11); 4S1 – one (1); 5S1 – twelve (12); 6S1 – twenty-five (25); 6S2 – fifth-eight (58).
- # of systems which will implement an improvement plan from eligible recipients is seventy-two (72).

Tennessee Local Education Agency Improvement Plan							
	Source of Finding	State Improvement Actions	Target Dates	Local Contacts	Notes	Completed	Product
							Documentation that supports the completion of the Improvement Action Plan

The OAA is in the process of reviewing current accountability data in relation to interval data requested of the community colleges. Adjusted levels of performance were established for FY 2008– 09.

Prior to the next funding cycle requests being made (i.e. for FY 2010-11), the OAA will review with each institution:

- The core indicator(s) that the institution failed to meet at the 90% threshold on the FY 2008-09 CAR;

- The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students;
- The action steps which will be implemented, beginning in the current program year and carried through the next funding cycle, to improve the institution's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified;
- The staff member(s) at the institution who are responsible for each action step; and
- The timeline for completing each action step.

The Technology Center Central Office is in the process of reviewing current accountability data requested of all 27 technology centers. Adjusted levels of performance were established for FY 2008– 09:

Prior to the next funding cycle requests being made (i.e. for FY 10 – 11), the Technology Center central office will review with each institution:

- The core indicator(s) that the institution failed to meet at the 90% threshold on the FY 2008 – 09 CAR;
- The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students;
- The action steps which will be implemented, beginning in the current program year and carried through the next funding cycle, to improve the institution's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified;
- The staff member(s) at the institution who are responsible for each action step; and
- The timeline for completing each action step.

Technical assistance will be provided to the institutions.

5. Tech Prep Grant Award Information

Section 205 of Perkins IV requires each eligible agency that receives a tech prep allotment to annually prepare and submit to the Secretary a report on the effectiveness of the tech prep programs that were assisted, including a description of how grants were awarded in the State. Please provide a description of how grants were awarded during the program year, including a listing of the consortia that were funded and their funding amounts.

Review the accountability data submitted by your State's consortia as described in section 203(e) of Perkins IV. Indicate the total number of consortia that failed to meet an agreed upon minimum level of performance for any of the indicators of performance. Note trends, if any, in the performance of these consortia (i.e., the indicators that were most commonly missed, number of years the consortia missed the indicators).

- Tennessee chose to combine all Title II Tech Prep into Title I Basic Grant.