

# Consolidated Annual Report, Program Year 2013 - 2014 Tennessee

## Step 3: Use of Funds: Part A

---

### 1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Yes

Secondary Response:

The division of CTE implemented a Competency Attainment Rubric report statewide during the 2010-11 school year, which was designed to help teachers to evaluate student performance more objectively. Currently, classroom teachers, who teach a CTE course, utilize the approved Tennessee CTE Competency Attainment Rubric to evaluate student technical skill attainment for each standard (and/or competency, where applicable) for all enrolled students. This information is entered into the Tennessee CTE data repository, eTIGER, by the teacher, and is utilized to calculate each student's technical skill attainment percentage on each course in aggregate.

Recently, data validity issues were a concern for classroom teachers, CTE Directors, and TDOE staff due to long lag times with eTIGER processing and the possible loss of entered data when the system became overloaded during peak activity periods. To address this issue, in December 2013, a new feature was developed that permitted a rubric upload option, which decreased data entry time for student skill attainment reporting and reduced user time outs. This update in procedures now allows classroom teachers to enter student competency data into a spreadsheet without the need for internet access, and it provides a quick and easy data upload process that dramatically decreased system issues during peak periods.

Postsecondary Response:

The Office of Community Colleges (OCC) currently collects data related to assessments required of health care professionals for certification of license. This constitutes approximately 18 percent of all community college graduates and approximately 23 percent of the postsecondary programs of study. Each program that is funded under the American College Testing (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 and the Tennessee Higher Education Commission.

### 2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

Secondary Response:

In 2013-14, Tennessee adopted the 16 career clusters and the existing data repository system, eTIGER, was modified accordingly to ensure accurate data collection for all CTE courses and reliable and valid data reporting. A new student follow-up data collection process was developed and added to eTIGER to ensure accurate and timely data reporting for Performance Indicator 5S1.

As new CTE courses have been developed and existing CTE courses have been revised, eTIGER has been updated to reflect all new course standards and competencies so that student skill attainment data can be collected. In addition, Tennessee CTE Competency Attainment Rubric templates for all courses have been made available for download within eTIGER to allow for off-line data entry and a one-step data upload. This upgrade allows teachers to continuously record student data without logging into eTIGER and to upload the data at one time. System lag and user timeouts have been dramatically reduced.

Postsecondary Response:

The web-based reporting system for the community colleges continues to improve. Beginning in the spring of 2008, institutional research personnel from the colleges worked with institutional research personnel from the Tennessee Board of Regents in the development and structuring of the fields. Presently, the colleges are able to utilize the system to report all appropriate student record data, resulting in aggregate reports. In addition, the web portal allows individual campuses to receive immediate feedback on CAR submissions in relation to the state's agreed upon levels of performance (i.e. FAUPL).

# Consolidated Annual Report, Program Year 2013 - 2014 Tennessee

## Step 3: Use of Funds: Part B

---

### 1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

Secondary Response:

Risk-based monitoring is conducted annually in approximately 25 percent of all LEA CTE programs based on prior level of risk. Technical assistance is provided to LEAs prior to monitoring and as follow-up for LEAs scoring as higher risk. In order to receive Perkins funds, all CTE teachers are required to complete a Quality Performance Indicator (QPI) Checklist annually to ensure that minimum standards for implementing a quality CTE program are achieved. The ten (10) indicators on the QPI Checklist ensure that CTE programs are:

- Of such size to offer a sequence of three or more earned credits
- Of such scope that they align with state approved programs of study with career clusters
- Providing a certified and appropriately endorsed teacher for all courses offered
- Teaching the state approved curriculum standards
- Operating with a state approved articulation agreement for a program of study or an approved articulation agreement approved by the lead administrators of secondary and postsecondary institutions (where available)
- Supported by current labor market data to support high skill, high wage or high demand careers
- Addressing and teaching all aspects of industry
- Actively working in cooperation with an advisory panel
- Utilizing a career and technical school organization as a support for the instructional program
- Promoting the integration of CTE and academic curriculum

In addition to risk-based monitoring visits, the division of CTE conducted targeted program visits to observe teachers in the classroom, discuss instructional strategies and the implementation of course standards, and to seek district feedback for a select group of CTE programs. These visits informed a set of regional professional development sessions for educators on improving instruction and program quality.

The Tennessee Council for Career and Technical Education (TCCTE) is a legislated body that assesses secondary and postsecondary CTE programs and identifies areas for improvement to ensure system effectiveness and eliminate barriers to success for Tennessee students. The TCCTE provides a biennial report on the status of career and technical education in Tennessee. This report looks at statewide opportunities and challenges and makes recommendations to the Department of Education, the legislature, Tennessee Board of Regents, the Higher Education Commission, and other key stakeholders in Tennessee. Specific strategies are recommended to address issues of equity, accessibility, and attainment that school districts and state entities can pursue to help address systemic challenges and to pursue higher attainment for students in CTE.

The TDOE conducts monitoring visits of LEAs receiving Perkins funds in compliance with the U.S. Department of Education's Office of Civil Rights in order to ensure that services are being offered to special populations.

Postsecondary Response:

As shared in an earlier section, the Office of Community Colleges collects data related to the assessments required of health care professionals for certification of license. Each program that is funded under the American College Testing (ACT) must either be accredited by a professional accreditation agency (beyond the college's Southern Association of Colleges and Schools (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 and the Tennessee Higher Education Commission. Additionally, as part of the Perkins IV monitoring process, all campuses are monitored to include program and fiscal reviews.

Each community college has an office of disabilities services that supports various special populations, including those students who are eligible for services under Sec. 504 and the ADA. Academic accommodations are afforded the postsecondary student based upon federal law.

The Office of the Tennessee Colleges of Applied Technology (TCAT) of the Tennessee Board of Regents requires each institution to submit enrollment reports and disaggregated data at the end of every term. In addition, TCATs are required to review programs annually for completion, job placement, and licensure pass rates. All current students, exiting students (graduate and non-graduate), alumni and their employers complete annual satisfaction surveys. The results of these surveys are used to continually improve the quality of TCAT programs. Program outcomes are reviewed by the TCAT system office and the Council on Occupational Education. Programs that do not meet standards are placed on monitor status for continued review. Finally, all Perkins funded programs undergo additional program and fiscal reviews. These reviews assist in making future program decisions pertaining to grant funding opportunities, instructor training, curriculum changes, and program expansion.

The Tennessee Board of Regents conducts monitoring visits in compliance with the U.S. Department of Education's Office of Civil Rights in order to ensure that services are being offered to special populations.

## **2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?**

Secondary Response:

The state's CTE course standards revisions include increased technical skills development in social media, logic and programming, advanced manufacturing technologies, and other specific technological advancements, such as distance learning currently reflected in industry. New programs of study include Mechatronics and Health Information & Administration, while new courses include Geographic Information Systems (GIS), Programming and Logic, Cabling and Internetworking, and Agricultural Engineering. Additionally, there has been an emphasis placed on non-traditional enrollment in these programs.

Training has been developed and provided for teachers, career guidance, academic counselors, and administrators to use appropriate technology in their classrooms, as well as proprietary CTE data gathering and reporting tools such as eTIGER. These trainings occurred at both the local level and at the State's annual Institute for CTE Educators.

The statewide Pathways Tennessee initiative provides local/regional technical assistances and awards multiple grants with the intent to create, sustain, and replicate seamless grade 7-16 pathways in high wage, high skill jobs. Pathways Tennessee regions are currently developing and implementing pathways in Health Science, Information Technology, and Advanced Manufacturing. These initiatives encourage secondary systems, postsecondary institutions, and technology-related industries to collaborate in offering internships and mentorships and to align CTE program offerings with local/regional industry demands. The state's Perkins IV Reserve Grants include a focus on the Pathways model.

During 2014, several regional professional development sessions, focused on the state's new and revised CTE course standards and programs of study, were conducted across the state. These professional development sessions included focus on teaching new standards aligned to technology, such as social media and computer applications in Business and Marketing courses, computer programming, electronics, and mechatronics, in STEM, Information Technology, and Advanced Manufacturing courses, and geographic information systems, unmanned aerial vehicles, and mechanics in Agriculture courses. In addition to these professional development sessions, sample lessons were released to all teachers that included information on how to address new and changing technology (such as 3-D printing) within CTE course standards.

Lastly, use of digital resources in all CTE courses, such as online career navigation tools like those found on [CollegeforTN.org](http://CollegeforTN.org), were emphasized in both regional visits and presentations to counselors at the annual Tennessee counselor professional development conference in February 2014.

## Postsecondary Response:

The Office of Community Colleges provides professional and technical programs in accordance with SACS accreditation standards and with program specific program accreditation agencies. When appropriate, the eligible institution provides 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 is continuous.

The Office of Community Colleges 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 Tennessee Board of Regent's CAR reporting system.

For 2013–14, the Governor's Office provided assistance to improve technology within the professional and technical classrooms. Approximately \$8.25 million was made available through competitive proposals to provide "hands-on" equipment. Partnerships with business and industry and other state agencies became more important in light of funding reductions. The Office of Community Colleges primarily seeks resources through non-Perkins sources for the development, improvement, or expansion of technology.

**3. During the reporting year, what professional development programs did your state offer, 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? On what topics?**

## Secondary Response:

Professional Development is led by the CTE Division's Talent Improvement unit which includes CTE Teacher Licensing. In 2013-14 the Talent Improvement unit rolled out a CTE professional development model. This model included successful professional development components and laid out a partnership with LEAs on how to best provide professional development to teachers and administrators through three mediums: state led, regionally led, and self-directed. All of the following professional development opportunities and events listed below fall within this professional development model and focus on providing high quality professional development through the three mediums.

## New Teachers:

New Teacher Training includes attendance at five consecutive days of new teacher training for Occupational Licensed Teachers. Training focuses on curriculum planning and unit mapping, literacy in technical subjects, managing minor and major misbehavior, establishing classroom culture, classroom rules and procedures, assessment, and classroom management. This training is for new teachers in their first year of teaching and is offered in both January and July.

## Standards and Instruction:

CTE teachers and CTE administrators were trained in new CTE standards, as well as literacy in technical subjects to provide a context for standards revisions. These hands-on trainings took place regionally and included unpacking standards, curriculum mapping, and new academic math and literacy components. Training focused on identifying knowledge and skills, writing strong objectives, and creating a curriculum map. A total of 21 professional development opportunities were provided to more than 900 teachers in the 2013-14 school year. The resources utilized in these trainings were also posted online to be utilized as local/self-directed professional development opportunities.

Training for administrators on literacy, math, and leadership was provided through regional CTE Director study councils. These sessions occurred monthly and focused on how to assist teachers in incorporating literacy and math in the CTE classroom and how to provide additional support and professional development for teachers. Trainings also included four professional development workshops, held quarterly, for CTE Directors/administrators focused on CTE and Tennessee Department of Education initiatives.

## Professional Development Conferences:

Annually, the CTE Division hosts a week-long professional development conference for CTE educators in July which includes effective, research-based teaching strategies and skills. The event is called the Institute for CTE Educators. Sessions focused on new CTE course standards, classroom management, writing in the CTE classroom, math in the CTE classroom, data-driven instruction, differentiated instruction, serving students with disabilities, project based learning, and career cluster content. Additional training in content specific sessions offered during the Institute included: Work-Based Learning, statewide dual credit courses, Personal Finance, Industry Certifications for educators, Nursing, Forensics, Clinical Internships, Nutrition Science, and Geographic Information Systems (GIS). Over, 2,000 educators attended this institute (49 percent of all Tennessee CTE educators).

Every spring, the CTE division co-hosts a conference for school counselors. This past year, the CTE division provided sessions for counselors on the following topics: Work-Based Learning, early postsecondary course opportunities for all students, programs of study, progressing students through career pathways, and new CTE course standards. These sessions were also provided in the fall for all administrators in association with the department's statewide education administrator conference.

#### Resources:

CTE teacher externships were provided to connect CTE and general education teachers with focus industries in the state of Tennessee that are aligned to the Governor and the Department of Economic and Community Development's focus areas. Pairs of CTE and general education teachers attended a week-long externship to focus on all aspects of industry and then created a lesson plan to be shared with teachers across the state based on the externship experience. These cross-collaborated lesson plans for CTE and general education were created to incorporate industry skills necessary for success in the corresponding industry. These lessons are shared online for teachers across the state to access.

The CTE division created sample lesson plans demonstrating the integration of literacy and math standards in alignment to CTE content standards. These were provided to teachers to assist in understanding what math and literacy look like in the CTE classroom. Lessons were created for each career cluster and were posted online for all teachers to access. Lessons included general education standards as well as CTE standards, included text dependent questions, sample writing prompts, and potential lesson plan execution.

#### Early Postsecondary Opportunities:

The state has been working to expand opportunities for high school students to participate in advanced CTE coursework that can lead to postsecondary credit. There are currently three CTE courses – Agriculture Business Finance, Greenhouse Management, and Criminal Justice – that are part of the statewide dual credit pilot. The secondary teachers, who teach these courses, are expected to help their students master the college-level learning objectives and prepare them for the challenge exam that enables them to earn postsecondary credit. In conjunction with the Institute for CTE Educators, 72 high school CTE teachers received two days of professional development for these courses. Tennessee postsecondary and secondary faculty worked together to create the materials and resources and facilitate the two days of training.

In addition to the teachers, CTE directors and school counselors, who serve as statewide dual credit pilot coordinators, participated in an introductory webinar, as well as an in-person training between September and October 2014.

All professional development presentations (including sessions from the Institute for CTE Educators) were shared with teachers and CTE directors and were posted online for future access.

#### Postsecondary Response:

The Office of Community Colleges provided comprehensive professional development to their faculty based upon the needs of the individual and institution. The Office of Academic Affairs requires each college to develop a professional development plan and to maintain the plan on file.

The TCAT system provided a week-long professional development conference for all faculty, administrators, counselors, and staff that offered specialized training for new faculty and counselors. The conference included sessions on: adult characteristics and learning styles, presentation skills for teaching, developing and managing individualized instruction, using technology in the classroom, working with advisory councils and agencies, career and technical student organizations, creating secondary and postsecondary partnerships, retention, articulation, dual credit, dual enrollment, career guidance, and non-traditional programs.

The TCAT office is restructuring its New Faculty Orientation program through a partnership with Tennessee State University. The TCAT Instructor Certification program has been developed to encourage instructors to improve the quality of their instruction. Classes offered through the instructor certification program include: Teaching with Technology, Adult Learners, Managing the Learning Environment in Postsecondary Settings, Teachers as Agents of Change, Assessment, Curriculum and Delivery.

**4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?**

Secondary Response:

Data reflect that 108 out of 243 (44.4%) CTE courses were identified as nontraditional courses in the 2013-14 school year. A total of 121,667 students were enrolled in these nontraditional courses, representing 59.52 percent of the state CTE enrollment. Of the 121,667 students enrolled in nontraditional courses, 38,547 (31.68%) were underrepresented gender students.

The following special populations participated in nontraditional CTE courses during the 2013-14 school year:

Nontraditional Offered	Students	% of CTE Total	% of HS Total
Students with Disabilities	14,862	7.27%	11.79%
Economically Disadvantaged	64,150	31.38%	50.87%
Limited English Proficiency	1,825	.89%	1.66%
Total*	69,198	33.85%	55.07%

\*Non-Duplicated count

CTE has incorporated the requirement to provide information about nontraditional occupations into an agreement with the Tennessee Higher Education Commission for web hosting and software maintenance for Tennessee career exploration and college portfolio application through [www.CollegeforTN.org](http://www.CollegeforTN.org). This requirement ensures that the website's marketing campaign includes materials specific to encouraging and preparing individuals for nontraditional fields.

The Pathways Tennessee model, which looks at specific regions based on the state's Department of Economic and Community Development's Jobs Base Camps, creates partnerships across education institutions and systems to address data-driven decisions on emerging professions.

Through the Pathways model, the department created a set of career exploration modules that will be used regionally for all students in middle school, including those not traditionally engaged in specific occupations, to expose and encourage participation in health science, information technology, STEM, and advanced manufacturing. These modules include hands-on activities, labs, and videos that are, in-part, aimed at increasing awareness, interest, and non-traditional enrollment in these career fields. Training was provided in three counties on use of the modules in their classrooms to encourage student participation in these fields throughout their high school career; a total of 1200 students participated in the program in the 2013-14 school year.

Postsecondary Response:

The Office of Community Colleges utilized Perkins Leadership funds to provide technical assistance to the community colleges. A component of the monitoring visit at each campus emphasizes the improvement of student support programs focused on the recruitment and retention of underrepresented genders in programs of study that lead to non-traditional occupations. Many colleges hold summer camps that introduce females to STEM education and occupational opportunities.

The TCATs utilized Perkins Leadership funds to develop career guidance materials for all TCATs to use in the promotion of nontraditional career fields to current and prospective students. In addition, TCAT Career Coaches provided ongoing activities throughout the year that focused on nontraditional occupations.

## 5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

Secondary Response:

The CTE division offered 243 courses in the 2013-14 school year to explore or train students in related occupations in order to better prepare them for high-skill, high-wage, or high demand careers. A total of 114,748 students with special needs participated in CTE coursework.

Special Population	Students
Students with Disabilities	22,827
Economically Disadvantaged	106,855
Limited English Proficiency	3,391
Total*	114,748

\*Non-Duplicated count

Students with special needs have equal access to all CTE courses and use the same course standards and assessments as other students. Accommodations and modifications tailored for each student are provided at the local level in accordance with that student's Individualized Education Program (IEP).

Students with special needs are included in Career and Technical Student Organizations (CTSOs) youth leadership activities and competitive events. While all competitive events are open to all students, additional, tailored competitions supporting students with special needs are available at both state and national levels for most CTOS.

Alternative methods of instruction for special population students are provided through staff development for CTE teachers. Sessions specifically on this topic were covered at the Institute for CTE Educators.

Perkins IV Reserve Funds were targeted to special populations as part of the Reserve Grant Announcement, although no project was selected for funding.

During the spring of 2014, division staff worked closely with the Division of Special Populations to discuss barriers that exist in CTE courses preventing students with special needs from getting exposure to CTE courses. Through these discussions, guidance was crafted for teachers, principals, and counselors and was included in the newly published "Instructionally Appropriate IEP Manual" published by the department. The manual addressed current perceived barriers, such as scheduling, safety, ability, modifications and accommodations. Additional training was provided by the Special Populations division on this guidance for both counselors and teachers during the Institute for CTE Educators.

Postsecondary Response:

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.

## 6. During the reporting year, how did your state offer technical assistance for eligible recipients?

Secondary Response:

Technical assistance in choosing, creating, implementing, and retiring programs of study in specific LEAs and in developing new and struggling teachers was provided via telephone calls, email contact, on-site visits, and local and regional meetings. In addition, CTE staff traveled across the state to observe CTE programs and teachers and offer technical support on improving programs.

Ongoing communication through teacher email lists provided teachers and CTE Directors access to resources and materials, alerts to upcoming professional development, and highlighted successful practices. Sample lesson plans, resource and equipment lists aligned to specific courses, and instructional support webinars were released via the department's website and included in informational newsletters sent through teacher email lists.

Each Career and Technical Student Organization (CTSO) was provided with a comprehensive Chapter Advisor Manual to offer assistance to new teachers on how to create a successful CTSO chapter. In addition to this manual, regional support visits targeting new and struggling advisors were conducted to grow CTSO chapters across the state. Monthly newsletters with support resources for growing and maintaining a healthy chapter were also released via email lists to advisors.

Using the Department's regional Center of Regional Excellence (CORE) CTE Consultants, the CTE division offered specific technical assistance to LEAs for both risk-based monitoring and data reporting. Regional CTE CORE Consultants are assigned one of eight regions across the state and work directly with CTE Directors/administrators and teachers to provide them with the tools they need to have successful monitorings/audits, as well as provide assistance on any measure that an LEA may need assistance on. This ranges from individual visits to monthly study council meetings in which they share information with CTE Directors/administrators on best practices.

Pathways Tennessee convenes a state collaborative (State Planning Team) that offers technical assistance to identified regions from the following organizations:

- Department of Economic & Community Development
- Department of Education
- Department of Labor & Workforce Development
- Governor's Office
- State Collaborative on Reforming Education (SCORE)
- Tennessee Business Roundtable
- Tennessee Higher Education Commission
- Tennessee State Board of Education
- Tennessee Independent Colleges and Universities Association (TICUA)

Assistance includes site visits, personalized facilitation to broad stakeholder groups, presentations, providing local, state, and regional economic and labor data as well as assist in creating secondary/postsecondary partnerships.

Annually, the Department provides required training for Work-Based Learning (WBL) Coordinators who oversee student placements related to their CTE program of study. This training is provided free-of-charge to districts that choose to offer WBL experiences for their students. In addition to in-person training, the Department provides webinars, shares successful practices between districts, and develops new resources to assist districts in continuous improvement of WBL.

CTE staff provide LEAs with as needed technical assistance and training on utilization of eTIGER, account related matters and issues related to accurate CTE data reporting and the transfer of data between the state student information system and the eTIGER data application.

Postsecondary Response:

The Office of Community Colleges provides multiple technical assistance opportunities to the colleges, both on-site and online. The Office of Community Colleges had a fall and a spring technical assistance meeting for eligible recipients.

The TCAT Office provided on-site technical assistance to all 27 TCAT campuses that addressed competitive grant development, appropriate uses of Perkins funds, data reporting, developing dual enrollment opportunities, and program of study implementation.

## 7. Serving individuals in state institutions

### Part I: State Correctional Institutions

**Amount of Perkins funds used for CTE programs in state correctional institutions:**

0

**Number of students participating in Perkins CTE programs in state correctional institutions:**

0

**Describe the CTE services and activities carried out in state correctional institutions.**

Secondary Response:

Technical assistance was provided via phone calls, emails, and materials to the Tennessee Department of Corrections educational team to assist them in choosing and implementing appropriate CTE programs. Special course applications were reviewed to assist correctional facilities in modifying specific course standards to address the specific needs of their student population.

The Department has a partnership with the Department of Corrections regarding teacher licensure. Corrections oversees all of its CTE educational offerings, but it uses the Department's licensing system. The Talent Improvement Unit oversees licensing of those individuals who teach CTE courses.

The statewide dual credit Greenhouse course was offered at Mountainview Youth Development Center during the 2014 spring semester.

## Part II: State Institutions Serving Individuals with Disabilities

### Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

50000

### Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

125

### Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

Perkins IV funding was provided to the TN School for the Deaf (TSD) upon review and approval of a local plan. Funds awarded support the Design and Communications Program of Study and provided professional development for teachers.

### 8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

Yes

#### Secondary Response:

For the 2013-14 school year, there were 77 charter schools within four (4) school systems. Of those 77 charter schools, there were four (4) in the Shelby County school system that offered CTE courses in the 2013-14 school year. A total of 21 CTE courses were offered in these four charter schools with 360 students enrolled.

Course Code	Course Name	Enrollment
5885	Technological Design (EBD)	23
5890	Financial Planning	2
5892	American Business/Legal Systems	2
5898	Business Economics	1
5899	Banking and Finance	2
5901	Personal Finance	2
5903	Web Design Applications	1
5924	Principles of Engineering and Technology	46
5925	Digital Electronics	2
5931	Marketing & Management I: Principles	100
5934	Entrepreneurship	24
5956	Organizational Leadership and Communications	67

5983	Principles of Cosmetology	1
5990	Rehabilitation Careers	7
5991	Anatomy and Physiology	10
5993	Clinical Internship	7
5994	Diagnostic Medicine	7
5996	Forensic Science	5
5998	Principles of Health Science Education	7
6005	Nutrition Across the Lifespan	2
6084	Digital Arts and Design I	42
	Total	360

**9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?**

Yes

Secondary Response:

After the reorganization from broad program areas to the 16 nationally recognized career clusters during the 2012-13 school year, Family and Consumer Sciences (FACs) programs are now found in five different career clusters: Arts, A/V Technology & Communications; Architecture & Construction; Education & Training; Human Services; and Hospitality & Tourism. To ensure educators are provided with appropriate technical assistance, training, and ongoing support, new email lists of educators were created to focus needs on specific courses and programs of study found within the FACs programming suite.

During the reporting year, the state supported Family and Consumer Sciences programs across all five career clusters by 1) offering specific professional development sessions targeted at FACS educators, including regional sessions focused on the new course standards; 2) offering specific tracks for FACS educators at the 2013 Institute for CTE Educators; 3) continuing to release resources, sample lesson plans, and PD opportunities via monthly emails targeted to FACS educators in specific subject areas, 4) facilitating regional open-house meetings targeted to FACS educators to discuss the new standards and hear feedback on changes to programs of study and standards; and 5) conducting classroom visits of existing FACS programs coupled with local professional development sessions and technical assistance to support local transition from program area to the career cluster most appropriate for the local system.

**10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?**

Yes

Secondary Response:

No Perkins funds were used for incentive funding in 2013-14.

Postsecondary Response:

No Perkins funds were used for incentive funding in 2013-14.

**11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?**

Yes

## Secondary Response:

The CTE Division utilizes Perkins funds to support the CTSOs that have a direct impact on dropout prevention.

During the reporting year, funds were also used to support the development of new coursework aimed at providing career preparation and navigation, as well as skills necessary for success in high school (such as time management, communication, and study skills) through the new 8/th9th grade Career Exploration course.

## Postsecondary Response:

Some community colleges offer or oversee General Education Diploma (GED) programs or High School Equivalency Test (HiSET) in cooperation with the local LEA. Additionally, most community colleges provide adult completion programs which 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.

Five TCATs offer Adult Basic Education (ABE) training courses for adults and high school dropouts. Many TCAT programs do not require a high school diploma for entry; however, the student may enroll in the ABE courses while enrolled at the TCAT.

**13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?**

Yes

## Postsecondary Response:

Colleges provide opportunities for students to receive placement assistance through their campus career centers or equivalent offices.

# Consolidated Annual Report, Program Year 2013 - 2014 Tennessee

## Step 3: Use of Funds: Part C

---

### **1. During the reporting year, how did your state provide 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?**

Secondary Response:

As part of the Department's continued CTE course standards revisions, the number of general education (core academic) courses that were included in programs of study increased for a second year (for a total of 20). For example, science courses were included in several Agriculture programs of study and a psychology course was included in a Human Services program of study. Along with these specific courses, additional CTE courses were approved by the Tennessee State Board of Education in spring 2014 to meet general education requirements for graduation. For example, Agriscience and Veterinary Science in the Agriculture pathways, Nutrition Science in Human Services, and several Health Science courses now count as laboratory science credits. Within the Department, CTE curriculum staff members remain co-located with general education curriculum staff in order to foster continued integration and collaboration.

Additional curriculum resources (sample lesson plan ideas, examples of informational texts and guiding questions, and constructed response assessments) that addressed specific CTE technical standards, and which were aligned to Tennessee State Standards for Literacy in Technical Subjects, were developed and released to CTE teachers to increase literacy instruction in CTE classrooms. Several math lesson plans were also developed to incorporate math standards into CTE instruction.

A final set of newly revised CTE course standards were developed this year. The courses included direct linkages (complete with footnote references to the specific standards) to Tennessee general education courses (such as Biology, Algebra I, and Psychology). This integration will make academic integration at the teacher level easier by providing a roadmap of standards that are in multiple courses, fostering co-planning and collaboration between CTE and general education teachers.

Regional professional development sessions in the spring of 2014 focused on unpacking the standards to find new knowledge and skills and included a focus on finding and incorporating appropriate general education (academic) skills along with technical skills. These sessions will continue into the 2015-16 year.

Postsecondary Response:

The Office of Community Colleges assisted individual colleges to better integrate academic concepts within professional and technical courses through basic Perkins funding. The course curriculum redesign process focuses on co-remediation and developmental services to incoming students who require additional academic support to be successful in college level courses. With the financial support of the Governor's Office, the Office of Community Colleges worked with approximately 8,000 secondary students to complete remedial studies in mathematics while in high school in the SAILS program.

Through the TCATs' Technology Foundations program, students are able to demonstrate a better understanding of academic and technical skills by reviewing a particular skill, practicing the skill, and then applying the skill in real-world settings. Technology Foundations is integrated into all TCAT program curricula. Applied workplace skills mastery is measured by three Work Keys assessments that comprise the Tennessee Career Readiness Certificate. In addition, four TCATs are piloting Core Skills Mastery as part of the Technology Foundations program to integrate academic skills into technical programs.

### **2. During the reporting year, how did your state support 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.**

Secondary Response:

Continuing throughout 2013 and 2014, CTE's career cluster staff members updated existing Industry Advisory Councils composed of representatives from Tennessee companies, postsecondary institutions, and professional organizations. These councils meet several times a year to provide (1) input on courses and programs of study and updates to work-based learning and other student programs, (2) support development of teacher resources, and Career and Technical Student Organizations, and (3) encourage students to achieve state academic standards and CTE skills/CTE Programs of Study. These councils, some now in their third year, have provided specific input and feedback on the new course standards, authentic examples and projects to be used as models in CTE classrooms, and support for CTE student events and competitions.

In addition to state-wide industry advisory councils, technical assistance was provided by Division staff to assist LEAs with the development and implementation of local industry advisory councils to support local CTE programs.

Postsecondary institutions were again engaged as writers and reviewers of new CTE course standards through the second round of course revisions. Division career cluster staff members involved industry partners for certifying student mastery at specified levels. Partnerships include Automotive Youth Educational Systems (AYES) and Associated Builders and Contractors, Inc. (ABC).

CTE teacher externships were supported to connect LEAs with priority industries in the state that are aligned to the Governor's and the Department of Economic and Community Development's focus areas. Select teachers (both CTE and General Ed) participated in a week-long externship to focus on all aspects of industry and then created a lesson plan to be shared with teachers across the state based on the externship experience. These cross-collaborated lesson plans were created to incorporate industry skills necessary for success in the corresponding industry. These lessons are shared online for teachers across the state to access.

Pathways Tennessee regions must have a diverse, regional board that reflects the makeup of high growth sectors that span across county lines. For this to be accomplished, each regional steering committee has high level membership representing local government, chambers of commerce, LWIA offices, economic and community development regional staff, secondary directors of schools (at least three districts represented) and CTE directors, postsecondary leadership, and industry representation. These regional steering committees work under a set of agreed-to goals and have applied for many grants within the state and federally to support projects or initiatives that support the idea of a seamless career pathways from grade 7 through grade 16. On the state level, the Division supported this by assisting with tools and resources to align to state level initiatives and provide support for regionally led grants applications, providing data or trainings around specific needs or breaking barriers.

Postsecondary Response:

Postsecondary institutions were engaged as writers and reviewers of new CTE course standards. Career cluster staff members involved industry partners for certifying student mastery at specified levels. Partnerships include Automotive Youth Educational Systems (AYES) and Associated Builders and Contractors, Inc. (ABC).

Through the Tennessee Transfer Pathway initiative, over 49 academic pathways have been established for students to finish their first two years at a community college and then seamlessly transfer between the community colleges and the public universities in these Associate of Arts (A.A.) and Associate of Science (A.S.) degree pathways. Tennessee's Independent Colleges and Universities Association members have also recognized these pathways. CTE-related A.S. degrees in criminal justice, accounting, computer science, and business, have been articulated as part of the 49 pathways.

Additionally, some Associate of Applied Science (A.A.S.) programs have been articulated on an individual program/institution basis. The University of Tennessee at Chattanooga articulates its Bachelor of Construction Supervision with the A.A.S. program at Chattanooga State (ChSCC). Tennessee Technological University aligns its engineering programs with ChSCC's Engineering Technology A.A.S.

### **3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?**

Yes

Secondary Response:

State CTE staff were present at the 2014 Tennessee School Counselors Conference and provided a variety of sessions offering professional development to school guidance counselors on how to use the new and revised programs of study and how to increase appropriate career and academic counseling for students. Additional session topics included work-based learning, early postsecondary opportunities for all students, progressing students through career pathways, and the new CTE standards. Information was also released directly to school counselors on using the new programs of study for guidance via email lists and also through the Department's website. Some regional technical assistance was provided directly to groups of counselors in local education agencies to assist with master scheduling to improve student progression through new and revised programs of studies.

Through the Pathways Tennessee initiative nine counties have academic/career coaches or industry liaisons in place. These positions bridge the gap between school counselors and workforce by interacting with industry in local communities and assisting with sharing workforce needs, educational programs to industry partners, bringing in industry partners for school events, helping counselors with career advising, helping align postsecondary programs and in some instances playing a role in building an early college as in the Upper Cumberland region. The regions also actively share this practice and resources with other interested districts.

Postsecondary Response:

Both the Office of Community Colleges and the TCATs provided student services which included career centers, career focused curriculum, career coaching and guidance materials to assist students in such areas as job interviewing skills, resume writing, mock interviews, listing of relevant employment opportunities/ internships, and opportunities to partner with businesses for job fairs/student interviews/tours.

**4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?**

Yes

The Office of Postsecondary Coordination and Alignment (OPCA), housed within the Division of CTE, is charged with expanding and promoting early postsecondary opportunities for high school students.

Data on both dual credit and dual enrollment programs have been tracked in eTIGER since the 2008-09 school year. The number of dual credit participants has more than doubled in the past six years, and the number of course offerings has nearly doubled. While dual enrollment courses and participants have not increased at the same rate since 2008-09, they have remained consistent each year with a slight increase over time.

School Year	DC Courses	DC Participants	DE Courses	DE Participants
2008-2009	268	3,444	238	2,110
2013-2014	441	8,538	298	2,226
Change	+174 (65%)	+5,094 (148%)	+60 (25%)	+116 (5%)

One factor leading to the increased numbers in 2013-14 is the implementation of a statewide dual credit pilot. This pilot program was made available to LEAs in addition to local dual credit programs. Through this pilot program, in 2013-14, three statewide dual credit courses were offered in 102 schools across the state. Over 1,000 students participated in one of the two CTE dual credit courses offered at that time (Agriculture Business Finance and Greenhouse Management).

The statewide dual credit courses are high school courses that incorporate postsecondary level standards, as well as aligned challenge exams. Students who meet or exceed the established cut score set for the exam earn credits that can be applied to any public postsecondary institution in Tennessee. Faculty work groups representing Tennessee's postsecondary and secondary systems developed learning objectives and challenge exams for each statewide dual credit course. The faculty work groups looked at the existing high school course standards and the aligned postsecondary course to determine the additional learning objectives that students need to know to show mastery of the postsecondary material.

Postsecondary Response:

The Office of Community Colleges provides ongoing technical assistance to its colleges concerning the establishment of individual articulation agreements between secondary and postsecondary institutions.

During 2013-14, approximately 1,850 secondary students completed TCAT dual enrollment courses. These students earned over 380,000 clock hours of training, and saved close to \$1 million in tuition and fees.

**5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?**

Yes

Secondary Response:

The CTE standards revision and Pathways TN (both supported in part with Perkins funds) are focused on providing students from 7th-16th grade with learning experiences and opportunities that are robust and aligned to local, regional and state labor market needs, industry standards and requirements, and postsecondary options. This intentional and ongoing work will ensure that pathways exist that allow for the seamless transition from high school to technical college to community college and to four year institutions.

Postsecondary Response:

The Tennessee Board of Regents 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, TCAT students can transfer credits to the community colleges and the community colleges to the universities.

The OAA has developed Tennessee Transfer Pathways. This allows students to be assured of the transfer of all credits from the list of approved programs of study to any public community college or public university. These pathways include such areas of study as Agriculture, Engineering, Business, Early Childhood and Education Health Science/Nursing? . 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. These programs may include the articulation of the Associate of Applied Science and lead to a Bachelor's in Professional Studies or Applied Science.

Currently, TCAT diploma graduates receive 30 hours of credit at any Tennessee Board of Regents Community College, and course-for-course articulation agreements exist for specific training programs.

**6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?**

Yes

Perkins funds have been used to support CTSOs in Tennessee in the following ways:

- Salary support of CTE Specialists, who are responsible for the state-level management of CTSOs that includes
  - offering technical assistance to teachers/advisors to increase membership
  - tracking membership and developing incentive programs for chapters
  - offering high-quality local, regional, and state events to attract student participation
  - managing and facilitating CTSO competitive events for all students and adapted for students with special needs
  - developing sample lesson plans, professional development, and tools and resources to support the integration of CTSO activities into the classroom to support CTE course standards.
- Hosting regional and state conferences to offer events for students to compete at multiple levels with their peers, including students with special needs.
- Specific events held for students with special needs include:

- HOSA

- Personal Care
- Life Support Skills
- Interviewing Skills
- Speaking Skills
- SkillsUSA
- Action Skills
- Employment Application Process

-DECA, FBLA, FCCLA, FFA, TSA: No events are held solely for students with special needs. All students are encouraged to participate in all competitions with adaptations as needed.

-Reimbursement for national leadership conference registration fees for first place winners in all of our state competitions, including competitions for members of all backgrounds and abilities.

-Professional service contracts for individuals who assist CTE Specialists with the planning and execution of leadership camps, state officer training, regional and state leadership conferences, and other activities while ensuring quality events and competitions for all students, regardless of background and ability.

-Annual hosting of regional and state conferences for all seven CTSOs that include academic and technical skill competitive events, leadership trainings, guest speakers, networking with postsecondary and industry representatives, and advisor professional development.

2013-14 Student Organizations (CTSOs) Profile

Student Organization	HOSA	TSA	FFA*	SkillsUSA	FCCLA	DECA	FBLA
Total Membership	10,942	5,049	13,185	6,523	5,803	5,411	6,373
Total Number of Chapters	200	91	191	192	217	111	226
Regional Conference** Attendance	4,438	767	*	960	1,271	2,388	2,936
State Conference Attendance	2,742	787	2,950	1,264	962	1,788	1,935

\*The Tennessee FFA Association has one state convention each spring which hosts the state leadership events, but due to the nature of the majority of FFA Career Development Events (CDE), there are multiple regional and state events throughout the year versus one large regional conference in each region. These events require things such as soil pits, livestock, and machinery that make a large regional conference not conducive for the organization. Each region is in charge of putting on their own regional CDE events that qualify for the state events.

\*\*Students do not have to qualify on the regional level to advance to the state level.

Postsecondary Response:

The Office of Community Colleges supports 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.

Step 3: Use of Funds: Part C

The TCAT Office provides funding for institutional membership for all TCATs to be members of SkillsUSA. In the 2013-14 fiscal year, Perkins funds were used to provide a SkillsUSA state director and an assistant to work with students and advisors to improve the quality of the postsecondary SkillsUSA program. For the reporting year, TCATs had the largest SkillsUSA membership nationwide with over 11,000 student members and 600 professional members. Each year, TCATs provide support for the SkillsUSA Tennessee Leadership Training Institute (TLTI). Over 175 students and advisors from across the state participate in this leadership conference. Tennessee Postsecondary SkillsUSA was awarded the SkillsUSA Best Award for this leadership development program. During the Postsecondary SkillsUSA state conference, over 1,200 students and advisors participate in community service, competitions and professional development programs. During the SkillsUSA National Leadership and Skills Conference, 88 TCAT students entered 60 contests. The Tennessee Postsecondary representation received a total of 50 medals and 69 top ten finishes. In addition to the election of officers and competitions, the TCATs' commitment to community service was also recognized by SkillsUSA with nine Presidential Volunteer Service Awards.

**7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?**

Yes

Secondary Response:

The CTE Division uses Perkins leadership and Perkins administrative funds to staff the Talent Development Unit, which provides technical assistance, professional development and oversight of the CTE programs offered throughout the state. It is required that all CTE teachers teach all aspects of industry. As part of the Risk Based Monitoring process, CTE CORE Consultants review portfolios of CTE teachers to ensure that all nine aspects of industry are covered in each CTE course. For LEAs who are identified as "in-need", technical assistance and professional development are provided through Perkins IV funds.

The nine aspects of industry are specifically aligned with a student's focus area and include Business Planning, Management, Health/Safety & Environment, Community Issues, Principals of Technology, Personal Work Habits, Technology Production Skills, Labor, and Finance. In addition to covering all aspects of industry, Perkins funds support the engagement of industry through guest speaking, site visits and field trips.

CTE teacher externships were provided to connect CTE and general education teachers with focus industries in the state of Tennessee that are aligned to the Governor's and the Department of Economic and Community Development's focus areas. Pairs of CTE and general education teachers participated in a week-long externship to focus on all aspects of industry and then created a lesson plan to be shared with teachers across the state based on the externship experience. These cross-collaborated lesson plans were created to incorporate industry skills necessary for success in the corresponding industry and were shared online for teachers across the state to access.

The Pathways TN initiative used Perkins Reserve funds to promote core priorities in line with understanding all aspects of industry.

Perkins Reserve funds were used by the regions to hire academic/career coaches so students would have a higher likelihood of graduating and advancing successfully into postsecondary education and employment. Each student's pathway must promote the skills needed to be successful academically and career-wise, incorporating Tennessee literacy and math standards, and 21st Century Skills.

Strategies include partnerships with industry leaders to increase their engagement in course curricula and competencies reviews, and meaningful work-based learning experiences.

In 2013-14, a total of 2,338 students earned Industry Certifications statewide. A total of 91 schools in 46 school systems reported offering a total of 33 certificates in 12 career clusters. Below are the top four (4) certificates earned by Tennessee secondary students in 2013-14.

Certificates	Career Cluster	Total Earned
Cardiopulmonary Resuscitation-BLS	Health Sciences	1249
Pesticide Work Protection Standards Certification (WPS)	Agriculture, Food, & Natural Resources	626

Microsoft Office Specialist	Business, Management, & Administration	242
Certified Nursing Assistant	Health Sciences	238

Postsecondary Response:

Using Perkins funds, the Office of Community Colleges 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. Each college has advisory committees that assist the college and programs to understand the needs of business and industry in the college's region.

Postsecondary curriculum development is a statewide collaboration between faculty with input from occupational advisory committees, including 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. TCATs schedule industry visits on a regular basis both onsite and in the classroom. The TCAT system office reviews data collected on the Employer/Alumni Survey, which is conducted each year, for specified employment needs, trends, and wage information. Advisory Committee meetings are held at least twice a year to inform the TCAT faculty and staff of the needs of industry, and in turn, the faculty and staff are able to provide the students with strong experience in, and understanding of, all aspects of an industry.

**8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?**

Yes

Secondary Response:

Advanced CTE courses provide students the opportunity to experience "real world" situations. Work-Based Learning (WBL) is offered in varying timeframes from a couple weeks to an entire school year depending on the agreement between schools and supported business/industrial agencies. New and improved "practicum" courses were developed in 2013-14 that went into effect in the fall of 2014 to give students more opportunity to experience "real world" projects and authentic contextualized problems in their fourth-level CTE courses.

CTE teacher externships were supported to connect LEAs with priority industries in the state of Tennessee that are aligned to the Governor's and the Department of Economic and Community Development's focus areas. Teachers participated in a week-long externship to focus on all aspects of industry and then created a lesson plan to be shared with teachers across the state based on the externship experience. These cross-collaborated lesson plans for CTE and general education were created to incorporate industry skills necessary for success in the corresponding industry. These lessons were also shared online for teachers across the state to access.

Pathways Tennessee incorporates core priorities that cultivate strong statewide and regional collaboration. Through technical support, and where applicable directed financial support, Pathways Tennessee creates and promotes meaningful stakeholder (education, industry, government, and non-government) collaborations, which reflect the educational, economic and employment strengths and opportunities of the state.

The structural component of a local Pathways Tennessee initiative requires certain partners to be at the table in order to qualify for grants from the state level. These partners are under a common flag to increase the preparedness of students for local workforce needs, which foster collaborative projects around building new programs, developing new articulations between secondary and postsecondary institutions, and having industry partners involved in internships and teacher externships. Having targeted discussions around a regional diverse board has led to funding from the state in multiple capacities, as well as a federal Youth Career Connect grant.

The Department offers Perkins Reserve Grants to districts that are expanding industry partnerships and/or working with intermediaries to expand or improve Work-Based Learning (WBL) programs, which may include internships, cooperative education, and other forms of WBL to benefit students. Additionally, for the 2014-15 school year, the Department will be working closely with the Tennessee Department of Labor and Workforce Development to improve industry collaboration with WBL programs across the state. Through a current WBL Pilot program, the Department has designed and provided additional training for districts to increase industry partnerships and to clarify the roles intermediaries can plan in expanding WBL opportunities for students. A continued expansion of these trainings through the 2015-16 school year is a priority for the Department.

Work-Based Learning data from 2006 to current is provided below:

Year	Enrollment	% of CTE Enrollment	Teachers	% of CTE Teachers
2006-07	2,698	0.74	n/a	n/a
2007-08	3,510	0.93	158	3.41
2008-09	4,311	1.07	231	4.91
2009-10	4,207	1.06	234	11.64
2010-11	3,679	0.93	206	4.65
2011-12	2,435	0.64	140	3.30
2012-13	2,992	0.78	168	4.22
2013-14	5,125	1.37	221	6.55

Postsecondary Response:

The Tennessee Board of Regents provides continuous support of partnerships between colleges and business and industry, including cooperative education, internships and faculty externships. 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. Faculty often serves as advisors and trainers in the regions' business and industry.

In 2013, the Tennessee Board of Regents, in cooperation with other state agencies, including the Tennessee Department of Education, the Department of Economic & Community Development, and the Department of Labor and Workforce Development, supported a legislative initiative to establish additional programs that include worksite components within the program of study. The Labor Education Alignment Program (LEAP) legislation will enable students in community and technical colleges to participate in employment training and to attain industry-recognized post-secondary credentials for sustaining gainful and quality employment in this state and to enable students to more adequately meet the advanced technical training needs required by current and future employers of existing and prospective industries and businesses in this state.

Tennessee Board of Regents institutions, in cooperation with the Workforce Alliance of Middle Tennessee, the Nashville Chamber of Commerce and business and industry representatives are piloting skill panel initiatives in allied health, informational technology and advanced manufacturing. Encompassing 10 counties in middle Tennessee that includes four community colleges and eight technical colleges, each of the three skill panels are working to identify strategies to improve the workforce pipeline (including secondary, postsecondary and adult population), diminish skills gaps, and improve the global competitiveness of the companies in middle Tennessee.

**9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?**

Yes

Secondary Response:

As part of the Division's course standards revisions effort, Perkins funds were used to support the improvement of existing, and development of new, CTE courses. In 2012, a full review of all courses and programs of study began and is still in process. Phase I included streamlining our existing courses and programs of study and was implemented successfully in the 2013-14 school year. Phase II added relevant new courses and new programs of study, and revised courses to align to higher student expectations. These were implemented in the 2014-15 school year. Additional courses will be rolled out in the 2015-16 school year. Phase III will measure the success of students with rigorous assessment options for all courses and are scheduled to be started as pilot programs in the 2015-16 school year.

Throughout 2013 and 2014, as part of the Phase II effort, Division staff were involved in an extensive writing and revision process used to create new, and update existing, CTE course standards. This process involved traveling across the state to gather input from teachers, administrators, and industry; convening groups of stakeholders to provide input; and working closely with postsecondary partners to review and edit language. Courses were then presented for approval to the Tennessee State Board of Education in fall 2013, spring 2014, and fall 2014 with additional review and approvals anticipated for spring 2015. A full review of the state's programs of study was conducted in fall 2013, and new programs of study were released for local selection in spring 2014 for the 2014-15 school year.

For the 2013-14 school year, the Department began redesigning Work-Based Learning (WBL) and contracted with WestEd to lend national research and expertise to the process. Through this work, the State Board of Education approved new rules and policies pertaining to WBL experiences, the learning expectations for participating students, and the importance of personalizing student learning plans. In anticipation of the adoption of these rules and policies, the Department drafted WBL course standards to submit to the state board for 2015-16 implementation. This course will be considered a capstone CTE course that allows students to pursue their long-term goals and is based on the employability skills valued most by Tennessee employers, who provided critical input throughout the WBL redesign process.

Postsecondary Response:

The Regents Online Campus Collaborative (ROCC) is one of the primary providers in the state for distance education opportunities for postsecondary education.

It also works with the universities, community colleges and technical colleges to provide on-line education opportunities to students.

**10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?**

Yes

Secondary Response:

Through 2013 and 2014, the Business Management & Administration, Marketing and Finance career clusters continued to focus on entrepreneurship through technical assistance to develop new programs, a partnership with the Nashville Entrepreneur Center, and new teacher training. A new course in Entrepreneurship was developed for implementation in the 2015-16 school year, and includes industry input from a statewide industry advisory council. Professional development to support teachers was provided in the spring of 2014 and through the 2014 summer institute.

CTE continued its state membership with the Consortium for Entrepreneurship Education during the 2013-14 school year. The organization is recognized as a national leader in providing entrepreneurial education including small business design and management, networking, technical assistance and resources required to promote quality practices and programs. Through the consortium, Tennessee teachers are awarded educational scholarships and national recognition for excellence in teaching Entrepreneurship and state staff participated in national gatherings and conferences to learn more about Entrepreneurship education.

Through the initial redesign of WBL in the 2013-14 school year, students who participated in certain entrepreneurial endeavors could gain high school credit in WBL. The primary example of this is a school-based enterprise, where students take on the primary functions of running their own businesses. This experience supports entrepreneurial student endeavors and provides them with workplace mentors who provide guidance and critical context for this learning.

Postsecondary Response:

Some community colleges offer courses, within business management concentrations that include entrepreneurship education. Additionally, continuing education and workforce development programs at the colleges provide entrepreneurship training.

**11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?**

Yes

Secondary Response:

The Division provided professional development to CTE directors and LEA human resources departments to educate them on the different avenues to teacher licensing in CTE. These avenues allow for employment standards, endorsements, and CTE educator licensing standards to reflect industry standards. Changes to licensing also allowed for a more seamless transition of postsecondary educators to teach in Tennessee secondary schools, as well as for industry hiring trends to be reflected in secondary teacher qualifications so that LEAs have a larger, more qualified candidate pool from which to recruit.

Postsecondary Response:

Tennessee Board of Regents and the Office of Community Colleges require community colleges to provide initial and ongoing professional development for all faculty members, including adjuncts.

**12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?**

Yes

Secondary and Postsecondary Response:

The Office of Postsecondary Coordination and Alignment works in partnership with the Tennessee Higher Education Commission to provide the comprehensive postsecondary planning and information website, [CollegeforTN.org](http://CollegeforTN.org). This is a free resource that is customized to meet the needs of CTE directors, teachers, counselors, and students and also provides specific information on non-traditional occupations.

# Consolidated Annual Report, Program Year 2013 - 2014 Tennessee

## Step 4: Technical Skills Assessment

---

**Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.**

Secondary Response:

The Governor-led, statewide initiative, Drive to 55, has turned the state's attention to its future workforce and economic development needs. Through this initiative, the state is committed to having 55 percent of its citizenry equipped with a college degree or certificate by the year 2025.

The Drive to 55 Alliance is an active and rapidly growing group of private sector partners, leaders and non-profits working together in support of the initiative. The goal of the group is to generate private sector awareness, ownership and support for the long-term steps needed in college entry and completion, adult education and training and identifying and closing skills gaps to better prepare Tennessee's workforce.

The work done by the Division in support of the Drive to 55 goals works to ensure that students are leaving secondary institutions with the technical skills, academic knowledge and experiences necessary to seamlessly transfer to postsecondary programs.

The ongoing expansion and promotion of early postsecondary opportunities is critical to the establishment of robust career and academic pathways for students. Over the next five years, the Office of Postsecondary Coordination &&&&& Alignment is working to ensure all Tennessee high school students have the opportunity to participate in at least two early postsecondary courses that will help accelerate their learning and skill attainment. Additionally, the Division is working with secondary and postsecondary stakeholders to strengthen existing partnerships and identify new opportunities for collaboration in order to provide students with multiple avenues for postsecondary success.

The Pathways Tennessee initiative supports the goal of increasing technical skill attainment by ensuring seamless grade 7-16 pathways in high wage, high skill jobs. These initiatives encourage secondary systems, postsecondary institutions, and industries to collaborate so that CTE curriculum and learning experiences are aligned to industry standards and that students are prepared with the technical skills necessary to succeed.

During the 2013-14 school year, the Division sponsored CTE teacher externships so that both CTE teachers and general education teachers could gain a deeper understanding of all aspects of focus industries in Tennessee. This week-long externship required teacher participants to utilize their learning to create lesson plans that incorporated industry skills necessary for student success

Phase II of the Division's standards revisions added relevant new courses and new programs of study, as well as revised courses, aligned to higher student expectations and industry standards. These revised courses were implemented in the 2014-15 school year.

In the 2013-14 school year, the Department undertook the redesign of Work-Based Learning in Tennessee and contracted with WestEd to lend national research and expertise to bear on the process. Through this work, the State Board of Education approved new rules and policies pertaining to WBL experiences, the learning expectations for participating students, and the importance of personalizing student learning plans. In anticipation of the adoption of these rules and policies, the Department drafted WBL course standards and submitted them to the State Board for the 2015-16 school year. This course will be considered a capstone CTE course that will allow students to pursue their long-term goals and will be based on the employability skills valued most by Tennessee employers, who provided critical input throughout the WBL redesign process.

Postsecondary Response:

The Office of Community Colleges collects data related to the assessments required of health care professionals for certification of license. Allied Health programs are monitored by the number of students passing state/national board certifications and/or licensing. Most allied health programs cannot operate with less than an 85 percent passage rate of students taking the professional assessments. As campuses add programs of study in the allied health fields, and as their graduations occur, data will be expanded.

Each program that is funded under Perkins IV 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 and the Tennessee Higher Education Commission.

**Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.**

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students	35797	358077	9.99701181589435
Postsecondary Students	1619	1697	95.4036535061874

# Consolidated Annual Report, Program Year 2013 - 2014 Tennessee

## Step 8: Program Improvement Plans

---

### Extension Requested?

No

### Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
1S1	The level of performance for this core indicator was not met because of a change in the data used to calculate the level of performance. In prior year calculations, student assessment results (EOCs) for English and writing were included. In 2013-14 only the English EOC was included in the calculation. Beginning in the 2013-14 school, the TN writing assessment was changed and a cut score was no longer applied to the results. This change was done as part of a phase-out plan of a separate and distinct writing exam and a phase-in of the integration of writing into the English EOC. The target of 70% was based on prior year performance that included students scoring proficient or advanced on two assessments, while the 2013-14 performance level was calculated with students who only scored proficient or advanced on one	TDOE will request to negotiate a new performance level for this core indicator for the 2014-15 school year using the 2013-14 performance level as a revised baseline.	Renee Palakovic	01-30-15

Core Indicator	Disaggregated categories of assessment. The denominator of the calculation remained the same, but the numerator decreased significantly not because of a decrease in achievement, but a decrease in assessments.	Action step to be implemented	Staff member	Timeline

**Local Program Improvement Plans**

Secondary:

- 1S1: 39
- 1S2: 84
- 2S1: 0
- 3S1: 1
- 4S1: 1
- 5S1: 4
- 6S1: 5
- 6S2: 0

Postsecondary:

2. Thirteen public Community Colleges in the state of Tennessee. Total number of eligible recipients which failed to meet at least 90% of the agreed upon levels of performance:

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
1S1	The level of performance for this core indicator was not met because of a change in the data used to calculate the level of performance. In prior year calculations, student assessment results (EOCs) for English and writing were included. In 2013-14 only the English EOC was included in the calculation. Beginning in the 2013-14 school, the TN writing assessment was changed and a cut score was no	TDOE will request to negotiate a new performance level for this core indicator for the 2014-15 school year using the 2013-14 performance level as a revised baseline.	Renee Palakovic	01-30-15

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>longer applied to the results. This change was done as part of a phase-out plan of a separate and distinct writing exam and a phase-in of the integration of writing into the English EOC. The target of 70% was based on prior year performance that included students scoring proficient or advanced on two assessments, while the 2013-14 performance level was calculated with students who only scored proficient or advanced on one assessment. The denominator of the calculation remained the same, but the numerator decreased significantly not because of a decrease in achievement, but a decrease in assessments.</p>			

1P1: Two 2P1: One 3P1: Zero 4P1: Zero 5P1: One 5P2: One