III.

CONSOLIDATED ANNUAL REPORT

(CAR)

INSTRUMENT AND INSTRUCTIONS
(Updated April 2013)

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** Susan K. Cowden	**Name** ✓
Title	**Title** Director of Accountability, Budget, Grants, and Industry Partnerships	**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.

Provide the following information if the lead contact for this report is different than 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.

The following definitions will apply:

	CTE Participant	CTE Concentrator
Secondary	Secondary students who have earned one (1) or more CTE credits.	Secondary students who have earned three (3) or more credits in any CTE Program Area.
Postsecondary	A postsecondary student who is enrolled on the fourteenth day of the beginning of the fall term in any CTE program area.	A postsecondary student who is designated as a sophomore with 30 college-level semester hours during the fall of the cohort year in a defined CTE program of study that terminates in an industry-recognized associate degree or other award.

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.**

  - The Competency Attainment Rubric assesses individual technical skill attainment by scoring students on a proficiency scale from one to four (1=below basic, 2= basic, 3= proficient, 4=advanced). The Rubric defines mastery for CTE competencies and is based on career and postsecondary readiness standards.

    For the 2012-13 and 2013-14 CAR Reports, the state does not intend to change the collection and reporting for Technical Skill Attainment. Regarding data validation, there are two levels of approval before data is submitted. First, the teacher will attest the data. Once that is accomplished, the CTE director in each of the Local Education Agencies will attest the data for their respective schools. During the fall the year following a reported school year and prior to the submission of the CAR report, a thorough data review is conducted to allow teachers and CTE directors to preview and make corrections to all data, including Technical Skill Attainment.

  - 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 CORE consultants from across the state. Onsite monitoring for 2011-12 included 37 risk-based visits and technical assistance prior to monitoring, and follow-up visits from previous monitoring to help systems who scored in the higher ranges.

  - 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 Community Colleges (OCC) 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. Each program that is funded under the ACT must either be accredited by a professional accreditation agency (beyond the college's SACS accreditation) or go through a periodic academic audit conducted through the auspices of the Office of Academic Affairs of the Tennessee Board of Regents. Additionally, as part of the Perkins IV monitoring process, all campuses are monitored to include program and fiscal reviews.

- The Tennessee Council for Career and Technical Education (TCCTE) conducts an annual public hearing on secondary and postsecondary CTE programs. Information gathered from the TCCTE public hearing and from three other annual meetings is compiled and posted on the TCCTE website for a biennial report that is provided to stakeholders statewide.

- At the end of each term, the Tennessee Board of Regents (TBR) requires Tennessee Technology Centers (TTCs) to submit enrollment reports and disaggregated data. Institutions are required to review programs annually for completion, placement and licensure performance. The program outcomes are submitted for review by the Council on Occupational Education (COE), the accrediting commission for the TTC's. The results of this evaluation are sent to the central office of the TTC's at the TBR. Programs that did not meet standards are placed on monitor status for continued review. Surveys are conducted with alumni and their respective employers on an annual basis. Method of Administration (MOA) compliance reviews were conducted on-site in accordance with the targeting plan. The TBR central office reviews the grant reimbursement requests on a quarterly basis. All financial aid programs are reviewed and audited by state and federal program monitors. The Director of Post-Secondary State Leadership conducts site visits to ensure that Perkins grant activities follow established guidelines, records are maintained appropriately, and grant activities are successfully implemented.

- **Developing, improving, or expanding the use of technology in career and technical education.**

  - Building on the statewide technology initiative for K-12, Tennessee is in the final stages of developing a statewide data warehouse to improve data access and quality.

  - All CTE teachers report student data via a secured online eTIGER data reporting system that is aligned and pre-populated from the State's Education Information System (EIS) database.

  - Tennessee is the recipient of a Financial Education for College Access and Success Grant (FECAS) from U.S. Department of Education. As part of the grant deliverables, all curriculum and materials are made available as online resources.

  - Seventeen new Health Science Career Cluster teachers were trained in the use of facial recognition, and seven biomedical application teachers were trained in the use of PowerPoint presentations for student presentations on DNA, biomedical careers, and robotic cardiovascular surgery.

  - Marketing Career Cluster concluded its yearlong Pilot Schools for the MBA Research, which involved thirty marketing programs across the state. The program allows students to complete online activities, reading assignment, and testing – all at their own computer in school or at home.

- STEM Career Cluster provided on line training using Skype for new teacher training. All materials were shipped to the East, Middle and West TN training sites. A facilitator was onsite, while all the training was presented online. The pedagogy, curriculum and all course materials, activities, tests, and power points were placed in Google Documents for all teachers to download.

- 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 Office of Community Colleges (OCC) oversees the Perkins IV grant process. In accordance with accreditation standards of the Southern Association of Colleges and Schools and in accordance with program specific program accreditation agencies, when appropriate, institutions provide curriculum that includes coherent and rigorous content and access to appropriate technology. Postsecondary level training on the effective use of technology for classroom and online instruction will continue.

- The OCC has developed a web portal that allows community colleges to annually request funding and enter data for the Consolidated Annual Report (CAR). The colleges now interface BANNER data with the TBR's CAR reporting system.

- In addition to the Perkins IV process, the OCC assisted community colleges to seek extra-budgetary opportunities and resources to help improve technology within the professional and technical classroom. 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.

- **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.**

- Annually, a statewide career and technical education professional development conference is offered. For 2012, major strands included integrating academic skills into CTE, differentiated instruction, project-based learning, common core implementation overview, and an overview of the Tennessee teacher evaluation model.

- The CTE division sponsored new teacher training for all career clusters at the start of the fall semester.

- Occupational licensed teachers who were employed during 2011-12 were required to attend a five-day professional development training session during the summer to prepare them for classroom instruction and management. In addition, the 2012 Summer Conference offered a week of professional development including industry certifications for Occupational licensed teachers.
- In addition to summer conference PD, specific career cluster teachers received additional trainings:Finance and Human Services career cluster teachers were offered personal finance PD at the Tennessee Jump$tart Coalition Annual Conference. In addition, a five-day Financial Education Summer Institute was conducted for Personal Finance teachers through a federal grant Financial Education for College Access and Success.

- The Health Science Career Cluster provided (a) a two-day fall symposium on Emergency Medical Services, Teacher Evaluations and Medical Therapeutics, (b) a five-day training session for new CTE Health Science teachers, and (c) a two-day training for teachers who were hired after summer training.

- The STEM and Information Technology Career Clusters provided 40-hour training to 62 new teachers. The new teachers also completed a full day of training on TOSHA/OSHA and were given certificates.

- Trainings were also offered at across the state for teachers who will be supervising students in Work-Based Learning (WBL) activities. The trainings spanned two days and included sessions on WBL definitions, guidelines associated with WBL, legal issues related to WBL, how to start a WBL program and completion of all required paperwork.

- The CTE CORE (Center of Regional Excellence) staff provided extensive statewide professional development and technical assistance to teachers and administrators throughout the state as follows:

Regional Director Meetings	55
In-Service Support	41
Technical Assistance Visits	298
Teacher Orientations	30
New Director Orientations	40
Academic Integration	24
Professional Development	72

- The community colleges provided comprehensive professional development to their faculty based upon the need of the individual and institution. The Office of Academic Affairs required each college to develop a professional development plan and maintain the plan on file. This is verified through a monitoring system. Most centralized professional development related to the Perkins IV legislation is conducted through webinars. There is a minimum of four webinars per year related to basic and reserve grant applications, monitoring visits to the campuses, and the Consolidated Annual Report (CAR).

- Each year, the Tennessee Technology Centers host a week of in-service for all faculty, staff, counselors, and administrators. The TTC central office provides comprehensive professional development through the new Faculty and Counselor Orientation program. This program includes 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 and articulation, dual credit and dual enrollment, career guidance and non-traditional programs. Each trimester, the TTCs conduct specialized training for faculty and staff who 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.**

  - CTE Directors attended a workshop on Common Core State Standards implementation during the 2012summer conference led by the assistant commissioner of curriculum and instruction.

  - Academic integration sessions were featured at the summer conference and were rotated throughout the day to provide all teachers access to this information.

  - Professional development in contextual strategies was provided to tested subject teachers in core academic subjects as part of the CTE contextual academics program.

- Perkins IV Basic Grant funds assisted individual colleges to better integrate academic concepts within professional and technical courses. Supplemental tutorials are provided on some campuses to assist students with applied academics in a career-related credit course. Through the work of focus teams in collaboration with faculty and staff from all areas of the college, students are required to take only the modules that are relevant to their career goals. Other developmental studies formats allow for student learning support while the student is in the gateway course, i.e. co-curricular support.

- Applied mathematics, language arts, and science concepts are core competencies in all occupational programs at the TTCs. In addition, the Technology Foundations program is available to every student that needs to improve these skills outside of the classroom. After completing the Technology Foundations portion of their program, students take the ACT WorkKeys assessments for Reading for Information, Applied Mathematics and Locating Information. Students who score high enough will earn a gold, silver or bronze Career Readiness Certificate. This year over 800 TTC graduates earned a Career Readiness Certificate.

- **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.**
    - Project Lead the Way (PLTW) has experienced significant growth in Tennessee. 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 above the national average.

    - In 2011-2012, Tennessee recognized two students in a non-traditional field of study through the Breaking Traditions Award Program.

    - Leadership funds were utilized to provide general technical assistance to the community colleges. The principle means was through the sharing of information concerning professional development opportunities. Part of the monitoring visit at each campus emphasizes student support programs focused on the recruitment and retention of underrepresented genders in programs of study that lead to non-traditional occupations.

- **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.**

    - 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 LEA is asked to bring special education, federal programs, academic education, and Career and Technical Education into a partnership to develop the system-wide annual plan. TCSPP was used to integrate activities within the 2008-09 Perkins local transition plan, the special education improvement plan, and the NCLB annual improvement plan.

    - Through the Perkins Reserve Grant, both secondary and postsecondary have partnered to provide grants to LEAs, technology centers, and community colleges. A total of $1,578,000 was awarded in 2011-12 to grant recipients for programs that provided transition and joint partnerships between secondary and postsecondary.

    - Work-based learning partnerships with industry partners include Automotive Youth Educational Systems (AYES) and the Associated Builders and Contractors, Inc. (ABC.

- Tennessee has aligned its existing Programs of Study within the 16 national Career Clusters. The Programs of Study are recommended courses within a career cluster sequence that lead to postsecondary education and industry certification, where appropriate. The postsecondary alignment includes all three tiers - technology centers, community colleges, and four-year universities.

- The Office of Postsecondary Coordination & Alignment, which resides in the CTE Division, was created in 2012. It is tasked with identifying and promoting secondary courses, which will serve as statewide dual credit courses, allowing a high school student to obtain postsecondary credit hours. Each statewide course will include a end of course exam, which the student must pass in order to be awarded postsecondary credit. The Office is also responsible for growing and promoting other early postsecondary opportunities for high school students, including dual enrollment and Advanced Placement. The intent is to increase the number of high school students who go on into postsecondary upon graduation.

- The Tennessee Council for Career and Technical Education (TCCTE) created 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 continues to work with a state initiative (Tennessee Code Annotated, Title 49, Chapter 15) that seeks to develop transition opportunities for students from secondary to postsecondary through concurrent enrollment and credit by assessment on a statewide basis.

- The TBR is 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 who 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.

- 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. The University of Tennessee, Chattanooga articulates their Bachelor of Construction Supervision with the A.A.S. program at Chattanooga State (ChSCC). Tennessee Technological University aligns Engineering programs with ChSCC's Engineering Technology A.A.S. degree. Other CTE-related A.S. degrees (e.g. criminal justice, accounting, computer science, and business) have been articulated as part of the 49 pathways of study identified in the Tennessee Transfer Pathways [http://www.tntransferpathway.org/]. Students completing the first two years of the pathway are guaranteed credit transfer between the public community colleges and any public university.

- TTCs have developed partnerships 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 and community colleges

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**
  - This past year, Tennessee provided Perkins federal support for the Tennessee School for the Deaf and the Tennessee School for the Blind. These institutions are required to submit applications for Perkins financial support, which includes goals, strategies, timelines and budget. This support is a required activity through state leadership funding.

During the year, the CTE Career Management for Success (CMS) course was taught as the final course prior to prisoner release from the Tennessee prison system. The courses provided job attainment skills and job retention soft skills needed for successful re-entry into the workforce. Inmates, who complete these programs, are awarded 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 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 CTSOs. Special population students received bronze medals and placed third in the categories of Employment Application and Action Skills at National SkillsUSA.

  - Alternative methods of instruction (differentiated instruction) sessions were provided at the summer conference for CTE teachers. The sessions focused on ways to reach special populations and individualize instruction according to students' needs as determined in their Individualized Education Programs.

  - Each LEA's local plan has to include the development of goals and strategies for addressing special populations within the school system, which focus 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.

  - The Tennessee Board of Regents and the Tennessee Department of Education conduct monitoring visits in compliance with the U.S. Department of Education's Office of Civil Rights.

- **Offering technical assistance for eligible recipients**.
  - Technical assistance to local systems was provided during the 2011-12 school year to address local plan development, data analysis and reporting, , and secondary to postsecondary opportunities, risk based monitoring preparation, new teacher orientation, new CTE director training, and assistance in improving core performance indicators. CTE CORE (Centers of Regional Excellence) consultants in the eight offices provided on-site assistance.

  - Technical assistance to LEAs was provided on a needs basis as requested through telephone calls, email messaging, on-site contact, and identifying through data reporting process.

  - During the fiscal year, the primary utilization of Perkins IV leadership funds in relation to the community colleges is focused on individual campus technical assistance. OCC provided several technical assistance opportunities to the colleges, both on-site and online.

- This was the sixth 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.

- An analysis is conducted on the individual LEA performance regarding the Perkins IV Core Indicators of Performance and technical assistance is provided to LEAs that repeatedly miss a measure or those that are trending downward. Regional CORE Consultants provide technical assistance and conduct annual Risk Based Monitoring. In addition, an Improvement Plan is required for LEAs that are not contributing positively to the state's overall performance.

b. **Permissible Activities [Section 124]**

- **Improving career guidance and academic counseling programs.**
  - For 2011-12, Tennessee supported the KUDER Career Planning System, which was available in all middle and high schools.
  - The CTE Division worked jointly with the Division of Curriculum and Instruction to host the 2012 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, CTE Competency Attainment Rubric, and the CTE Report Card.

  - 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.

  - Each community college provides student services that include a career center to assist students in such areas as job interviewing skills, resume writing and mock interviews. Additionally, the centers provide a resource listing relevant employment opportunities. It also provides opportunities for business and industry to come on campus for job fairs and/or student interviews.

- **Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students.**
  - As shared in an earlier section, the Office of Postsecondary Coordination & Alignment, which resides in the CTE Division, was created in 2012. It is tasked with identifying and promoting secondary courses, which will serve as statewide dual credit courses, allowing a high school student to obtain postsecondary credit hours. Each statewide course will include a end of course exam, which the student must pass in order to be awarded postsecondary credit. The Office is also responsible for growing and promoting other early postsecondary opportunities for high school students, including dual enrollment and Advanced Placement. The intent is to increase the number of high school students who go on into postsecondary upon graduation.

  - The Agriculture Career Cluster has established articulation agreements with several community colleges and four-year universities increasing the number of dual credit/dual enrollment opportunities. Over 600 agriculture education students are participating in dual credit/enrollment.

  - The Health Science Career Cluster 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.

- The OCC 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 967 that seeks to expand early college credit opportunities to secondary students through concurrent enrollment and credit by assessment. As part of the basic grant application process, each community college requesting funds must list at least one early college credit opportunity in career and technical education at each LEA within their primary service area.

- The Tennessee Technology Centers (TTCs) continued to expand dual enrollment programs statewide. This year over 1,800 high school students participated in dual enrollment programs at TTCs. As technology centers continue to explore ways to expand dual enrollment programs, additional school systems were brought into the TTC online dual enrollment project.

- **Supporting initiatives to facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate programs.**
  - The Office of Academic Affairs (OAA) placed an emphasis on beginning a process to actively align programs of study at all levels of postsecondary. Since 2006, 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).

  - Tennessee Technology Center diploma graduates currently receive 30 hours of credit at any Tennessee Board of Regents' community college.

- **Supporting career and technical student organizations.**
  - An annual state conference is held by each of the seven CTSOs that includes skills competition and student and advisor leadership development.

  - Tennessee has an active youth leadership camp. Camp Clements provides opportunities for chapter leadership development and growth. Over 1,200 students attended Camp Clements leadership camp during 2012. Over 22,000 students were involved in Leadership Conferences at district, region, state and national levels.

Tennessee CTSO 2011-12

	Chapters	**Students**	**Advisors**
Leadership Development Conference	74	351	105
Regional Conference	570	6,660	802
State Leadership Conference	730	9,350	1,215
National Leadership Conference	320	3,408	421

- 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 over 11,000 members and 600 faculty. 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 over 180 representatives to the SkillsUSA National Conference. Of the 49 contests entered, TTC students received 15 gold medals, 8 silver medals, and 6 bronze medals. Fifty-four of the 71 contestants finished in the top ten nationally. In 2011-12, Mary Kamuiru of TTC Chattanooga and Mark Roark

of TTC Elizabethton were elected as SkillsUSA National Officers. Each year, the TTCs offer scholarships to secondary state SkillsUSA winners.

- The community colleges support student organizations including such honor society organizations as the Phi Theta Kappa International Honor Society; Epsilon Pi Tau, an honor society for professions in technology; Alpha Beta Gamma® International Business Honor Society, Tau Alpha Pi, the national engineering technology honor society; Psi Beta, the national two-year college psychology honor society; and Alpha Sigma Lambda, the honor society for part-time students.

- **Supporting public charter schools operating career and technical education programs.**
  - There are currently 44 charter schools in Tennessee. Of the 44 charter schools, CTE opportunities are open and available to the middle and high school charter schools, 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.**
  - Teachers must document lesson plans demonstrating that they teach all aspects of industry as a quality program indicator that is assessed in risk-based monitoring.

  - Curriculum development is a statewide collaboration between faculty with input from industry advisory councils, which help to ensure the relevancy of the academic and technical skill competencies. 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.

  - Through the advisory committee chairperson's listserv, the TN Council for Career and Technical Education stresses the importance of business and industry involvement in education to assist CTE directors in teaching all aspects of an industry.

- **Supporting family and consumer sciences program.**
  - Family and Consumer Sciences Education program, which is now reflected through the Education & Training and Human Services career clusters, is supported through Perkins allocations.

- **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 credit and dual enrollment courses.

  - The TN Council for CTE includes business and industry representation, and it promotes the development of strong advisory committees at the local levels, which assist in building strong partnerships with business and industry.

  - Each Career Cluster consultant is required to have an active advisory council comprised of business, industry and postsecondary partners.

  - Numerous articulation agreements are in place, promoting CTE-related postsecondary courses for high school students.

  - A TDOE representative serves on the State Workforce Development Board, which is promoted by the Department of Labor.

  - Through the P-16 initiative, the OCC and OAA at the TN Board of Regents provide support 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 continue to serve as members on the Tennessee Energy, Industry, and Construction Consortium. The consortium works to create an infrastructure that will provide a skilled workforce adequate to meet the needs of energy, industry, and construction. TTCs provided special industry training for Volkswagen, Hemlock, Bosch, Nissan, National Health Care, Bridgestone, and many other employers statewide.

- **Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education.**
  - TNDOE adopted the national 16 career clusters. It is currently revising its programs of study and courses to better reflect this change and to identify new programs of study and courses which are aligned to the State's economic and labor needs.

  - The technology center online diploma program continues to grow each year. TTCs offer several hybrid (online) dual enrollment programs to secondary students.

  - The OAA, Regents Online Degree Program (RODP), is one of the primary providers in the state for distance education opportunities for postsecondary education. It also works with the TTC's to provide on-line education opportunities to students.

- **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 2011-12 award year, the TTCs offered reserve grants for new dual enrollment initiatives and the implementation of innovative programs. Eight reserve grants were provided to individual TTCs for program of study development, articulation, dual credit, dual enrollment and distance learning initiatives.

  - Reserve grants are offered to community colleges in order to launch new programs of study and r student advisory supports and services.

- **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 Career Cluster curriculum. Entrepreneurship was named as a Program of Study in the fall of 2012. Virtual Enterprise Business Technology and Virtual Enterprise Marketing Education both have a strong entrepreneurial focus in their content. Training was provided for instructional staff in Virtual Enterprise International. DECA, the youth organization for marketing students, expanded its Entrepreneurship written event for competition.

- **Providing career and technical education programs for adults and school dropouts to complete their secondary school education.**
  - LEAs may offer services for adults and dropouts. This is a local decision. Several middle college and adult high schools have been implemented in select LEAs. All LEAs are required to have alternative schools.

  - Many TTCs offer Adult Basic Education training courses for adults and high school dropouts. Many of the 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.

- Some community colleges offer or oversee General Education Diploma (GED) programs in cooperation with the local LEA. Additionally, most community colleges provide adult completion programs that allow adults who failed to complete their program of study to achieve an academic award recognized by business and industry. Some colleges also offer English for those adults with limited language proficiency.

- **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 technology centers provide assistance to students who seek additional training. All colleges provide opportunities for students to receive placement assistance through their respective career center or equivalent office.

- **Developing valid and reliable assessments of technical skills.**
  - The Competency Attainment Rubric assesses individual technical skill attainment by scoring students on a proficiency scale from one to four (1=below basic, 2= basic, 3= proficient, 4=advanced). The Rubric defines proficiency for CTE competencies and is based on career and postsecondary readiness standards.

- **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.

  - TDOE annually collects dual credit data for secondary students. TN Higher Education Commission collects dual enrollment data, which it makes available to TDOE.

  - TBR institutions are able to utilize a web-based reporting system to report all appropriate aggregate data. In addition, the web portal 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).

  - 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.**
  - The CTE division streamlined the licensure process for teachers to more quickly allow qualified candidates to get an endorsement and get in the classroom.

  - Each career cluster provided new teacher training at summer conference or during the school year. Training was also conducted in the fall for new teacher workshops to help teachers adapt to a classroom setting.

  - The TTC central office provided comprehensive professional development for new faculty through the New Faculty Orientation program. The technology center instructor certification program is going well with faculty members participating in receiving their advance education. This program is designed to improve the quality of instruction and assist instructors in making the transition from business and industry to the classroom. In addition to improving instruction, this program will assist

in the recruitment and retention of qualified instructors by providing a support system for new instructors.

- Tennessee community colleges are required by TBR to provide initial and on-going professional development for all faculty members, including adjuncts.

- **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 Office of Community Colleges has developed a website unique to the community colleges that will allow business and individual access to occupational, educational and labor information resources through the colleges. With the establishment of the OCC, a new marketing/information website is in the nascent stages of development, which will be unique for the community colleges in the fall of 2012.

    - 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, TTC students have the opportunity to earn a Career Readiness Certificate by sitting for the WorkKeys examinations.

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 Attainment – Course competency proficiency assessment will be used as the measurement approach for secondary 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 (the FAUPL will be changed since the definition states "Number of 12th grade concentrators") who have mastered industry validated career and technical proficiency standards in the reporting year.
> Denominator: The total number of secondary concentrators (the FAUPL will be changed since the definition states "Number of 12th grade concentrators") in the reporting year that 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. (Remove: Tennessee will identify valid and reliable program assessments to determine competency in technical skills.)

For secondary , the State does not intend to change the collection and reporting for Technical Skill Attainment for the upcoming reporting period since the major emphasis is to transition to the Common Core State Standards.   During the 2012-13 school year, Tennessee began broad scale preparation for the Partnership for the Assessment of Readiness for College and Career (PARCC) assessments with the partial implementation. The 2013-14 school year is the final year to prepare for the PARCC assessment and we will begin full implementation in math and ELA / Literacy.

A link to the complete CTE Report Card for 2012, including definitions and Program Areas:

http://edu.reportcard.state.tn.us/pls/apex/f?p=200:90:1831272289455674::NO (Select Year 2012)

1P1 – Technical Skill Attainment – Assessments aligned with Industry-recognized standards will be used as the measurement approach for postsecondary technical skill attainment.   The core indicator for completers will determine mastery at proficient and advanced levels and is measured by:

> Numerator: During the reporting year, the number of postsecondary CTE completers who passed, on the first administration, major field assessments that are available and aligned with industry-recognized standards, if available and appropriate.
> Denominator: Number of CTE completers who took assessments for the first time during the reporting year.
> Measurement: The percentage of attainment of industry-recognized standards on the first attempt to obtain licensure.

For postsecondary, there are limitations on the addition of assessments that are not required for a grade. Therefore, the institutions have partnered with industry to gain access to test results for completers who are taking assessments as part of a licensure requirement.

- 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.

- Competency skill attainment is required in all CTE programs for each CTE student for 2011-12 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 met all agreed upon levels of performance indicators on the secondary and postsecondary levels. The adult level met four indicators and two within the 90% of FAUPL.

	FAUPL	ACTUAL			FAUPL	ACTUAL			FAUPL	ACTUAL
1S1	74.00%	67.77%		1P1	85.50%	92.90%		1A1	96.93%	95.24%
1S2	63.00%	73.44%		2P1	41.82%	43.62%		2A1	71.85%	66.55%
2S1	78.00%	94.37%		3P1	64.80%	69.91%		3A1	54.50%	74.52%
3S1	89.00%	97.35%		4P1	83.50%	88.57%		4A1	81.50%	85.59%
4S1	90.00%	96.64%		5P1	25.28%	28.17%		5A1	10.40%	12.48%
5S1	90.00%	91.17%		5P2	45.50%	51.78%		5A2	45.50%	60.06%
6S1	25.00%	35.99%								
6S2	25.00%	54.95%								

For Secondary performance, the above table displays Tennessee's actual performance comparing with FAUL P (Federal Agreed Upon Level of Performance) goals. The primary reasons for increases and decreases in performance from prior reporting years include:

1. TN adopted new course standards for the 1S1 and 1S2 measures.
2. TN changed to an End of Year Course test beginning Fall, 2009, directly impacting the 1S1 and 1S2 measures.
3. Two years ago, TDOE implemented changes to the CTE Competency Rubric for CTE courses which changed the calculation for the 2S1 measure.
4. For the 2011-12 school year, there was a new definition and calculation for the graduation cohort group to align with graduation rate calculations for the entire TN Department of Education, impacting the 1S1, 1S2, 3S1, and 4S1 calculation.

CAR Academic Attainment Performance in Reading/Language Arts and Mathematics

2011-12 Performance of 1S1, Reading/Language and 1S2, Mathematics
1S1, Academic Attainment in Reading/Language Arts uses the assessment results of the English II (mostly at 10th grade) and Writing (mostly at 11th grade) Assessments. Graduates of 2011-12 were the first group of students used who completed End of Course Assessments for the Reading/Language Arts report.

1S2, Academic Attainment in Mathematics uses the assessment results of Algebra I (mostly at 9th grade). Graduates of 2012-13 will be the first group of students to complete the End of Course Assessments for the Mathematics report with the most declined 1S2 report value.

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
2009-10 Graduates		Algebra I	English II	Writing				
2010-11 Graduates			Algebra I	English II	Writing			

2011-12 Graduates				Algebra I	English II	Writing	
2012-13 Graduates					Algebra I	English II	Writing
End of Course Tests							

	Baseline		06-07	07-08		08-09		09-10		10-11		11-12		12-13	
	05-06	06-07	**Actual**	Agreed	**Actual**	Agreed	**Actual**	Agreed	**Actual**	Agreed	**Actual**	Agreed	**Actual**	Agreed	Actual
1S1	91.00		87.87	87.87	91.53	88.37	93.15	88.87	92.58	89.37	92.54	74.00	67.75	80.00	
1S2	83.00		95.48	83.50	95.60	84.00	97.11	84.50	93.88	85.00	89.26	63.00	73.47	70.00	
2S1		85.00			96.51	85.05	97.79	86.71	96.61	88.37	89.96	78.00	94.33	78.50	
3S1		87.42			84.94	87.47	91.67	88.00	90.93	88.47	97.25	89.00	97.25	89.50	
4S1	79.50		92.31	80.00	84.40	80.50	90.94	81.00	90.65	81.50	96.00	90.00	96.54	90.00	
5S1		87.30			91.64	87.80	88.62	89.15	89.69	90.00	90.77	90.00	91.55	90.00	
6S1		18.34			19.17	18.35	19.03	22.50	37.42	22.50	31.32	25.00	35.96	25.00	
6S2		25.06			21.77	21.77	20.08	22.50	59.61	22.50	50.59	25.00	54.98	25.00	

Tennessee Report Card

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Grades 9-12 Math	87.00%	89.00%	49.00%	52.00%	
<Grades 9-12 Algebra I>				47.00%	55.30% (Target 3% Growth)
Grades 9-12 Reading/ Language Plus Writing	93.00%	94.00%	70.00%	69.00%	
<Grades 9-12 English II>				58.00%	60.70% (Target 2.6% Growth)

* http://edu.reportcard.state.tn.us/pls/apex/f?p=200:20:3459372979578617::NO ("Accountability" tab)

The 2009-10 school year began the implementation of the new curriculum standards and assessments that were more reflective of national and international student performance in the 21st Century. The 2009 achievement scores and all grades connected with these scores are considered the new baseline for future public reporting. These converted achievement scores and grades are based on restructured calculations and a redefined grade scale that are updated to reflect the current status of educational attainment in the state in 2009. The 2009 change has prohibited comparisons to previous years' data prior to 2009 for achievement reporting including state, district, and school-level scores and grades. For 2010, the most appropriate and meaningful comparison would be to 2008-09 and the 2010 State level data.

The TN State School Report Card Achievement data* for Grades 9-12 Math (Algebra I) and Reading/Language plus Writing (English II) the First Time Test Taker results (end of course achievement results), the first application of curriculum standards and assessment were 2009-10 which resulted a huge drop in the performance percentage of Proficient and Advanced (89% to 49% for Math and 94% to 70% for Language Arts). The performance increased slightly from 2009-10 to 2010-11 and continued growing to 2011-12 school year. From the 2010-11 to 2011-12 school year all students were set for the target growth of 3% in Algebra I and 2.6% in English II.

Aligned with the performance of TN students in Algebra I and English II for the impact of course standards and assessment, CTE concentrators academic performance of 2011-12 school year also experienced drops of English II and Writing (1S1) and Algebra I (1S2). This trend is likely to continue to decline for Algebra I in 2012-13, but slightly increase for English II.

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).

Tennessee Local Education Agency Improvement Plan							
Findings/ Strategies for Improvement	Source of Finding	State Improvement Actions	Target Dates	Local Contacts	Notes	Completed	Product
Improvement identified as needing improvement/ action (identify core indicator)	LEA data (performance and disaggregate) submission to TDOE	What improvement activities/steps the LEA has identified it will do to address the to address the deficiencies	Anticipated completion of activity/ steps identified	Individual(s) at the LEA level to work with the Improvement Plan	Record of conversations/ communications relative to action/progress and consultation with appropriate agencies, individuals and organizations	Date Completed	Documentation that supports the completion of the Improvement Action Plan

During 2011-12 fiscal year, the OAA reviewed with each institution the previous year's data:

- The core indicator(s) that the institution failed to meet the agreed upon threshold on the previous year's 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.

Prior to the next funding cycle requests being made (i.e. for 2012–13 fiscal year), the technology center central office will review with each institution:

- The core indicator(s) that the institution failed to meet at the state level threshold on the fiscal year 2011–12 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.

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.