

**Narrative Report  
for the  
Consolidated Annual Performance  
Accountability and Financial  
Status Report – (CAR)  
2004 – 2005**

**I. State Administration [Section 121]**

**A. Sole State Agency and Governance Structure**

The Tennessee State Board of Education (TSBE) is the sole state agency authorized and empowered to accept on behalf of the state any and all acts of Congress pertaining to vocational education. By statute, the TSBE has the authority to accept federal funding for the Perkins Vocational-Technical Education Act of 1998. The TSBE has statutory authority to cooperate with the United States Department of Education, Office of Vocational and Adult Education, on the administration of the five-year State Plan for Vocational-Technical Education in Tennessee, and will not delegate its responsibilities under the law to any other state agency.

The Governor of the state appoints the Commissioner of Education who has the authority given by TSBE to manage funding and programs of the Perkins Vocational-Technical Education Act of 1998. This includes the funding between secondary and postsecondary education. The Commissioner of Education appoints the professional and support staff in the State Department of Education (SDE) and manages multiple divisions within the Department of Education.

The Tennessee Board of Regents (TBR) is designated the sole agency of the state for administering post-secondary vocational career and technical programs through the Tennessee Technology Centers (TTC) and community colleges. It is authorized and empowered to make such agreements with the federal governmental and local governmental units as may be deemed necessary to participate in federal career and technical funding. The Board of Regents is allotted Perkins funding from the eligible agency, Tennessee Department of Education, for post-secondary programs, including Tech Prep.

The Tennessee Council on Vocational Education serves as an autonomous advisory board to review and make recommendations on Vocational-Technical Education to the Tennessee Legislature, State Boards of Regents and Education. The thirteen-member council is comprised of six members representing vocational areas in postsecondary (2), secondary (4), and seven members representing private business/industry and labor. The Governor appoints all the members.

Organizational chart of key agencies involved. See Attachment (A)

**B. Organization of Vocational and Technical Education Programs**

The Division of Vocational-Technical Education is managed by an Assistant Commissioner of Education appointed by the Commissioner of Education. There are seven secondary vocational program areas led by the Assistant Commissioner, central office support staff and nine vocational consultants who operate from nine field service centers (FSC). All seven programs have a vocational student organization consultant (state staff) who manages activities pertaining to youth leadership and development. Additionally, the division monitors the Contextual Academics, High Schools That Work (HSTW), Jobs for Tennessee Graduates (JTG), and Project Lead the Way programs.

The vocational and technical programs at the Tennessee Board of Regents are organized by the Tennessee Technology Centers. During the past year the Tennessee Technology Centers have worked closely with the

Tech Prep Office and State Department of Education to develop career pathways from secondary to the technology centers (TTC). Sample state articulation agreements include: Automotive, Auto Body Repair, Building Construction, Drafting, and Electrical. Also, the technology centers are working with the community college on a statewide articulation agreement from the TTCs to the AAS General Technology degree.

The Tech Prep program serves to provide transition services to both secondary and postsecondary students in pathways leading to a postsecondary award. While the state determines academic requirements for each secondary student to complete secondary education; the postsecondary system delineates criteria for the granting of credit or waiver of competencies if the student chooses to continue education and desires to proceed in a sequential non-duplicative course of study. Articulation agreements are developed to link secondary and postsecondary courses that teach common specified learning outcomes and satisfy learning outcomes in equivalent courses offered by the community college or technology center. Tech Prep is not a separate, unique set of courses, but strives to link equivalent learning outcomes to develop a pathway of sequential non-duplicative courses in order for a student to achieve a postsecondary award.

Tennessee Career Clusters are organized into seven clusters driven by what students need to know and do in order to graduate fully prepared for further education and careers in a global economy. The clusters embrace the state's major economic areas that better prepare students for success after high school into postsecondary and challenging careers. Clusters are organized into seven program areas with selected courses determining an area of concentration. All students, including vocational students, are required to take three units in mathematics courses. All are considered rigorous mathematics. Four English and three science units are required for graduation. Technical pathway students (concentrators) are required to take at least three units in a sequential course of study in a vocational program, plus a fourth course in the sequence or a related vocational course. As program areas revise their curriculum standards, meetings are held with postsecondary staff to align pathways that will articulate from secondary to postsecondary institutions. At the postsecondary level, courses are built around sixteen career clusters. Plans are currently underway to expand Tennessee's seven secondary clusters due to the fact that sixteen are already available at the postsecondary level. This would promote statewide articulation programs and smoother transition for vocational students to attend postsecondary institutions in their career pathway. Trade and Industry and Health Science teachers must hold the proper program endorsement along with industry or state certification. An Industry Certification committee is reviewing all programs for students and teachers certification in vocational education. Vocational education has twenty-nine courses that will substitute for a core academic course. A course offered as a substitute for a core academic course must be taught by a highly qualified teacher in the core subject area.

## **II. State Leadership Activities [Section 124]**

### **A. Required Uses of Funds**

#### **1). An assessment of the vocational and technical education programs that are funded**

Twenty percent of all LEA vocational and technical programs are assessed each year using the Local Vocational Plan Application and Addendum as a guide for assessment. The assessment team includes members from business and industry, state program consultants, and representatives of teachers and administrators from nearby school systems. Risk based monitoring is also being implemented for the 2005-06 school year.

A "quality program" has been defined for systems expending Perkins funds on a given vocational-technical program. Perkins Funds may only be spent on a program that meets these quality indicators: an appropriately certified teacher; use of state-approved curriculum frameworks/standards; labor market data; an active, affiliated career and technical student organization; an advisory committee; and articulation

agreements with post-secondary institutions, as appropriate. Additionally, Trade and Industry teachers must hold an industry certification for Perkins funding to be spent on their programs.

Tennessee has implemented Gateway Tests in Algebra I, English II, and Biology, that students must pass to graduate from high school with a regular diploma. Vocational students take the same tests as all students. Special populations' students are assessed as all students, with the exception of students with individual educational plans (IEP) that may exempt them from state tests and allows them to graduate with a certificate.

Activities are designed to assess the post-secondary technical programs and the use of funds under the Perkins Act to promote programs that enable special populations to meet state adjusted levels of performance and prepare special populations for further learning in high skill, high wage careers. Professional development activities are sponsored statewide in order for teachers and counselors to encourage students to pursue non-traditional career fields and to discourage the perpetuation of race, gender, ability or other biases in career fields.

The vocational and technical programs offered by the Tennessee Technology Centers are assessed in a variety of ways to maintain quality and relevance to local and state industry. Quarterly, the Tennessee Board of Regents requires the institutions to submit enrollment reports and analysis of disaggregated data. Institutions are required to review programs annually for completion, placement and licensure. The result of this evaluation is sent to the Tennessee Board of Regents Central Office and the Council of Occupational Education accrediting agency. Programs not meeting state standards are placed on monitor status for continued review. Alumni Surveys are conducted annually. Likewise, our employers are surveyed. Enrollment Audits are conducted in the fall term by the lead institution Internal Auditors. Maintenance of Effort (MOA) reviews are conducted. The TBR Central Office reviews the grant reimbursement requests on a quarterly basis. All financial aid programs are reviewed and audited.

## **2). Developing, improving, or expanding the use of technology in vocational and technical education.**

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

Building on this statewide technology initiative for K-12 education, a requirement in the Local Plan Application Addendum stipulates that LEAs provide every vocational-technical education teacher with an up-to-date computer, printer, Internet access and an email address. This has allowed the state to communicate more quickly and efficiently with teachers, giving the teachers a means to collect the required Perkins' data, and a resource for student learning through the World Wide Web.

Training for learning to use the computer is required at the local level. However, professional development for teachers is held at the annual summer vocational conference and through teacher education contracts for skills specific training. Multiple sessions designed to expand the use of technologies in areas such as automated manufacturing, digital cameras, video streaming, and computer applications were offered. Several sessions on "Effective Use of Computer Technology in the Vocational-Technical Education Classroom" were offered.

Course standards are designed to incorporate and encourage students to obtain industry certification. Examples include Microsoft Office User (MOUS), A+, Cisco, Corel, Certified Internet Webmaster (CIW), Automotive Service Excellence (ASE) and Macro Media, etc. The state has implemented seven (7) statewide articulation agreements.

All local systems completed the Perkins Application online. A secured system was utilized to transmit the applications electronically. Professional development technical training was provided state-wide to instruct vocational administrators on electronic transmission of local addenda.

Tennessee has moved to a fully integrated online student data reporting system called *eTIGER*. Local systems report enrollment data via a secured *eTIGER* website that has been pre-populated from the state's Education Information System (EIS).

Tennessee Technology Center activities are designed to assess the post-secondary technical programs and use of funds under the Perkins Act to improve the quality of the programs and align with business and industry. Through state leadership, institutions are informed that career and technical education programs must keep pace with changes in industry, and this cannot be done without continually upgrading equipment. The availability of high tech, state-of-the-art equipment is necessary to ensure that programs taught are relevant to students' abilities and industry needs to launch successful careers.

**3). Professional development programs, including providing comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel.**

Professional development programs for new occupational licensed teachers were provided this past year. A study committee of new teachers was formed to determine methods for strengthening new teacher training in content, timeliness, and methods of delivery. A Tennessee Academy for School Leaders, a required activity for Tennessee administrators, was provided "Using Data to Lead Change". The annual state 2004-05 vocational conference was held which addressed each program area specifically. It was expanded to include technical training for teachers in pre and post conference sessions.

Aligned with the State curriculum development cycle, the Tennessee Board of Education approved revised curriculum for five vocational program areas. Substantial changes were incorporated with a major focus on post-secondary articulation and accountability. There were also major efforts to align the curriculum with national standards and industry input was received through a modified DACUM process. Fall drive-in conferences on curriculum standard revisions were held in the nine regional service areas. Through contracts with teacher education institutions in the state, regional and statewide in-services were offered teachers in all vocational program areas throughout the school year. A two-day staff development for all vocational teachers in the state was provided the week before school began. A significant portion of leadership dollars goes into these activities and approximately 1,200 teachers took advantage of this opportunity. Each vocational program consultant utilizes the expertise of consultants across the nation. The latest innovations in process, equipment, curricula, assessment, and teaching methodologies were presented.

State vocational consultants have the opportunity to travel outside the state to attend conferences and workshops to keep them updated of changes in their individual fields and to disseminate information and skills learned to LEAs.

All vocational personnel have access to *The Source*, a career database prepared by the Tennessee Department of Labor and Workforce Development in cooperation with America's Job Bank, to assist in planning vocational course offerings and deletions. LEAs use *The Source* to determine local labor market data and as an instructional tool for assisting students with career planning. The Kuder Career Planning system is available to all local school systems as an additional career assessment tool. Links to *The Source* and the Tennessee Career Information System (TCIDS) are made on the State's career information web page, which also provides links to America's Career Resource Network (ACRN). As part of the four or six year planning process, the Division works with the school counseling office to make available to all 8<sup>th</sup> grade students and their parents copies of *The American Careers* magazine to assist them with developing their individual school

plans. The magazines provide current information on careers; help all students relate the importance of academic planning to career success; and support the parent-child communication process as it relates to education. Tennessee has developed a partnership with EdAmerica for career planning, development, and staff support assistance.

Tennessee also partners with business and industry to conduct Career Days designed for students, teachers, administrators, and school counselors. Jobs for Tennessee Graduates and Cracker Barrel partner to provide a career day for JTG students. The division also partners with AYES and TRBA to assist Trade and Industry (T&I) teachers and programs in obtaining industry certification.

Tennessee requires the parents or guardians of each student, with involvement of counselors, to develop a 4 or 6-year plan prior to entering high school. Students may review the plan annually for possible update and changes. Parents serve on the vocational advisory council in each LEA in the state. Additionally, each parent reviews the competencies the student is to master at the beginning of each vocational-technical education course in which a student is enrolled.

In order to have teachers that are current in their field, newly hired Trade and Industry teachers and those receiving Perkins funds, are required to hold the appropriate industry certification, where available. The Division of Vocational-Technical Education has identified the certifications and held training for those teachers to prepare them to complete the industry certification requirements. Industry certification training is ongoing to keep teachers knowledgeable and skills current. Health Science teachers must have the minimum of an associate degree and a current state health license.

Staff in the division served as guest speakers for teacher preparation programs in Tennessee colleges and universities. Additionally, they collaborate with teacher educators to offer program specific workshops for existing and new teachers each year based on needs assessment.

The theme of the 2004 statewide conference was "Positioning Students for the Future." The emphasis was on innovative programs that address academic performance, collaboration, and technology needs for the future. Sessions included:

- "Employer Expectations for the 21<sup>st</sup> Century Workforce"
- "Strengthening School Culture to Elevate Student Performance"
- "Best Practices in Integration of Academic Skills in Vocational Programs"
- "Skills 2004"
- "Exemplary and Promising Secondary Career and Technical Education Programs"
- "Showing Continuous Improvement through Core Indicators"
- "Nanotechnology"
- "The Beltway Update on Perkins Funding and Implementation"
- "LifeKnowledge – Core Training"
- "Using Reading Strategies that Work in All Curriculum Areas"
- "Maximizing Web Searches"
- "Raising the Academic Bar through Contextual Learning"
- "Facilitators of Learning versus Teaching"

State leadership also provides professional development needed to ensure that educators know how to use upgraded equipment and software. Faculty and staff also receive professional development training through statewide conferences and regional meetings. This past spring, 28 first year teachers attended a two day training session on classroom management, curriculum development, Tech Prep, Advisory Boards, and articulation agreements.

**4). Support for vocational and technical education programs that improve the academic, and vocational and technical skills of students...through the integration of academics with vocational and technical education**

All vocational students are presently required to take three units of mathematics, including Algebra I or equivalent. This is the minimum requirement for graduation; however, most vocational students are completing the dual pathway, which includes math requirements of Algebra I, Geometry and Algebra II. Four English units are required for graduation and are the same courses for all high school students. Three laboratory science courses are required for graduation, which include one physical and life science course. All students who enter high school in 2005-06 will also be required to complete one of the following: Geometry, Technical Geometry, Algebra II or Integrated Math II as part of the three required mathematics units. Health science, anatomy and physiology may serve as a laboratory science for graduation.

The Division is supporting departmental initiatives to ensure computer literacy for all students. Curriculum clusters, as appropriate, offer in-depth knowledge and skill in technology. Family and Consumer sciences, marketing and Ag standards as well as the Vocational Director Employment Standard were approved. Education revised teacher licensure standards to align them with national standards. Technology is used in school presentations, professional development, conferences and student projects.

Reading lists have been developed for all program areas using technical context to stimulate interest in reading. Vocational student organizations continue to take a leadership role in the state's reading initiative by providing books to preschoolers, reading to children, tutoring their peers and encouraging more reading by all students. Reading Across CTE is a division project for each program area.

Through the Workforce Investment Act Incentive Grant from the Department of Labor, seventeen high schools received grants to develop models of integration. Improved student academic performance was emphasized. There were nine schools chosen to continue the grant for an additional year to field test their models with sister schools. Additionally, through the same grant, the Division of Vocational – Technical Education partnered with the Division of Teaching and Learning to provide Career Academic Technical Gateway Institutes to teams of teachers from high schools. The teams consisted of academic, vocational, and special education teachers. The purpose of the institutes was for teachers to collaborate and identify common academic, vocational, and Gateway skills. Each team developed lesson plans based on the identified skills from the three areas. The lesson plans will be posted on the department website as a resource for all teachers in Tennessee.

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

The achievement of academic standards through technical education at the Tennessee Technology Centers is assured by the use of remedial programs, such as Plato. Specialized modules of such training program are available to assist students in general academic areas related to their respective programs. A committee consisting of representatives of similar programs across the state prepares the specific program curriculum. These are then reviewed by local advisory committees to ensure relevancy of the academic and technical components to the workforce. The curriculum is then approved by the Tennessee Board of Regents.

**5). Providing preparation for nontraditional and training and employment**

Each program area provided non-traditional training and information at the annual state vocational conference. The Division of Vocational Technical Education offers four programs for career development: KUDER,

Tennessee Career Information Delivery System, The Source, and American Careers Magazine. All of the programs offer a plethora of non-traditional employment information to assist students in career decision making.

**6). Supporting partnerships to enable students to achieve State academic standards, and vocational and technical skills**

Partnerships with those involved in developing the future workforce in Tennessee have been strengthened through the implementation of a Unified Plan. Collaboration and the elimination of much duplication have been the result of various state agencies working together. The Division of Vocational-Technical Education is represented on the state's Youth Council, and involvement with the Workforce Investment Areas at the local level has been significant. Grants from the Local Workforce Investment Areas have been used by LEAs to provide extra help for vocational students through before-and-after school programs.

Local business/industry and community partnership initiatives have been encouraged through the Local Plan Application Addendum.

Tennessee supports the state advisory council to advise and recommend program and policy changes based on business and community input.

Automotive Youth Educational Systems (AYES) has become a model for industry partnerships in Tennessee. Much progress has been made with regard to modernizing and upgrading automotive programs, curriculum, and teacher credentials. A consultant works with teachers in this program area in order to help students meet National Automotive Technician Education Foundation (NATEF) standards. A session was held at the state conference to encourage participation. The AYES consultant, in collaboration with Tennessee Board of Regents, has developed an online student program.

An incentive grant was received through the Department of Labor for the purpose of raising academic skills of vocational teachers, continued professional development in integration techniques and strategies to teams of academic and vocational teachers through the Career Academic Technical Gateway Institutes.

The instructors at state institutions are invited to attend any and all of the professional development activities held by the division.

**7). Serving individuals in state institutions**

Tennessee chose to use the one-percent set aside money to serve institutions with disabilities, specifically the Tennessee School for the Blind and Tennessee School for the Deaf. Since these institutions received limited funding in the past, they have greatly benefited from this support. These institutions are required to complete a Local Vocational Plan Application, which addresses all issues required in Perkins III for local educational agencies. They must incorporate performance indicators with negotiated levels of performance equal to those of local educational agencies. Funds for these schools are used to assist special population students in attaining high skill, high wage jobs.

The Departments of Correction and Children's Services will continue to be served through the State by providing professional development to its teachers and administrators, technical assistance with curriculum, and program evaluation, as requested.

The Division of Vocational Technical Education is partnering with Special Education, and Teaching and Learning to develop a resource guide to assist IEP Teams in decision making on the appropriate placement and support of special needs students.

## **8). Support for programs for special populations that lead to high skill, high wage careers.**

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

Even though Perkins III was not intended as a special population legislation, LEAs continued programs and services for special population's students. Technical assistance is given to the LEAs, on equal access, curriculum, assessment, teaching methodologies, and modifications of instruction. Assistance is also provided to teachers, teacher aides and the business community for employment skills training. Work-based learning experiences serve all secondary student populations.

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

### **B. Permissible Activities [Section 124]**

1). Technical assistance was given to all vocational teachers and administrators across the state and, as needed, to other education personnel. Much of the assistance this past year was targeted toward continuous improvement in programs and the collection of valid and reliable data via an online reporting system. Technical assistance was given regarding curricula, assessment, standards, teaching methodology, performance indicators, funding, federal legislation, state policy, best practices and SBE rules and regulations. Technical assistance was provided to local vocational directors through four scheduled annual meetings. The focus was placed on strategies to improve performance on core indicators and understanding the result of data that had been generated through reporting procedures. Also, the two-day professional development event in the summer provided technical assistance to all academic and vocational teachers, counselors, supervisors, and administration personnel. Each program area consultant provided program-specific guidance on a regular basis. Full-time field service center (FSC) consultants located in nine geographic areas across the state worked with LEAs to address issues related to program improvement planning. Fall drive-in conferences were held in each of the regional service areas.

Annual evaluation of LEAs offers an opportunity for technical assistance through the recommendations for improvement. Additionally, the FSC staff made visits to teachers and administrators and monitored Perkins funding. The regional FSC consultants assisted with program improvement strategies and recognized best practices that can be utilized statewide.

Regional workshops were continued across the state to study Perkins III regulations and the changes that should be implemented at the local educational agency level as well as data reporting assistance. Vocational Field Service Center (FSC) consultants provide technical assistance to assigned school systems on an ongoing basis.

2). A considerable amount of funding has been used over the last several years to support students in planning for their future careers. The America's Career Resource Network (ACRN) grant was used for this purpose and has been supplemented by other career planning tools. A program with the University of Tennessee allows a web-based tool for students through the Tennessee Career Information Delivery System (TCIDS). Further, the Kuder Career Interest Inventory program has been piloted by schools in Tennessee at no additional expense to the LEA or SDE.

School counselors assist all students in developing their 4 or 6-year plan of study, before high school. Leadership funds are used to provide each student with resources to develop a plan through the *American Careers* magazine, the Tennessee Career Information Delivery System and the *Source*. Each eighth grade student was given an *American Careers* magazine, with the centerfold being a tear-out planner, to plan a pathway for high school that articulates with post-secondary training. Professional development sessions were provided for middle school counselors to assist them in deriving maximum use of the planner editions with their students. A parent's edition was made available to orient parents to current careers prior to helping develop their child's high school plan of study. A joint counselor conference is being planned for Winter 2006, with strong emphasis on career planning.

All high school students must select a college, technical, or dual pathway to meet graduation requirements. Counselors receive technical assistance from the state in the implementation of the college technical and dual pathway requirements.

Tennessee has one counseling system in the state that includes vocational and academic students. Close coordination among educational divisions is necessary to provide adequate counsel for students.

Special sessions, at the two-day professional development conference in the summer, were provided to counselors across the state. Collaboration among all education entities was accomplished through drive-in conferences to keep abreast on pertinent issues as well as collaboration on new school counseling standards.

School counselors were provided presentations on the implementation of the Kuder Career Planning System and the development and maintenance of electronic portfolios. The school counselors were invited to attend all the vocational administrators' meetings, as well as other pertinent conferences including HSTW. A professional development committee to improve career counseling has been formed.

The SDE Consultant for School Guidance was included in several projects the division is initiating. This input has been valuable in identifying best methods of delivery of information to school counselors.

The delivery of Work-based Learning training has been revised to be offered through the nine field service offices. The teams of trainers from the field service offices were provided training at the state conference. The teams conduct training on a regional basis as it is deemed prudent to conduct.

3). Due to the cost of operating up-to-date vocational-technical education programs at the local level, there has been improved coordination between secondary schools and the Tennessee Technology Centers (TTCs) in many areas of the state. LEAs contract with the TTCs to offer high cost programs or programs where a limited student enrollment does not justify the expense of the program. This has resulted in improved communication between the two delivery systems, and in some cases has strengthened the secondary and postsecondary program. Schools are beginning to offer more dual credit opportunities for students.

Articulation from secondary to post-secondary institutions is accomplished through Tech Prep. All LEAs and post-secondary institutions have formal articulation agreements. An emphasis this year is to continue to have a statewide articulation program to allow vocational students to attend the post secondary institutions of their choice. Seven statewide agreements were developed and implemented this past year. Statewide articulation

was achieved through cooperative curriculum planning between SDE and TBR with assistance from the state council and LEAs.

4). Vocational education has expanded the work-based learning programs to include job shadowing, internships, school-based enterprises, youth apprenticeships, and registered apprenticeships, in addition to cooperative education training in business and industry. This has increased our number of students to experience firsthand the competency applications in business and industry. Because of the association of students with workforce personnel, linkages are carried over into the classroom. More business and industry personnel have adopted vocational programs, schools and vocational courses. This interaction has given credibility to student learning. Required training of teacher coordinators and supervisors was provided by the Division of Vocational-Technical Education prior to teachers sending students to the workplace.

5). CTSO's are a vital component of Tennessee's vocational-technical education programs. Eight nationally affiliated and approved program-specific vocational career and technical organizations are active in Tennessee vocational education program areas. Each program area retains a state advisor and CTSO consultant to assist in the implementation of CTSO activities. In Tennessee, 54,676 students, including many with special population status, participate annually in CTSO activities. Leadership, group dynamics, content skills, and community activities are the focus of CTSO's training to help provide strong youth leadership in the state. State and local CTSO's have developed a reading and literacy program for preschool, kindergarten, and middle-grade students.

The current revisions of program standards have included a leadership strand in each course. Professional development is offered to teachers on how to incorporate their respective CTSO as an integral part of their program. Tennessee has a professional development leadership camp that is utilized in the summer for vocational student leadership development. It is used throughout the year by state vocational program consultants and staff for professional development of vocational teachers and administrators. Combined fall leadership conferences are provided annually with approximately 6,000 students participating.

Vocational student organizations have grown well over 40%, such as the Joint CTSO Leadership Conference, since the inception of Perkins III. This has been accomplished by increased professional development and published guidelines on organizing and conducting a "model" youth organization program. Seven weeks in the summer are devoted to offering leadership training for vocational student organization leaders in the summer camp program. A youth and government leadership conference was held in the Winter.

CTSO's in the state offer scholarships to students, including special population students.

6). There are currently six charter schools in Tennessee—three in Memphis; and three in Nashville.

7). Technical pathway students (concentrators) are required to take at least three units in a sequential course of study in a vocational program, plus a fourth course in the sequence or a course in a related vocational area. This instruction covers adequate content to insure that the vocational student has acquired sufficient knowledge and skills in all aspects of an industry. Many program capstone courses articulate directly with a TTC.

8). Family and Consumer Sciences programs have been amplified with the use of federal funding. Curriculum for these programs has been revised and continues to be aligned with national standards to meet the needs of students soon to assume adult and family roles.

9). Business, industry, and community partnerships are most valuable to the vocational delivery system. Periodically, partners are asked to counsel the vocational staff on current practices in the workplace. Each vocational program consultant has a functioning council that meets on a regular basis.

**10).** The six-year development cycle for updating and expanding all curricula in vocational-technical education is ongoing. Concerted efforts to work with business and industry partners and educators are made in this entire process. Ongoing monitoring, evaluation, and adjustment will take place to determine future changes needed, particularly in areas where technology changes rapidly, wages are high, and workers are in demand.

**11).** Assistance was given to the LEAs to conduct needs assessments and involve “The Source” for employment data to upgrade their program offerings. Systems deleted courses that were not needed in the workplace and added courses to include technology and a higher level of academics. A concerted effort is made to give priority to courses leading to high wage, high skill jobs. Also, support was given LEAs to articulate courses to provide seamless pathways to postsecondary experiences.

**12).** Incentive grants on a Request for Proposal (RFP) basis were awarded to LEAs to:

- Integrate academic core courses and vocational curriculum through staff development and curriculum alignment;
- Accomplish secondary and postsecondary articulation;
- Provide technology training for vocational teachers – basic and intermediate;
- Provide professional development for middle and high school guidance counselors on careers in vocational courses; and
- Provide professional development on analyzing data related to school improvement plan, career opportunities, and NCLB.

Tennessee Career Information Delivery System (TCIDS) has become a very important tool in assisting students to make choices for the workforce. The system has been enhanced to readily highlight non-traditional careers in support of core indicator four.

Participation in CTSO’s is another way that students are exposed to potential opportunities for continuing education or placement in employment after high school.

### **Core Indicator Related Activity**

Activities over the last year were directed toward assisting local education agencies and vocational-technical educators in helping them to continuously improve the use of data to support academic improvement. Specific activities and outcomes included:

#### **Core Indicator 1**

Related to 1S1. Presentations were made in “Raising the Academic Bar through Contextual Learning” by Dr. Tom D’Apolito. Regional CTE consultants provided information on “Showing Continuous Improvement through Core Indicators”. Schools throughout the state, who have been successful in developing academic integration, presented “Best Practices in Integration of Academic Skills in Vocational Programs”.

Related to 1S2. Presentations were made in “Skills 2004” by Mark Jon Snyder; “Exemplary and Promising Secondary Career and Technical Education Programs” was presented by Dr. Shelia Thompson; “Using Multimedia Presentations in the Classroom” by Dr. Vincent W. Smith; and “Facilitators of Learning versus Teaching” by Todd Gehrmann.

## **Core Indicator 2**

Related to 2S1. Presentations were made in “Using Reading Strategies that Work in All Curriculum Areas” by Dan Bruffy; “Best Practices in Integration of Academic Skills in Vocational Programs, and “Raising the Academic Bar through Contextual Learning” by Dr. Tom D’Apolito; “Strengthening School Culture to Elevate Student Performance” by Jason Dorsey.

## **Core Indicator 3**

Related to 3S1. Presentations were made in “Employer Expectations for the 21<sup>st</sup> Century Workforce”, “Skills 2004”, and “Maximizing Web Searches” by Karen Moore; Michael Randolph presented “Nanotechnology”; Dr. Connie Thomas presented, “Using TCIDS as an Online Teaching Partner in your Classroom”. The division of vocational technical education implemented a four tiered career exploration/assessment/planning program. Kuder, American Careers magazine, Tennessee Career Information Delivery System (TCIDS), and The Source for the Department of Labor were offered to all counselors, teachers, and students in Tennessee.

## **Core Indicator 4**

Presentations were made in “LifeKnowledge – Core Training”, “Employer Expectations for the 21<sup>st</sup> Century Workforce; and Kelly Henderson presented, “Creating Student Portfolios”.

### **III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs [Sections 131 and 134]**

**A.** With the implementation of the Carl D. Perkins Vocational Education and Applied Technology Act of 1998, the following procedures are utilized to distribute funds to the states eligible recipients via the guidelines for distribution. The use of funds is based on the Local Plan submitted by each eligible recipient and approved by the SDE. At the secondary level, the flow charts provided represent the distribution process and provide allocations for the local education agencies. See Attachment (B).

At the postsecondary level, funds are distributed on a pro-rated basis by Pell Grant recipients. The TBR compiles the Pell Grant data, and pro-rates distribution to the Tennessee Technology Centers. The flow chart represents the flow of postsecondary funds for Tennessee Technology Centers. See Attachment (C)

Local Application: Secondary -See Attachment (D); Postsecondary – See Attachment (E)

### **IV. Accountability [Section 113]**

#### **A. State’s Overall Performance Results and Program Improvement Strategies**

The State’s performance results in secondary programs exceeded all performance levels in 1SI (+0.71), 1S2 (+6.63), 2SI (+0.71), 3SI (+9.86), 4SI (+0.71), and 4S2 (+1.69). Tennessee has made great strides in improving the data each year. Local vocational directors are taking the accountability much more seriously after receiving their systems’ report card for the third year. All data reporting was provided online through *TIGER* and the Perkins report card will for the first time be online and part of each system’s NCLB report card data.

The Tennessee Technology Centers (TTC) achieved above performance level in six Core Area Indicators: Core Indicator Attainment for Academic Skills, Attainment of Vocational Skills, Diploma/Credential, Placement and Retention (Retention), and Completion in Non traditional Programs. In these areas, the

Tennessee Technology Centers exceeded the adjusted level of performance. The TTCs missed targeted performance in the following area: participation in nontraditional programs. Historically, the areas of nontraditional participation have not been reached.

### **State's Overall Performance Results and Program Improve Strategies**

Tech Prep (secondary) (2003-2004 ALP) [negotiated by State Department of Education]; {actual}

1S1 - Academic Attainment: (N/P) [86.71] {92.77}

As the requirement for applied academics is integrated into the career-technical curricula, especially postsecondary equivalent curricula, it is expected that the academic attainment levels will remain high.

1S2 – Vocational Attainment: (N/P) [90.0] {96.22}

2S1 – Completion: (N/P) [86.71] {92.77}

Articulated courses are intended for the student looking toward enrollment in postsecondary education; therefore, students are more focused on completion and graduation.

2S2 – Diploma: (N/P) [86.71] {92.77}

3S1 – Placement: (N/P) [81.70] {N/P}

This data is currently not collected by the SDE. It is proposed to begin collecting this information through UI data beginning in 2006.

4S1 – Nontraditional Participation: (N/P) [22.82] {17.65}

Non-traditional participation is determined by the LEA which may explain a lower participation in articulated courses.

4S2 – Nontraditional Completion: (N/P) [24.64] {21.90}

Tech Prep (postsecondary) (2003-2004 ALP) [negotiated by the Office of Technology Centers, Tennessee Board of Regents] {2004 – 2005 actual}

1P1 - Academic Attainment: (73.79) [68.0] {46.94}

The data is the same as 2P1 as the Technology Centers programs all include applied academics and separate academic courses do not exist in these diploma/certificate programs.

1P2 – Vocational Attainment: (N/P) [90.0] {46.94}

The data is the same as 2P1 as the Technology Centers programs are entirely focused on vocational attainment. The student is assumed to have reached attainment based upon the earning of the postsecondary award.

2P1 – Completion: (73.79) [68.0] {46.94}

The manner in which the data is calculated has been modified to follow the cohort that started two years ago in relation to the number of completers from that cohort.

3P1 – Placement: (N/P) [85.0] {N/P}

This data was not made available to the Tech Prep office from the TTCs survey as it does not identify Tech Prep students.

3P2 – Retention: (N/P) [85.0] {N/P}

This data was not made available to the Tech Prep office from the TTCs' survey as it does not identify Tech Prep students.

4P1 – Nontraditional Participation: (5.29) [13.0] {7.14}

More active recruiting of non-traditional students into the TTC/Tech Prep programs has occurred.

4P2 – Nontraditional Completion: (N/P) [15.22] {18.18}

This is the first year that this information has been made available to the Tech Prep office.

Tech Prep (adult – community colleges) – [no benchmarks negotiated]

1A1 -Academic Attainment: (N/P) [N/P] {47.87}

The data is the same as 2A1 as the Community Colleges A.A.S. programs all include required academic courses for completion. These courses can be taken at any time during the course of study and the Tennessee Board of Regents do not track this information separate from completion.

1A2 – Vocational Attainment: (N/P) [N/P] {47.87}

The data is the same as 2A1 as the Community Colleges A.A.S. programs all include required academic courses for completion. These courses can be taken at any time during the course of study and the Tennessee Board of Regents do not track this information separate from completion.

2A1 – Completion: (14.75) [N/P] {47.87}

A cohort reporting process was instituted during this reporting term to follow sophomores (concentrators) identified in the fall of 2003 through June 2005 to identify the completers.

3A1 – Placement: (N/P) [N/P] {N/P}

This data is currently not collected by the TBR central office. It is proposed to begin collecting this information through UI data beginning in 2006.

3A2 – Retention: (N/P) [N/P] {N/P}

This data is currently not collected by the TBR central office. It is proposed to begin collecting this information through UI data beginning in 2006.

4A1 – Nontraditional Participation: (N/P) [N/P] {11.45}

This is the first year that this information has been made available to the Tech Prep office.

4A2 – Nontraditional Completion: (N/P) [N/P] {39.47}

A cohort reporting process was instituted during this reporting term to follow non-traditional sophomores (concentrators) identified in the fall of 2003 through June 2005 to identify the completers.

## **B. State's Performance Results for Special Populations and Program Improvement Strategies**

Special populations' students experienced varying degrees of success with the core indicators. While economically disadvantaged students and single parents seemed to improve, individuals with other educational barriers and English language learners proficiency had a more difficult time meeting the core indicators. There was much improvement on indicator 1S2 with regard to the number of sub-groups who did meet the adjusted level of performance. For core indicators 1S1 and 2S1 (which have the same measure), the special populations' students who are already often deficient in academic skills and need extra help are reflected here, especially for other educational barriers. Emphasis will continue to be placed on assisting disaggregate these students in improving their academic performance, including the critical skill of reading. A report of sub-group's performance was included in a report to each school system

Students with limited English proficiency continue to struggle with all five core indicators. These students tend to be located in pockets throughout Tennessee, either in urban areas or rural areas where their parents are working in a specific field. Some are directly from war torn countries where they have not attended school recently or at all, and their cultural frame of reference is quite different from that in this country. They are often unfamiliar with mandatory education policies. Many different languages are spoken, and resources available for these students vary across the state. Though professional development regarding ELL has been offered throughout the state, we will increase efforts to assist teachers in appropriate instructional techniques and resources for reaching this target population.

An analysis of the non-traditional data when compared to previous year data shows a significantly higher number of students in the underrepresented gender groups for both participants and concentrators. We will continue to target student participation in non-traditional courses, and gender disparity in those courses.

Total student records collected from TIGER = 303,622. Teachers and administrators were requested to attest to the data accuracy (3874) non-attested data were excluded (non-attested 3874 (1.28%); attested 299,749). 173,892 not duplicate students are included in the reporting database. Each individual teacher/administrator was required to check and validate data via an automated online process to insure data quality.

The Division will continue to target and intensify strategies to promote gender equity in non-traditional courses at the local system level.

Improvements in our data collection are evident in this year's report, and efforts for continued improvement are still underway. We have moved to a paperless web-based reporting system to online reporting. The previous Management Information System (MIS) had individual student/teacher pencil bubble sheet form. Online reporting of data is again disaggregated by subgroups. As each individual system's data is broken out, a "report card" is provided to them. Systems are to focus improvement efforts based on report card data. The local plan addendum continued to focus on these areas of needed improvement. Additionally, funds must be targeted to areas of needed improvement.

The Tennessee Technology Centers have recently moved to one reporting system. This will allow for more consistent data. Also, we are working with the Department of Labor to retrieve unemployment data. In regard to getting better special population data, the Centers will add fields to the student information system and provide training for the institutions.

Tech Prep seeks to support both the State Department of Education and the postsecondary institutions to meet the needs of special populations. The 2006 – 2007 consortium grant proposal will include for the first time a portion relating specifically to special populations.

### C. Definitions

**Vocational Participant:** A student enrolled in a state approved vocational course.

**Vocational Concentrator:** A student with three units (credits) in a focused, sequential vocational program of study (concentration) and one unit in a related vocational area or an additional credit in the sequence.

**Vocational Completer:** A student who completes the technical pathway requirements for graduation.

#### **Tech Prep:**

**Secondary tech-prep:** A student who is an eleventh or twelfth grade vocational concentrator enrolled in a career-technical course that is articulated with a postsecondary institution. The competencies for each institution's course must demonstrate common learning outcomes for the specified courses to be articulated.

**Postsecondary tech-prep:** A student is defined as:

Technology Centers: A postsecondary tech-prep student who, through a specific articulation agreement with a high school, has received benefit from a postsecondary institution. For the Tennessee Technology Centers (TTC), benefit is realized by the student receiving clock hour credit for the attainment of specific skills in a high school course or courses. Each technology center and high school must establish a process for establishing common learning outcomes for specified courses for articulation.

Community Colleges: A postsecondary tech-prep student who, through a specific articulation agreement with a high school, has received benefit from a postsecondary institution. For the community colleges, benefit is realized by the student receiving academic credit or waiver for the

attainment of specific skills in a high school course or courses. Each college and high school must establish a process for establishing common learning outcomes for specified courses for articulation.

Vocational Participant- Any student who enrolls in our program who has an employment objective and demonstrates, through counseling and testing, reasonable potential for achieving that objective.

Vocational Concentrator Students - Vocational concentrators are students who are entering the second half of their program.

Vocational Completer- a student who achieves a certificate or diploma

#### **D. Measurement Approaches**

- **Core Indicator 1S1**

##### **High School Completion Combined with State Academic Assessment System**

**Measurement Definition: Numerator:** Number of 12<sup>th</sup> grade secondary vocational concentrators graduating from high school. **Denominator:** Total number of 12<sup>th</sup> grade secondary vocational concentrators.

**Measurement Approach:** The measurement approach used for academic attainment in this core indicator is the high school graduation rate. Federal benchmarks as part of NCLB requires that subgroups demonstrate required proficiency in Math, English and Writing Assessment. In addition, beginning with the 2004-05 school year, students must successfully pass exit exams (Gateway Exams) in: Algebra I, English II, and Biology in order to graduate from high school. Prior to 2004-05, it was a prerequisite that students pass the Tennessee Comprehensive Assessment Program (TCAP) competency test in the areas of math and language arts in order to graduate with a regular education diploma, as mandated by the State Board of Education. The Gateway Exam requirement replaces TCAP for those students graduating spring 2005 or thereafter.

- **Core Indicator 1S2**

##### **Vocational-Technical Education Course Completion and Competency Attainment**

**Measurement Definition: Numerator:** Number of 12<sup>th</sup> grade concentrators who have met state-established, industry-validated career and technical standards. **Denominator:** As 1S1 denominator

**Measurement Approach:** Vocational-Technical Education Course Completion coupled with Performance Benchmarks is used as the measurement approach for vocational-technical skill attainment in this core indicator. Occupational skill attainment of vocational concentrators is measured by using course competencies established for each vocational course. Competency profiles correlated to each vocational-technical education course are provided to LEAs. As curriculum standards are revised using the DACUM process, new competency profiles will be developed and disseminated. The standards incorporate national and industry standards (where available) as well as input from business and industry representatives in the state. Occupational attainment is determined by using course competencies established for each vocational course.

- **Core Indicator 2S1**

##### **Secondary Completion Using State/Local Administered Data**

**Measurement Definition: Numerator:** As 1S1 numerator. **Denominator:** As 1S1 denominator

**Measurement Approach:** The measurement approach used for academic attainment in this core indicator is the high school graduation rate. Federal benchmarks as part of NCLB requires that subgroups demonstrate required proficiency in Math, English and Writing Assessment. In addition, beginning with

the 2004-05 school year, students must successfully pass exit exams (Gateway Exams) in: Algebra I, English II, and Biology in order to graduate from high school. Prior to 2004-05, it was a prerequisite that students pass the Tennessee Comprehensive Assessment Program (TCAP) competency test in the areas of math and language arts in order to graduate with a regular education diploma, as mandated by the State Board of Education. The Gateway Exam requirement replaces TCAP for those students graduating spring 2005 or thereafter.

- **Core Indicator 3S1**

**State-Developed, School-Administered Surveys/Placement Records**

**Measurement Definition: Numerator:** Number of concentrators who graduated in a year before the reporting year and were placed in postsecondary education or advanced training, employment, and/or military service within one year of graduation. **Denominator:** Number of concentrators who graduated at the same year as the numerator.

**Measurement Approach:** State-Developed, School-Administered Surveys/Placement Records will be used as the measurement approach for this core indicator. The Division of Vocational-Technical Education developed a sample survey instrument and guidelines for implementing a follow-up system for vocational concentrators to be implemented and reported to the state by LEAs. Designed to determine if a student went into postsecondary education, apprenticeship programs, employment, or the military, the survey to determine placement is conducted six months after concentrators have graduated from high school. LEAs are required to monitor responses to the surveys, and follow-up telephone calls are used to increase the response rate. Technical assistance is provided to ensure that the follow-up system is implemented uniformly statewide.

- **Core Indicator 4S1**

**State/Local Administrative Data (4S1)**

**Measurement Definition: Numerator:** Number of students in under-represented gender groups who participated in a non-traditional secondary vocational program in the reporting year.

**Denominator:** Number of students who participated in a non-traditional secondary vocational program in the reporting year.

**Measurement Approach:** State/Local Administrative Data is the measurement approach to be used for this core indicator of performance. The Division of Vocational-Technical Education targets vocational programs encompassing the greatest number of non-traditional occupations, disseminates this information to LEAs, and provides technical assistance to them in devising ways to encourage student participation in these programs. Management Information System (MIS) data submitted to the Division of Vocational-Technical Education is utilized to determine enrollment changes by gender in the targeted areas.

- **Core Indicator 4S2**

**State/Local Administrative Data (4S2)**

**Measurement Definition: Numerator:** Number of concentrators in under-represented gender groups who enrolled in a non-traditional secondary vocational program in the reporting year.

**Denominator:** Number of concentrators who enrolled in a non-traditional secondary vocational program in the reporting year.

**Measurement Approach:** State/Local Administrative Data is the measurement approach used for this core indicator of performance. The Division of Vocational-Technical Education targets vocational programs encompassing the greatest number of non-traditional occupations, disseminates this information to LEAs, and provides technical assistance to them in devising ways to encourage student participation in these programs. LEAs report students who complete non-traditional vocational-technical education programs, using data collection guidelines developed by the Division of Vocational-Technical Education.

- **Core Indicator 1P1**

**Measurement Definition: Numerator:** Number of students who receive a certificate or diploma within the report-year. **Denominator:** Number of students who left programs (leavers) during a report-year.

**Measurement Approach:** Same as 2P1

### Measurement Approaches – Post Secondary

- **Core Indicator 1P2**

**Measurement Definition: Numerator:** Number of students who score at least 70% on locally developed competency exams or attaining an industry credential within the report-year. **Denominator:** Number of students who left programs (leavers) during the report-year.

**Measurement Approach:** Same as 2P1

- **Core Indicator 2P1**

**Measurement Definition: Numerator:** Number of students who receive a certificate or diploma within the report-year. **Denominator:** Number of students who left programs (leavers) during a report-year.

**Measurement Approach:** In order to be considered a completer, the degree/award must actually be conferred. A postsecondary student who completes a program of study within 150% of the normal (or expected) time for completion, a student who receives a degree, diploma, certificate, or other formal award.

- **Core Indicator 3P1**

**Measurement Definition: Numerator:** Number of completers available for placement (total completers less those employed at enrolled, entered military, entered other training/educational programs, etc.).

**Denominator:** Number of completers placed during the report year or within 90 days of completion.

**Measurement Approach:** The postsecondary student who has completed a program of study and through a state-developed survey has declared entrance into upper-level postsecondary education, apprenticeship programs, employment or the military upon graduation from the technology center.

- **Core Indicator 3P2**

**Measurement Definition: Numerator:** Number of completers employed 180 days to 12 months following initial employment. **Denominator:** Number of completers who were employed after completion of program.

**Measurement Approach:** The postsecondary Tech Prep student who has completed a program of study and through a state-developed survey has declared retention in upper-level postsecondary education, apprenticeship programs, employment or the military upon graduation from the technology center.

- **Core Indicator 4P1**

**Measurement Definition: Numerator:** Number of students in under-represented gender groups who participated in non-traditional programs during the year. **Denominator:** Number of students who participated in non-traditional programs during the year.

**Measurement Approach:** A postsecondary student who is enrolled in a technology program identified by the Tennessee Board of Regents, Office of Technology Centers, as related to a non-traditional occupation.

- **Core Indicator 4P2**

**Measurement Definition: Numerator:** Number of students in under-represented gender who completed a non-traditional program during the report-year. **Denominator:** All students who completed a non-traditional program during the report-year.

**Measurement Approach:** A postsecondary student who completes a nontraditional program of study within 150% of the normal (or expected) time for completion, a student who receives a degree, diploma, certificate, or other formal award. In order to be considered a completer, the degree/award must actually be conferred.

Open conversations among the three vocational/technical providers within the state allowed for an advance in data quality for this reporting year.

The following measurement approaches were taken for each Core Indicator:

- a. The student information system and the TTC Council on Occupational Education Yearly Report was used to gather data for the following indicators- Academic Achievement, Completion, and Participation and Completion in the Non-traditional.
- b. Information from the TTC Council on Occupational Education Yearly Report was used to gather data for the Skill Attainment.
- c. TTC Alumni Report was used to gather information about retention.

In efforts to improve data collection, the TTC will be continuing to work with others in the state gathering data and look for ways to improve our data collection.

## **Measurement Approach Tech Prep – Secondary and Postsecondary**

### **Secondary**

#### **1S1 – Academic Attainment:**

The Tech Prep data used for academic attainment is the twelfth grade concentrators in an articulated secondary career and technical education course, who pass the Gateway Assessment Program competency test in the areas of math and language arts.

#### **1S2 – Vocational Attainment:**

The Tech Prep data used for vocational attainment is the twelfth grade concentrators in an articulated secondary career and technical education course, who demonstrate attainment for 75% of the competencies profiled in the articulated vocational-technical course.

#### **2S1 – Completion:**

The Tech Prep data used for completion is the twelfth grade concentrators in at least one articulated secondary career and technical education course, who it is assumed has passed the Gateway Assessment Program competency test in the areas of math and language arts, *and have graduated by end of the school year.*

#### **3S1 – Placement:**

Due to database limitations, this element will not be reported for the FY 04 – 05 fiscal year.

**4S1 – Non-traditional Participation:**

A tech-prep student who is enrolled in an articulated course identified by the State Department of Education as related to a non-traditional occupation.

**4S2 – Nontraditional Completion:**

A tech-prep student identified as a nontraditional student who passes the Gateway Assessment Program competency test in the areas of math and language arts, and has graduated by end of the school year.

**Postsecondary – Technology Centers**

**1P1 – Academic Attainment:**

[The same as 2P1]

**1P2 – Vocational Attainment:**

[The same as 2P1]

**2P1 – Completion:**

A TTC student identified as a tech-prep student who completes a program of study, a student who receives a degree, diploma, certificate, or other formal award. In order to be considered a completer, the degree/award must actually be conferred.

**3P1 – Placement:**

Due to database limitations, this element will not be reported for the FY 04 – 05 fiscal year.

**3P2 – Retention:**

Due to database limitations, this element will not be reported for the FY 04 – 05 fiscal year.

**4P1 – Nontraditional Participation:**

A tech-prep student who is enrolled in a technology program identified by the Tennessee Board of Regents, Office of Technology Centers, as related to a non-traditional occupation.

**4P2 – Nontraditional Completion:**

A TTC student identified as a tech-prep student who completes a nontraditional program of study, a student who receives a degree, diploma, certificate, or other formal award. In order to be considered a completer, the degree/award must actually be conferred.

**Adult – Community Colleges**

**1A1 – Academic Attainment:**

[The same as 2A1]

**1A2 – Vocational Attainment:**

[The same as 2A1]

**2A1 – Completion:**

A community college student identified as a tech-prep student who completes a program of study within 150% of the normal (or expected) time for completion, a student who receives a degree, diploma, certificate, or other formal award. In order to be considered a completer, the degree/award must actually be conferred.

**3A1 – Placement:**

Due to database limitations, this element will not be reported for the FY 04 – 05 fiscal year.

**3A2 – Retention:**

Due to database limitations, this element will not be reported for the FY 04 – 05 fiscal year.

**4A1 – Nontraditional Participation:**

A tech-prep student who is enrolled in a technology program identified by the Tennessee Board of Regents, Office of Tech Prep, as related to a non-traditional occupation.

**4A2 – Nontraditional Completion:**

A community college student identified as a tech-prep student who completes a nontraditional program of study within 150% of the normal (or expected) time for completion, a student who receives a degree, diploma, certificate, or other formal award. In order to be considered a completer, the degree/award must actually be conferred.

**C. Improvement Strategies**

**A. Effectiveness of Improvement Strategies in Previous Program Year**

The following were implemented successfully:

- Continued improvement was made on the reliability of the MIS forms collected from LEAs.
- All courses with the exception of agriculture and family and consumer sciences (03) revised all standards and competency profiles. New courses, such as biomedical applications and forensic science have been developed for a Tech Prep student.
- Definitions were clarified.
- Technical assistance workshops were held in the regions for teachers and administrators on accurate data gathering and reporting.

- Systems were provided a report card of the results for three years on the baseline data and future levels to achieve as it related to the statewide results. Additionally, subgroup performance was reported on each core indicator.
- The division is continuing to develop end-of-program testing and correlation to Gateway Standards.
- Professional development was provided for new local vocational directors in the state focusing on the requirements of Perkins and the need for improved and accurate data collection.
- Staff attended OVAE Accountability meetings, the Career Cluster Institute, and Data Quality Institute.
- The division continues to approve “special courses” with scrutiny, and LEAs were encouraged to follow SBE approved course standards.
- Nontraditional careers were indicated on TCIDS, Tennessee’s web site for career information.
- Emphasis was and continues to be placed on academic skills of students. This effort has a dual focus-- assisting high school students in improving their reading, math and writing skills and CTSO activities designed to assist younger children in developing strong reading and writing skills.
- Five curriculum areas – Marketing, Business Technology, Trade and Industry, Health Science and Technology Engineering were revised and new standards were approved during 2004-05 to align with state accountability standards.

## **Postsecondary and Adult – Tech Prep**

### **Placement:**

The use of Perkins funds provides campuses with the opportunity to upgrade equipment in order to provide special populations and other students with the skills necessary to reach their career goals. The emphasis on providing state-of-the art software and training equipment and the integration of academics into technical programs of each curriculum assisted in exceeding our previously set goals in attainment of vocational skills, diploma and certificate completion rates, and attainment of academic skills.

With a renewed emphasis on special populations and nontraditional students improvement strategies will target placement and completion and recruitment of nontraditional students. This will be achieved through improved counseling and recruiting methods concentrating particularly on non-traditional and special populations.

The postsecondary Tech Prep student who has completed a postsecondary program and:

1. Has been identified as a current student in an upper-level public postsecondary institution. (The student that enters a TBR institution can be identified through the SIS/SIM systems. Students entering other postsecondary institutions will need to be identified by survey.); or
2. Has been identified as having entered the workforce through utilization of the UI data. (The UI data will be utilized from the second quarter after graduation of those completers who graduated in May of the previous year, e.g. May 2004 graduates would be reported in November 2005); or
3. By supplemental survey been shown to have entered postsecondary education, apprenticeship programs, employment or the military.

## **Retention:**

The postsecondary Tech Prep student who has completed a postsecondary program and:

1. Has been identified as a continuing student in a upper-level public postsecondary institution. (The student in a TBR institution can be identified through the SIS/SIM systems. Students in other postsecondary institutions will need to be identified by survey); or
2. Has been identified as having entered the workforce through utilization of the UI data. (The UI data will be utilized from the fourth quarter after graduation of those completers who graduated in May of the previous year, e.g. May 2004 graduates would be reported in May 2005); or
3. By supplemental survey been shown to have remained in postsecondary education, apprenticeship programs, employment or the military.

## **V. Monitoring Follow-up**

### Improvement Strategies for Next Program Year

Tennessee received a targeted monitoring visit, December 1 and 2 of this year. Results of the monitoring visit have not been reported to the state agency but is expected next month.

Items targeted for improvement in 2005-2006 include:

- Continue to improve the quality of data collection and online reporting and merge with the state's Educational Information System.
- Continue to work with the Division of Accountability and School Improvement to refine graduation data that is collected electronically.
- Issue an end-of-program tests planning RFP and award a contract that will result in the elimination of the current competency profiles.
- Continue to develop the strategic Communication Plan Phase II for the division that aligns with the State's Strategic Plan. The target goals for the division will focus on curriculum, communication, and professional development.
- Continue the emphasis on equitable technology access-Year 5, whereby all vocational teachers will have access to a computer, printer, and Internet connection for improved collection and reporting of data.
- Continue to assist local systems by providing quality staff development to interpret disaggregated data for various student populations and to plan needed interventions at the local level that is supported by the data analysis for program improvement.
- Continue to move toward a fully integrated electronic data collection system that interfaces with the Statewide Student Management System (SSMS) (STAR).
- Define the online vocational student data reporting system to increase reporting accountability requirements in terms of timeliness, accuracy, and reliability.
- Provide technical assistance and professional development opportunities to local education agencies with regard to non-traditional participation and completion, especially those not meeting their performance levels in 4S1 and 4S2.

- Expand coordination with others in the department to broaden and eliminate duplication in the collection of student data.
- Continue to provide more specific training to those working with the data collection at the local level through data technical assistance workshops.
- Continue to work toward improvement in each special population category with the goal of each disaggregated population meeting the performance level.
- Continue to refine collection and reporting of core indicator data to address duplicate counts for each placement category.
- Continue to add edits at different stages of the data collection to make the data more reliable.
- Continue to work closely with postsecondary institutions to identify model Gateway Programs of study and increase articulation efforts that lead to high skills/wage jobs.
- Continue to work closely with Tech Prep to refine data collection for CAR reporting.

The state leadership has taken a more aggressive approach in regards to the attainment of the performance indicators. Indicators will be reviewed closely during the upcoming year. They will be accessed in regards to historical data. Likewise, the TTCs will continue to encourage articulation with sister institutions and provide students with a clear career pathway.

## **VI. Workforce Investment Act (WIA) Incentive Grant Award Results**

Through the WIA Incentive Grant from the Department of Labor, seventeen high schools received grants to develop models of integration. Improved student academic performance was emphasized. Each school identified a population and a sample to test, and the measure to show academic improvement. There were nine schools chosen to continue the grant for an additional year to field test their models with sister schools. Additionally, through the same grant, the Division of Vocational Technical Education partnered with the Division of Teaching and Learning to provide Career Academic Technical Gateway Institutes to teams of teachers from high schools. The teams consisted of academic, vocational, and special education teachers. The purpose of the institutes was for teachers to collaborate and identify common academic, vocational, and Gateway skills. Each team developed lesson plans based on the identified skills from the three areas. The lesson plans will be posted on the department website as a resource for all teachers in Tennessee. There were 400 teachers trained.

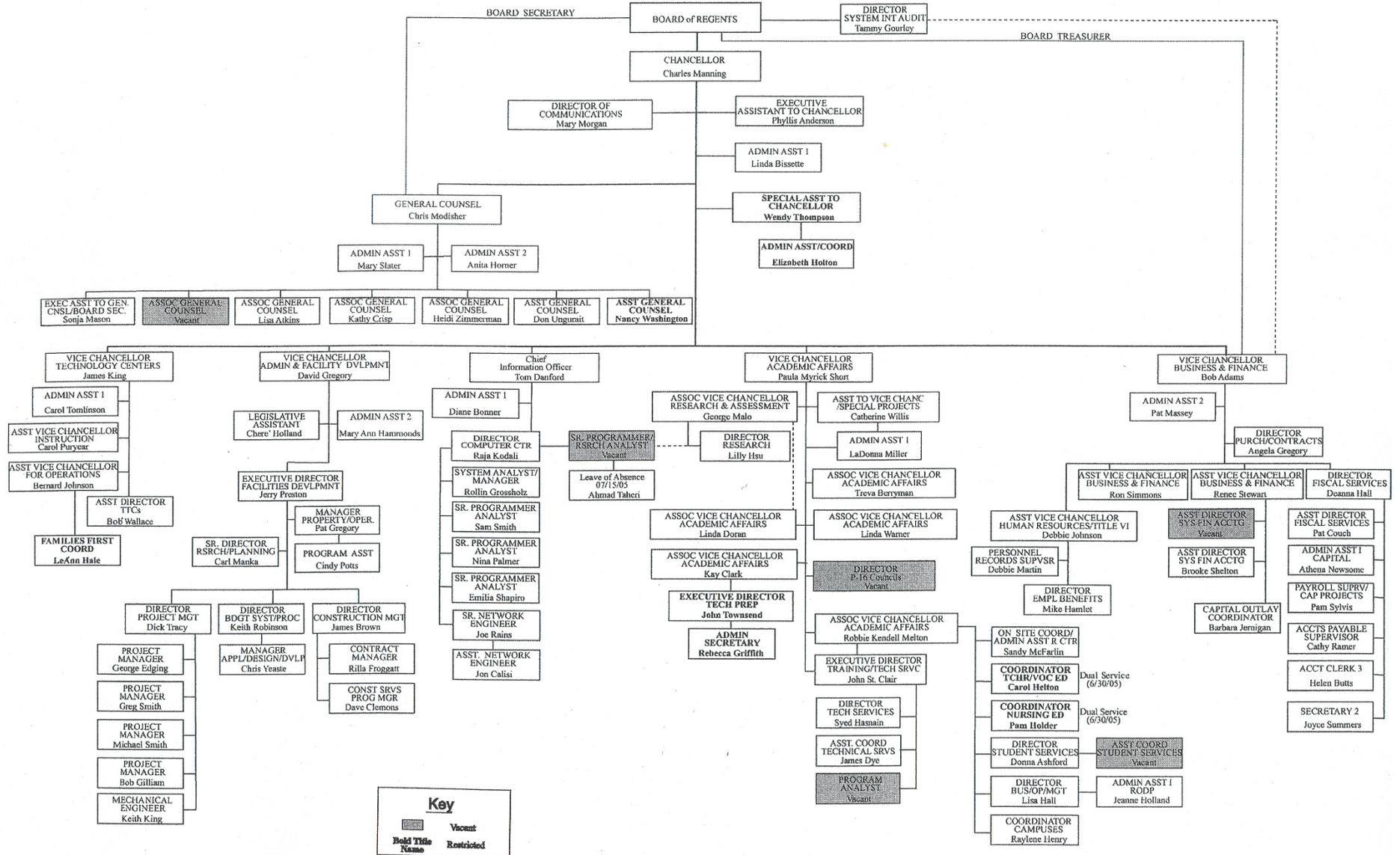
### **Tech Prep**

Tech Prep received approximately 2% of the state's Incentive Grant Award. The funding was utilized to help improve Tech Prep and WIA reporting for the Office of Academic Affairs, TBR. The results of this grant should be evident in this year's improved data on the CAR report.

# TENNESSEE BOARD OF REGENTS

## ORGANIZATIONAL CHART

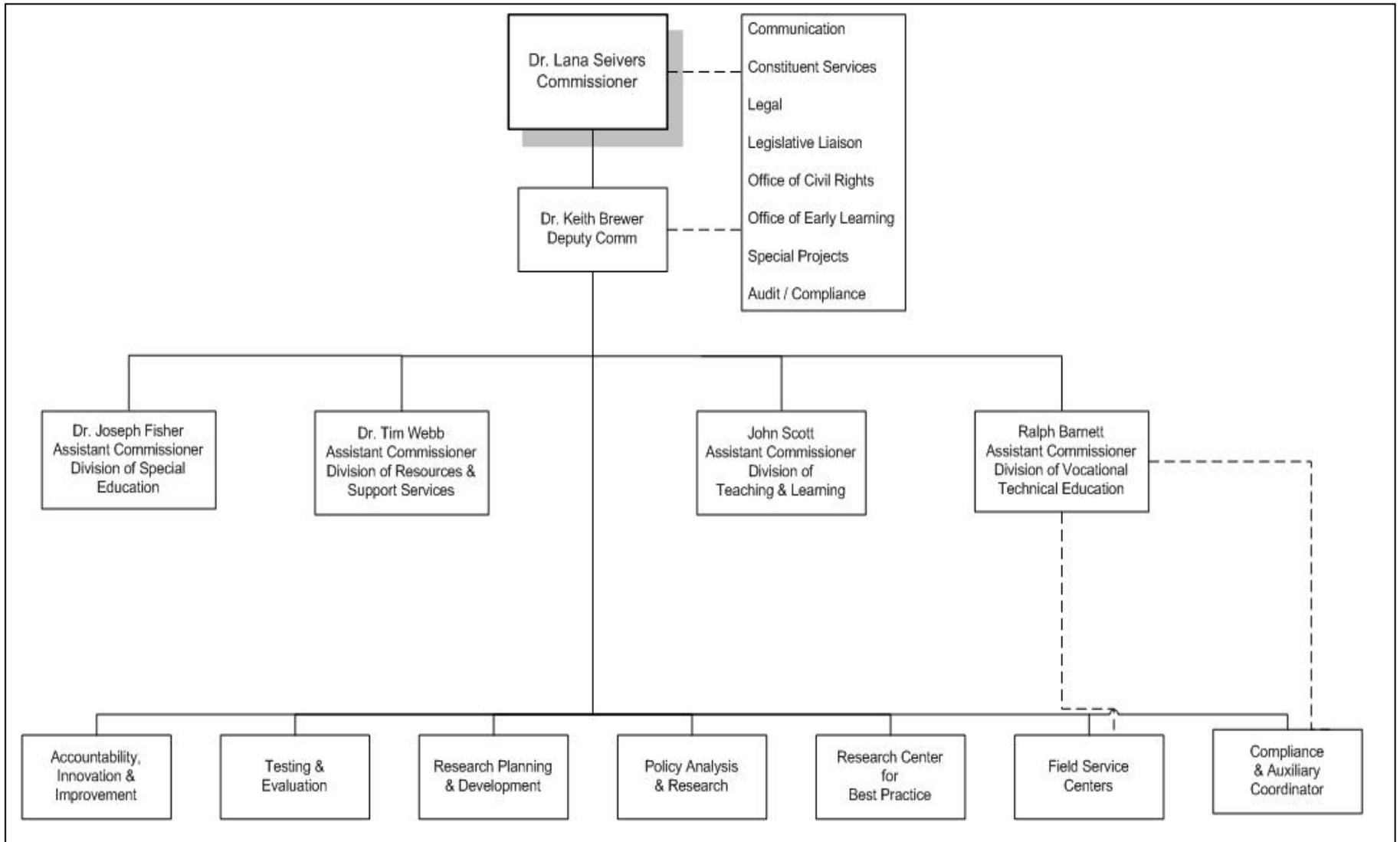
May 1, 2005

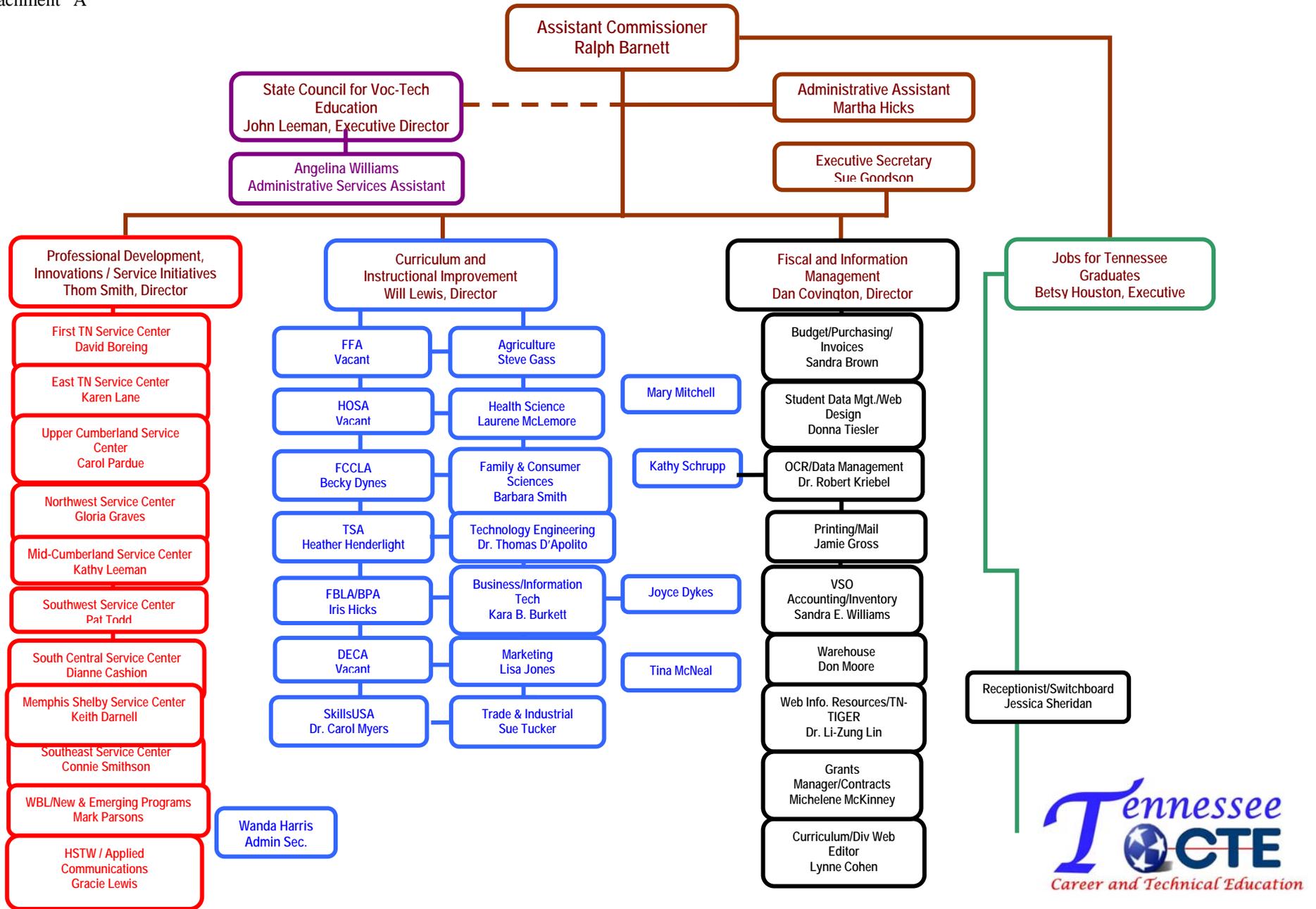


**Key**  
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 [Bold Title] Title Name  
 [Dashed Box] Restricted

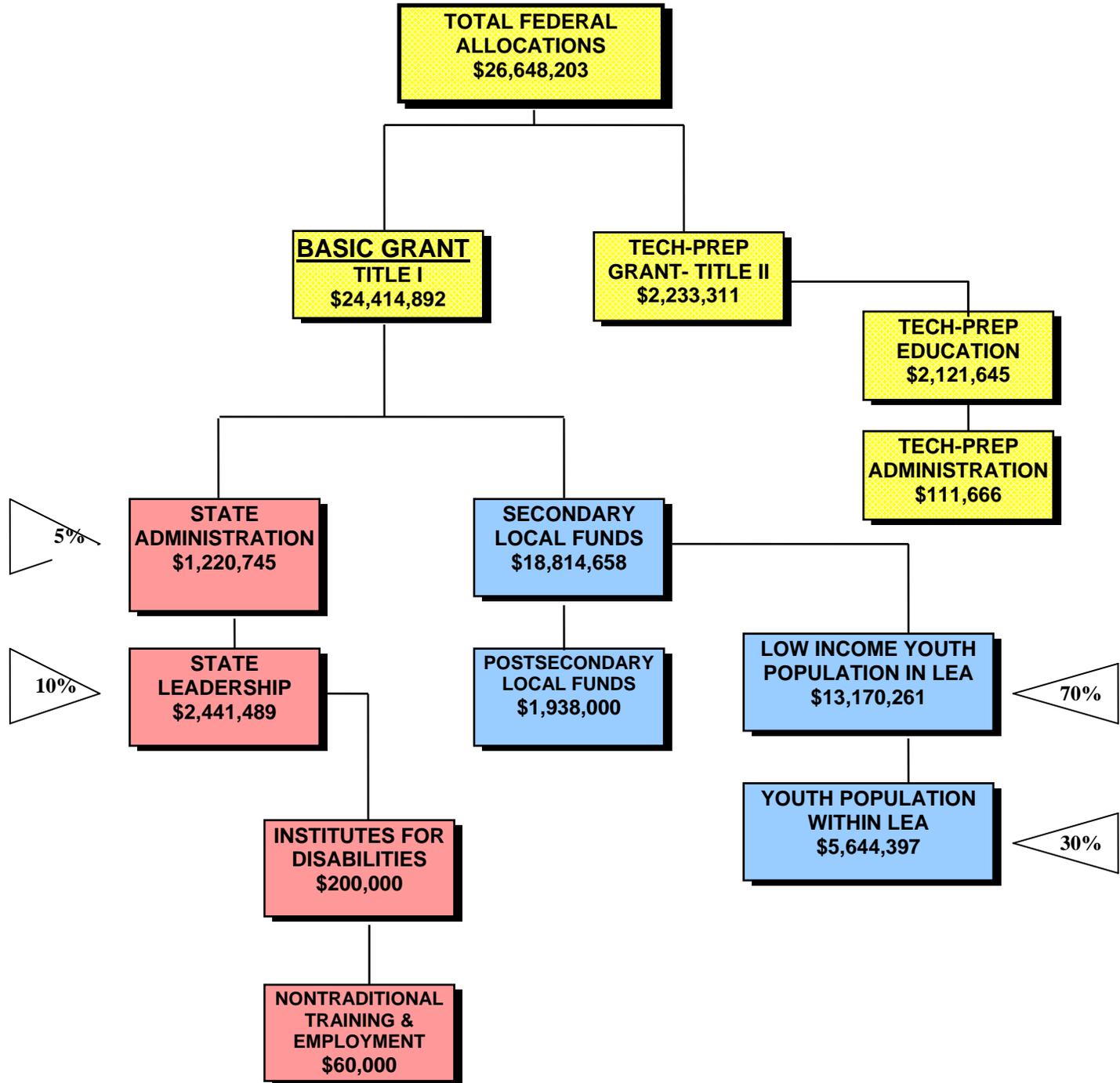
Attachment "A"

DEPARTMENT OF EDUCATION ORGANIZATIONAL CHART





CARL D. PERKINS  
VOCATIONAL AND APPLIED  
TECHNOLOGY EDUCATION ACT  
OF 1998  
FOR TENNESSEE  
FY 2004-2005  
(Basic Grant times 85% minus TNBOR)



Attachment "B"  
04/28/04

**PROGRAM IMPROVEMENT ALLOCATIONS**

2004-2005 FY SECONDARY SYSTEM TOTAL MONIES	5-17, TITLE I 2000 CENSUS 2002 UPDATE	2000 CENSUS 2002 UPDATE 5-17 POPULATION	2004-2005	2004-2005	2004-2005	TOTAL FOR COMBINE SYSTEMS	LAST YEAR LEA 2003-2004 ALLOCATION
			(Basic Grant times 85% minus TNBOR) 70% 2000 CENSUS 5-17 VERTY \$13,170,261	(Basic Grant times 85% minus TNBOR) 30% 2000 CENSUS 5-17 POPULATION \$5,644,397	(Basic Grant times 85% minus TNBOR) 2004-2005 LEA SHARE OF BASIC GRANT \$18,814,658		
\$18,814,658	5-17 POVERTY					2004-2005 \$147,794	\$19,095,937
ANDERSON CO	1,068	7,291	\$90,473.59	\$40,386.21	\$130,860		\$164,562
CLINTON CITY	147	809	\$12,452.83	\$4,481.20	\$16,934		
OAK RIDGE CITY	580	4,227	\$49,133.60	\$23,414.14	\$72,548		\$80,539
BEDFORD CO	1,136	7,018	\$96,234.08	\$38,874.01	\$135,108		\$124,821
BENTON CO	600	2,720	\$50,827.86	\$15,066.59	\$65,894		\$66,903
BLED SOE CO	460	2,123	\$38,968.02	\$11,759.69	\$50,728		\$47,300
BLOUNT CO	1,490	12,685	\$126,222.52	\$70,264.58	\$196,487		\$202,753
ALCOA CITY	162	1,211	\$13,723.52	\$6,707.95	\$20,431		\$21,116
MARYVILLE CITY	470	4,269	\$39,815.16	\$23,646.79	\$63,462		\$65,440
BRADLEY CO	1,111	9,272	\$94,116.25	\$51,359.33	\$145,476		\$145,671
CLEVELAND CITY	1,040	5,725	\$88,101.62	\$31,711.84	\$119,813		\$119,794
CAMPBELL CO	1,722	6,667	\$145,875.95	\$36,929.75	\$182,806		\$187,129
CANNON CO	400	2,411	\$33,885.24	\$13,354.98	\$47,240		\$45,571
CARROLL CO	0	0	\$0.00	\$0.00	\$0	CONSORTIUM	\$0
HOLLOW ROCK SSD	108	756	\$9,149.01	\$4,187.62	\$13,337	WITH S. CARROLL	\$13,987
HUNTINGDON SSD	230	1,358	\$19,484.01	\$7,522.21	\$27,006		\$28,522
MCKENZIE SSD	174	1,116	\$14,740.08	\$6,181.73	\$20,922		\$22,116
SO CARROLL CO SSD	57	463	\$4,828.65	\$2,564.64	\$7,393	CONSORTIUM	\$7,758
WEST CARROLL CO SSD	267	1,318	\$22,618.40	\$7,300.65	\$29,919		\$31,659
CARTER CO	1,296	6,859	\$109,788.17	\$37,993.28	\$147,781		\$152,997
ELIZABETHTON CITY	457	1,975	\$38,713.89	\$10,939.89	\$49,654		\$51,410
CHEATHAM CO	700	7,378	\$59,299.17	\$40,868.12	\$100,167		\$96,189
CHESTER CO	448	2,700	\$37,951.47	\$14,955.80	\$52,907		\$55,474
CLAIBORNE CO	1,253	5,324	\$106,145.51	\$29,490.63	\$135,636		\$138,160
CLAY CO	320	1,279	\$27,108.19	\$7,084.62	\$34,193		\$32,992
COCKE CO	1,218	4,712	\$103,180.55	\$26,100.64	\$129,281	\$153,269	\$159,601
NEWPORT CITY	227	859	\$19,229.87	\$4,758.16	\$23,988		
COFFEE CO	484	4,633	\$41,001.14	\$25,663.05	\$66,664		\$66,667
MANCHESTER CITY	223	1,105	\$18,891.02	\$6,120.80	\$25,012		\$24,876
TULLAHOMA CITY	676	3,174	\$57,266.05	\$17,581.38	\$74,847		\$74,562
CROCKETT CO	373	2,205	\$31,597.99	\$12,213.91	\$43,812	\$55,012	\$56,883

<b>ALAMO</b>	<b>49</b>	<b>233</b>	<b>\$4,150.94</b>	<b>\$1,290.63</b>	<b>\$5,442</b>	
<b>BELLS</b>	<b>53</b>	<b>229</b>	<b>\$4,489.79</b>	<b>\$1,268.47</b>	<b>\$5,758</b>	
CUMBERLAND CO	1,499	7,495	\$126,984.93	\$41,516.20	\$168,501	\$164,148
DAVIDSON CO	14,190	88,019	\$1,202,078.86	\$487,553.62	\$1,689,632	\$1,692,736
DECATUR CO	351	1,877	\$29,734.30	\$10,397.05	\$40,131	\$40,459
DEKALB CO	594	2,963	\$50,319.58	\$16,412.61	\$66,732	\$65,974
DICKSON CO	1,150	8,551	\$97,420.06	\$47,365.58	\$144,786	\$139,077
DYER CO	437	3,746	\$37,019.62	\$20,749.79	\$57,769	\$60,201
DYERSBURG CITY	805	3,272	\$68,194.04	\$18,124.22	\$86,318	\$90,103
FAYETTE CO	846	5,568	\$71,667.28	\$30,842.19	\$102,509	\$107,326
FENTRESS CO	662	2,294	\$56,080.07	\$12,706.89	\$68,787	\$65,969
FRANKLIN CO	992	6,657	\$84,035.39	\$36,874.36	\$120,910	\$123,359
GIBSON COUNTY	0	0	\$0.00	\$0.00	\$0	\$0
<b>BRADFORD SSD</b>	<b>122</b>	<b>661</b>	<b>\$10,335.00</b>	<b>\$3,661.40</b>	<b>\$13,996 CONSORTIUM</b>	<b>\$14,460</b>
GIBSON CO SSD	339	2,752	\$28,717.74	\$15,243.84	\$43,962	\$45,434
HUMBOLDT CITY	345	1,646	\$29,226.02	\$9,117.50	\$38,344	\$39,706
MILAN SSD	285	1,833	\$24,143.23	\$10,153.33	\$34,297	\$35,498
<b>TRENTON SSD</b>	<b>211</b>	<b>1,534</b>	<b>\$17,874.46</b>	<b>\$8,497.11</b>	<b>\$26,372 CONSORTIUM</b>	<b>\$27,249</b>
GILES CO	775	5,289	\$65,652.65	\$29,296.76	\$94,949	\$96,358
GRAINGER CO	728	3,475	\$61,671.14	\$19,248.67	\$80,920	\$80,888
GREENE CO	1,228	7,916	\$104,027.68	\$43,848.20	\$147,876	\$147,768
GREENEVILLE CITY	538	2,379	\$45,575.65	\$13,177.72	\$58,753	\$58,555
GRUNDY CO	730	2,585	\$61,840.56	\$14,318.80	\$76,159	\$76,056
HAMBLEN CO	1,635	9,691	\$138,505.91	\$53,680.25	\$192,186	\$190,964
<b>HAMILTON CO</b>	<b>7,297</b>	<b>52,269</b>	<b>\$618,151.47</b>	<b>\$289,527.72</b>	<b>\$907,679</b>	<b>\$907,679</b>
<b>CHATTANOOGA CITY</b>	<b>0</b>	<b>0</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0</b>
HANCOCK CO	383	1,173	\$32,445.12	\$6,497.47	\$38,943	\$38,333
HARDEMAN CO	995	4,963	\$84,289.53	\$27,490.98	\$111,781	\$118,206
HARDIN CO	994	4,355	\$84,204.82	\$24,123.16	\$108,328	\$110,541
<b>HAWKINS CO</b>	<b>1,546</b>	<b>8,755</b>	<b>\$130,966.45</b>	<b>\$48,495.57</b>	<b>\$179,462</b>	<b>\$187,615</b>
<b>ROGERSVILLE CITY</b>	<b>71</b>	<b>386</b>	<b>\$6,014.63</b>	<b>\$2,138.13</b>	<b>\$8,153</b>	
HAYWOOD CO	768	3,872	\$65,059.66	\$21,447.73	\$86,507	\$91,115
<b>HENDERSON CO</b>	<b>541</b>	<b>3,640</b>	<b>\$45,829.79</b>	<b>\$20,162.64</b>	<b>\$65,992</b>	<b>\$83,099</b>
<b>LEXINGTON</b>	<b>141</b>	<b>932</b>	<b>\$11,944.55</b>	<b>\$5,162.52</b>	<b>\$17,107</b>	
<b>HENRY CO</b>	<b>664</b>	<b>3,747</b>	<b>\$56,249.50</b>	<b>\$20,755.33</b>	<b>\$77,005</b>	<b>\$106,708</b>
<b>PARIS CITY</b>	<b>267</b>	<b>1,279</b>	<b>\$22,618.40</b>	<b>\$7,084.62</b>	<b>\$29,703</b>	
HICKMAN CO	706	4,099	\$59,807.45	\$22,705.12	\$82,513	\$76,594
HOUSTON CO	293	1,410	\$24,820.94	\$7,810.25	\$32,631	\$32,706
HUMPHREYS CO	469	3,155	\$39,730.44	\$17,476.13	\$57,207	\$54,898
JACKSON CO	357	1,798	\$30,242.58	\$9,959.46	\$40,202	\$37,499
JEFFERSON CO	1,307	7,498	\$110,720.02	\$41,532.82	\$152,253	\$146,626
JOHNSON CO	631	2,580	\$53,453.96	\$14,291.10	\$67,745	\$67,105

KNOX CO	7,588	61,963	\$642,802.99	\$343,224.59	\$986,028		\$1,021,669
LAKE CO	263	977	\$22,279.54	\$5,411.78	\$27,691		\$31,408
LAUDERDALE CO	921	4,788	\$78,020.76	\$26,521.62	\$104,542		\$109,800
LAWRENCE CO	1,312	7,663	\$111,143.58	\$42,446.78	\$153,590		\$154,286
LEWIS CO	395	2,152	\$33,461.67	\$11,920.33	\$45,382		\$45,478
LINCOLN CO	578	4,655	\$48,964.17	\$25,784.91	\$74,749		\$78,352
FAYETTEVILLE CITY	242	869	\$20,500.57	\$4,813.55	\$25,314		\$26,725
LOUDON CO	594	5,165	\$50,319.58	\$28,609.90	\$78,929		\$78,394
LENOIR CITY	251	1,250	\$21,262.99	\$6,923.98	\$28,187		\$27,962
<b>MCMINN CO</b>	<b>904</b>	<b>6,381</b>	<b>\$76,580.64</b>	<b>\$35,345.55</b>	<b>\$111,926</b>	<b>\$171,144</b>	<b>\$166,136</b>
<b>ATHENS CITY</b>	<b>438</b>	<b>1,873</b>	<b>\$37,104.34</b>	<b>\$10,374.90</b>	<b>\$47,479</b>		
<b>ETOWAH CITY</b>	<b>110</b>	<b>437</b>	<b>\$9,318.44</b>	<b>\$2,420.62</b>	<b>\$11,739</b>		
MCNAIRY CO	811	4,262	\$68,702.32	\$23,608.01	\$92,310		\$94,269
MACON CO	704	3,907	\$59,638.02	\$21,641.60	\$81,280		\$76,002
MADISON CO	2,590	17,224	\$219,406.92	\$95,406.94	\$314,814		\$330,428
JACKSON CITY	0	0	\$0.00	\$0.00	\$0		\$0
<b>MARION CO</b>	<b>812</b>	<b>4,699</b>	<b>\$68,787.04</b>	<b>\$26,028.64</b>	<b>\$94,816</b>	<b>\$98,422</b>	<b>\$103,751</b>
<b>RICHARD CITY</b>	<b>31</b>	<b>177</b>	<b>\$2,626.11</b>	<b>\$980.44</b>	<b>\$3,607</b>		
MARSHALL CO	589	5,070	\$49,896.01	\$28,083.67	\$77,980		\$79,686
MAURY CO	1,682	13,324	\$142,487.43	\$73,804.12	\$216,292		\$223,349
MEIGS CO	441	2,030	\$37,358.48	\$11,244.55	\$48,603		\$47,026
<b>MONROE CO</b>	<b>1,154</b>	<b>6,477</b>	<b>\$97,758.91</b>	<b>\$35,877.31</b>	<b>\$133,636</b>	<b>\$156,048</b>	<b>\$151,635</b>
<b>SWEETWATER</b>	<b>218</b>	<b>712</b>	<b>\$18,467.46</b>	<b>\$3,943.90</b>	<b>\$22,411</b>		
MONTGOMERY CO	3,353	26,208	\$284,043.02	\$145,170.99	\$429,214		\$413,498
<b>MOORE CO</b>	<b>145</b>	<b>1,013</b>	<b>\$12,283.40</b>	<b>\$5,611.20</b>	<b>\$17,895</b>		<b>\$17,393</b>
MORGAN CO	619	3,392	\$52,437.41	\$18,788.92	\$71,226		\$75,419
OBION CO	485	3,640	\$41,085.85	\$20,162.64	\$61,248		\$64,778
UNION CITY	410	1,798	\$34,732.37	\$9,959.46	\$44,692		\$47,525
OVERTON CO	660	3,373	\$55,910.64	\$18,683.67	\$74,594		\$75,480
PERRY CO	252	1,360	\$21,347.70	\$7,533.29	\$28,881		\$29,234
PICKETT CO	180	745	\$15,248.36	\$4,126.69	\$19,375		\$18,456
<b>POLK CO</b>	<b>461</b>	<b>2,640</b>	<b>\$39,052.74</b>	<b>\$14,623.45</b>	<b>\$53,676</b>		<b>\$49,055</b>
PUTNAM CO	1,548	10,132	\$131,135.88	\$56,123.03	\$187,259		\$184,097
<b>RHEA CO</b>	<b>725</b>	<b>4,182</b>	<b>\$61,417.00</b>	<b>\$23,164.88</b>	<b>\$84,582</b>	<b>\$102,344</b>	<b>\$106,474</b>
<b>DAYTON</b>	<b>159</b>	<b>775</b>	<b>\$13,469.38</b>	<b>\$4,292.87</b>	<b>\$17,762</b>		
ROANE CO	1,102	7,358	\$93,353.83	\$40,757.33	\$134,111		\$144,396
HARRIMAN CITY	270	1,079	\$22,872.54	\$5,976.78	\$28,849		\$31,297
ROBERTSON CO	1,201	10,989	\$101,740.43	\$60,870.12	\$162,611		\$166,962
<b>RUTHERFORD CO</b>	<b>2,087</b>	<b>28,708</b>	<b>\$176,796.24</b>	<b>\$159,018.95</b>	<b>\$335,815</b>	<b>\$458,849</b>	<b>\$444,647</b>
<b>MURFREESBORO</b>	<b>1,004</b>	<b>6,857</b>	<b>\$85,051.95</b>	<b>\$37,982.20</b>	<b>\$123,034</b>		
SCOTT CO	833	3,432	\$70,566.01	\$19,010.49	\$89,576		\$89,528
ONEIDA SSD	152	615	\$12,876.39	\$3,406.60	\$16,283		\$16,292

SEQUATCHIE CO	407	2,019	\$34,478.23	\$11,183.62	\$45,662		\$47,438
SEVIER CO	1,993	12,277	\$168,833.20	\$68,004.59	\$236,838		\$214,980
SHELBY CO	2,231	53,259	\$188,994.92	\$295,011.51	\$484,006		\$499,200
MEMPHIS CITY	28,843	129,236	\$2,443,379.88	\$715,862.25	\$3,159,242		\$3,279,934
SMITH CO	488	3,349	\$41,339.99	\$18,550.73	\$59,891		\$61,342
STEWART CO	336	2,256	\$28,463.60	\$12,496.40	\$40,960		\$39,916
SULLIVAN CO	1,595	14,227	\$135,117.39	\$78,806.00	\$213,923		\$220,785
BRISTOL CITY	596	3,834	\$50,489.01	\$21,237.24	\$71,726		\$74,111
KINGSPORT CITY	1,391	6,471	\$117,835.92	\$35,844.07	\$153,680		\$158,836
SUMNER CO	2,477	25,527	\$209,834.34	\$141,398.80	\$351,233		\$354,944
<b>TIPTON CO</b>	<b>1,113</b>	<b>10,180</b>	<b>\$94,285.68</b>	<b>\$56,388.91</b>	<b>\$150,675</b>	<b>\$197,376</b>	<b>\$202,187</b>
<b>COVINGTON CITY</b>	<b>464</b>	<b>1,335</b>	<b>\$39,306.88</b>	<b>\$7,394.81</b>	<b>\$46,702</b>		
TROUSDALE CO	190	1,334	\$16,095.49	\$7,389.27	\$23,485		\$22,964
UNICOI CO	422	2,635	\$35,748.93	\$14,595.76	\$50,345		\$53,614
UNION CO	783	3,431	\$66,330.36	\$19,004.95	\$85,335		\$84,378
VAN BUREN CO	174	933	\$14,740.08	\$5,168.06	\$19,908		\$20,042
WARREN CO	1,237	6,715	\$104,790.10	\$37,195.63	\$141,986		\$140,154
WASHINGTON CO	1,324	8,764	\$112,160.14	\$48,545.43	\$160,706		\$162,056
JOHNSON CITY	1,149	7,679	\$97,335.35	\$42,535.41	\$139,871		\$141,088
WAYNE CO	547	2,720	\$46,338.06	\$15,066.59	\$61,405		\$59,579
WEAKLEY CO	843	5,406	\$71,413.14	\$29,944.84	\$101,358		\$103,381
WHITE CO	710	4,017	\$60,146.30	\$22,250.91	\$82,397		\$80,098
<b>WILLIAMSON CO</b>	<b>875</b>	<b>24,016</b>	<b>\$74,123.96</b>	<b>\$133,029.09</b>	<b>\$207,153</b>	<b>\$271,353</b>	<b>\$282,859</b>
<b>FRANKLIN CITY</b>	<b>447</b>	<b>4,754</b>	<b>\$37,866.75</b>	<b>\$26,333.29</b>	<b>\$64,200</b>		
<b>WILSON CO</b>	<b>918</b>	<b>14,329</b>	<b>\$77,766.62</b>	<b>\$79,371.00</b>	<b>\$157,138</b>	<b>\$225,667</b>	<b>\$220,827</b>
<b>LEBANON SSD</b>	<b>609</b>	<b>3,058</b>	<b>\$51,590.28</b>	<b>\$16,938.83</b>	<b>\$68,529</b>		
ALVIN C YORK	142	664	\$12,029.26	\$3,678.02	\$15,707		\$17,257
<b>TOTAL</b>	<b>155,469</b>	<b>1,018,994</b>	<b>\$13,170,261</b>	<b>\$5,644,397</b>	<b>\$18,814,658</b>		<b>\$19,095,943</b>

## Attachment "C"

### Federal Funding Projection

#### Based On Pell Grant Formula

Carl D. Perkins funding is distributed on a formula basis. The funds are distributed on a pro-rata basis bases by Pell grant recipients from the previous year. The data is obtained by the Tennessee Board of Regents Business Office upon submittal from the Tennessee Technology Centers. The Tennessee Technology Centers submit the data in the first quarter of each calendar year, prior to distribution of the Spring Proposed Budget Guidelines. The Tennessee Board of Regents Business Office compiles the Pell Grant recipient data and provides the pro-rata distribution to the Tennessee Technology Centers as part of the Proposed Budget Guidelines. The Tennessee Technology Centers then include the amounts distributed as a part of their restricted revenue and expenditure totals.

Attachment "C"

**Tennessee Technology Centers  
BASIC GRANT FUNDING (PERKINS)  
BASED ON PELL GRANT FORMULA**

INSTITUTION	2004-05 FED. FUNDS
ATHENS	\$ 37,500
CHATTANOOGA	88,700
COVINGTON	34,800
CROSSVILLE	79,200
CRUMP	48,700
DICKSON	71,000
ELIZABETHTON	91,400
HARRIMAN	50,900
HARTSVILLE	22,300
HOHENWALD	78,100
JACKSBORO	48,700
JACKSON	120,200
KNOXVILLE	136,800
LIVINGSTON	75,600
MCKENZIE	37,000
MCMINNVILLE	45,200
MEMPHIS	85,400
MORRISTOWN	242,400
MURFREESBORO	34,800
NASHVILLE	115,900
NEWBERN	43,300
ONEIDA	49,000
PARIS	90,300
PULASKI	51,400
RIPLEY	51,400
SHELBYVILLE	65,300
WHITEVILLE	<u>42,700</u>
<b>TOTAL</b>	<b>\$1,938,000.00</b>

SCHOOL SYSTEM \_\_\_\_\_

(name)

SCHOOL SYSTEM NUMBER \_\_\_\_\_

VOCATION  
EDUCATION  
FINANCIAL  
INFORMATION  
FOR  
CARL PERKINS  
FEDERAL  
REVENUES

FEDERAL DESCRIPTION PROGRAM IMPROVEMENT

FEDERAL ALLOCATION \$ \_\_\_\_\_

STATE REVENUE CODE 47131

FUND 142

ACCOUNT NUMBER	EXPENDITURE NAME OF ACCOUNT	FEDERAL ALLOCATION	STATE AND LOCAL FUNDS	TOTAL
71300 116	TEACHERS			0
71300 117	CAREER LADDER PROGRAM			0
71300 127	CAREER LADDER EXTENDED CONTRACTS			0
71300 162	CLERICAL PERSONNEL			0
71300 163	EDUCATIONAL ASSISTANTS			0
71300 189	OTHER SALARIES AND WAGES			0
71300 195	SUBSTITUTE TEACHERS			0
71300 201	SOCIAL SECURITY			0
71300 204	STATE RETIREMENT			0
71300 206	LIFE INSURANCE			0
71300 207	MEDICAL INSURANCE			0
71300 208	DENTAL INSURANCE			0
71300 210	UNEMPLOYMENT COMPENSATION			0
71300 212	EMPLOYER MEDICARE			0

**BUDGET  
SUMMARY  
2005-2006**

**VOCATIONAL  
EDUCATION  
FINANCIAL  
INFORMATION  
FOR  
CARL PERKINS  
FEDERAL  
REVENUES**

SCHOOL SYSTEM \_\_\_\_\_

SCHOOL SYSTEM NUMBER \_\_\_\_\_

FEDERAL DESCRIPTION PROGRAM  
MPROVEMENT

FEDERAL ALLOCATION \$ \_\_\_\_\_

STATE REVENUE CODE 47131

FUND 142

ACCOUNT NUMBER	EXPENDITURE NAME OF ACCOUNT	FEDERAL ALLOCATION	STATE AND LOCAL FUNDS	TOTAL
71300 299	OTHER FRINGE BENEFITS			0
71300 311	CONTRACTS W/OTHER SCHOOLS SYSTEMS			0
71300 336	MAINTENANCE & REPAIR SERVICES - EQUIPMENT			0
71300 355	TRAVEL			0
71300 356	TUITION			0
71300 399	OTHER CONTRACTED SERVICES			0
71300 429	INSTRUCTIONAL SUPPLIES & MATERIALS (nonconsumable)			0
				0
71300 448	T & I CONSTRUCTION MATERIALS (nonconsumable)			0
71300 449	TEXTBOOKS			0
71300 499	OTHER SUPPLIES & MATERIALS (nonconsumable)			0
71300 535	FEE WAIVERS			0
71300 599	OTHER CHARGES			0
71300 730	VOCATIONAL INSTRUCTION EQUIPMENT			0

05-36



**BUDGET  
SUMMARY  
2005-2006**

SCHOOL SYSTEM \_\_\_\_\_

**VOCATIONAL  
EDUCATION  
FINANCIAL  
INFORMATION  
FOR  
CARL PERKINS  
FEDERAL  
REVENUES**

SCHOOL SYSTEM NUMBER \_\_\_\_\_

FEDERAL DESCRIPTION PROGRAM IMPROVEMENT

FEDERAL ALLOCATION \$

STATE REVENUE CODE 47131

FUND 142

ACCOUNT NUMBER	EXPENDITURE NAME OF ACCOUNT	FEDERAL ALLOCATION	STATE AND LOCAL FUNDS	TOTAL
72230 207	MEDICAL INSURANCE			0
72230 208	DENTAL INSURANCE			0
72230 210	UNEMPLOYMENT COMPENSATION			0
72230 212	EMPLOYER MEDICARE			0
72230 299	OTHER FRINGE BENEFITS			0
72230 308	CONSULTANTS			0
72230 336	MAINTENANCE & REPAIR SERVICES - EQUIPMENT			0
72230 355	TRAVEL			0
72230 399	OTHER CONTRACTED SERVICES			0
72230 499	OTHER SUPPLIES & MATERIALS (nonconsumable)			0
72230 524	IN-SERVICE/STAFF DEVELOPMENT			0
72230 599	OTHER CHARGES			0
72230 790	OTHER EQUIPMENT			0
				0



**BUDGET  
SUMMARY  
2005-2006**

**VOCATIONAL  
EDUCATION  
FINANCIAL  
INFORMATION FOR  
CARL PERKINS  
FEDERAL REVENUES**

SCHOOL SYSTEM \_\_\_\_\_

SCHOOL SYSTEM NUMBER \_\_\_\_\_

FEDERAL DESCRIPTION PROGRAM  
IMPROVEMENT

FEDERAL ALLOCATION \$ \_\_\_\_\_

STATE REVENUE CODE 47131

FUND 142

ACCOUNT NUMBER	EXPENDITURE NAME OF ACCOUNT	FEDERAL ALLOCATION	STATE AND LOCAL FUNDS	TOTAL
	OPERATING EXPENSES			0
99100 590	TRANSFERS TO OTHER FUNDS (indirect costs)			0
	TOTALS	0	0	0

SIGNATURE OF DIRECTOR OF SCHOOLS OR  
AUTHORIZED REPRESENTATIVE

DATE

NAME OF  
PERSON  
PREPARING  
THIS REPORT

TELEPHONE: \_\_\_\_\_

05-41



# TENNESSEE

**SCHOOL SYSTEM:** \_\_\_\_\_

**PERKINS TITLE I SECONDARY  
LOCAL PLAN APPLICATION  
FOR  
CARL D. PERKINS VOCATIONAL AND TECHNICAL  
EDUCATION ACT OF 1998 (P.L. 105-332)  
2005-2006 ADDENDUM**

Funding Period: July 1, 2005 – June 30, 2006

<u>Submitted By: Career and Technical Director Name</u>	_____
<u>Phone Number:</u>	_____
<u>Other Number:</u>	_____
<u>E-mail Address:</u>	_____

For State Use Only:

Received from LEA	Date _____	
Returned for Revision	Date _____	Comments:
Resubmitted by LEA	Date _____	Comments:
1 <sup>st</sup> District Approval by _____	Date _____	
2 <sup>nd</sup> District Approval by _____	Date _____	
Final Approval by _____	Date _____	

Tennessee Division of Career-Technical Education  
710 James Robertson Parkway  
4<sup>th</sup> Floor, Andrew Johnson Tower  
Nashville, TN 37243-0383

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## Introduction Guide

Following is an outline for your use in developing the Introduction Narrative: *Items in italics are provided as examples and illustrations for your consideration in completing your responses.*

### I. Improving Academic Skills of CTE students.

- A. Describe initiatives where your system is coordinating the implementation of Perkins III with No Child Left Behind (NCLB).
  - 1. *Graduation Rate*
  - 2. *Academic Performance (Gateway exams)*
  - 3. *Attendance Rate*
  - 4. *Dropout Rate*
- B. Describe any NEW strategies or activities your system is undertaking this year to “ensure that students who participate in CTE programs are taught the same challenging academic proficiencies as are taught to other students.” You may make reference to Section 5 of this addendum, or if you have addressed this in the five-year plan or a former addendum, and you are continuing strategies and activities, you may make reference to the previously submitted plan or addendum (state year and section).  
*(Contextual Academics and/or Differentiated Instruction)*
- C. Describe any NEW strategies or activities your system is undertaking to assist individuals who are members of special populations who are involved in CTE programs. You may make reference to Section 4 of this addendum, or if you have addressed this in the 5-year plan or former addendum, and you are continuing strategies and activities, you may make reference to the previously submitted plan or addendum (state year and section).

### II. Strengthen Connections between Secondary and Post Secondary Education.

- A. Describe how your system is aligning secondary and post secondary academic and technical skills standards.  
*(Tech-Prep conferences and workshops, articulation workshops, dual credit)*
- B. Describe how your system is redefining the need for remediation for CTE students who enter post secondary education.  
*(After school tutoring, academic support labs and any other remediation activities)*
- C. Identify the total number of articulation agreements between secondary and post secondary institutions.  
*(Current numbers)*
- D. Describe how your system is expanding opportunities for secondary CTE students to earn and use college-level credits.  
*(Articulation Agreements and Dual Credit Courses)*

**III. Preparing individuals for Occupations in demand that pay Family-Supporting wages (high skill-high wage).**

- A. What economic changes have occurred in your community since you submitted your local plan?  
*(Specify economic changes made this year, provide source of information)*
- B. Have there been any new economic workforce development priorities or initiatives in your system?  
*(Specify economic changes made this year, provide source of information)*
- C. How do you identify “High Skill, High Wage” jobs in your community?  
*(Specify economic changes made this year. Consider global opportunities you are preparing students for that are provided through IT positions, computer software support, and technical support)*
- D. What jobs are considered to be “High Skill, High Wage Jobs” in your community?  
*(Consider global opportunities you are preparing students to enter.)*

**E. Describe particular priorities or programs for these occupations?**

*(Funding, professional development, or restructuring of existing programs toward high skill, high wage programs and plans for implementation)*

**IV. Investing in Effective, High Quality Local Programs. Describe any NEW strategies your system will use in assuring that ALL CTE programs will:**

- A. Be upgraded and expanded to meet current labor market need  
*(Identify schedule for program improvement, implementation of new programs, or any program closing due to community needs)*
- B. Be of sequence, scope and quality to be effective.  
*(What are you doing to assure that all programs meet this criteria?)*
- C. Integrate academic and CTE programs through coherent sequences of courses so that students achieve both academic and occupational competencies.  
*(Purchasing computer lab for remediation, team teaching/planning opportunities, professional development activities, projects that integrate academic and CTE program standards)*
- D. Provide equitable participation in programs by members of special populations.  
*(Discuss how you work with Special Ed, counselors, and administrators to provide appropriate placement and modification)*
- E. Conduct a coherent sequence of courses leading to employment or post secondary education. *(Discuss opportunities for students, based on course sequencing for employment and post-secondary articulation)*
- F. Use Local Performance Data to allocate funds (Section 7); cross reference information where the LEA has fallen short of performance levels (Section 5).  
*(Provide information on needed action plans for areas that are deficient)*

## **Narrative Form**

Please provide a Narrative Description of Expected Achievements for the 2005-06 school year using the above outline (limit of two pages).

Narrative Form—Continued (if additional space is needed)

A large, empty rectangular box with a thin black border, intended for providing a narrative. The box occupies the majority of the page below the header text.

SECTION 1  
COMPLIANCE  
2005-2006 ADDENDUM

**COMPLIANCE  
2005-2006 ADDENDUM**

## A. STATEMENT OF ASSURANCES

The  Board of Education hereby assures that:

(LEA)

**1. The LEA shall:**

- a. identify the number of special populations students enrolled in Career-Technical Education programs;
  - b. assess the Career-Technical needs of the students identified as special population; and
  - c. develop an adequate plan to provide supplementary services sufficient to meet the needs of such students.
2. Career-Technical Education services shall be provided to individuals of special populations.
  3. Career-Technical Education programs shall be in compliance with equal access provisions of Section 504 of the Rehabilitation Act of 1973 and 1992. Individuals covered under this Act will be monitored for compliance of equal access to quality Career-Technical programs.
  4. Programs funded under Section 135 of the Carl D. Perkins Career-Technical and Technology Education Act of 1998 shall comply with the statutory requirement in Section 135.
  5. A program in Career-Technical Education shall be provided which:
    - a. encourages students through counseling to pursue a coherent sequence of courses;
    - b. assists students who are economically disadvantaged, handicapped, limited English proficiency, in the care of foster parents and nontraditional students to succeed through supportive services such as counseling, English-language instruction, child care, and special aids; and
    - c. is of such sequence, scope and quality (by State Plan definition) as to bring about improvement in the quality of education offered by the school.
  6. Sufficient information will be provided to the State Board of Education to enable it to comply with provisions of Section 121.
  7. This plan has been developed in consultation with the local Career-Technical Education advisory council and the local planning committee and will be made available for review and comment by interested parties, including appropriate representatives of the Workforce Development Board and administrative entities of any community-based organization within the Local Workforce Investment Area.
  8. Local programs of Career-Technical Education shall be evaluated and reported annually, beginning with the 1999-2000 school year, using core indicators and measures of performance as approved by the State Board of Education, and in compliance with requirements of Section 122 of the Carl D. Perkins Career-Technical and Technology Education Act of 1998.

9. Special population students are provided with Career-Technical program(s)/project(s) in the most integrated setting possible by:
- curriculum modification;
  - equipment modification;
  - classroom modification;
  - supportive personnel; and/or
  - instructional aids and devices.
10. Guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provisions of such special services will be provided.
11. Systems receiving federal Career-Technical funds are required to designate a Career-Technical administrator, supervisor or director (full or part-time) for the administration of Career-Technically funded programs in their system. New employees or appointees upon assignment for Career-Technical administration responsibilities shall meet the following employment standard:

Persons holding Career-Technical Education supervisory positions including local directors, supervisors, coordinator specialists, assistant principals for Career-Technical Education and center administrators shall have a minimum of a bachelor's degree in Career-Technical Education from an accredited four-year college or university and shall have completed three years of teaching experience in an approved Career-Technical Education program. They shall also have had two years of appropriate employment experience in a recognized occupation **or** an administrator completing the vocational director matrix.

*Tennessee Rules, Regulations and Minimum Standards for the Governance of Tennessee Public Schools 0520-1-2-.03(10) (I).*

12. Equal opportunities in Career-Technical Education programs will be provided to persons without discrimination because of race, gender, religious preference, national origin, or disability.
13. Federal funds will not be used to supplant state or local funds designated for Career-Technical education.
14. Statistical, financial, and descriptive reports required by the Tennessee Board of Education and/or the Tennessee Department of Education in regard to Career-Technical Education programs will be submitted in a timely manner.
15. Provisions will be made for including appropriate representation of Career-Technical Education personnel on Individualized Education Plan (IEP) Committees and/or Transition Planning Committees for students with disabilities.
16. An opportunity will be provided for individuals enrolled in private schools to participate in career-technical education programs, services, and activities.
17. The expenditure of federal Carl Perkins funds must be targeted toward quality programs which meet the six quality indicators as listed in the State Plan and Local Plan Application and be of sufficient scope.
18. State and local funds are used to provide services in secondary schools or sites served with federal funds awarded under the Act.
19. Counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities will be provided.

20. Local systems are required to expend in total or on a per pupil basis an amount equal to or greater than the preceding year for Career-Technical Education (maintenance of effort).
21. A written process is in place to verify that federal program improvement money is spent on only those programs that meet the quality indicator criteria. This process and verification should be used prior to spending dollars and should be made available to auditors.

**LOCAL PLAN CONTENTS**

**SECTION 1**

**COMPLIANCE  
2005-2006 ADDENDUM**

**B. CONDITIONS**

1. Reports and other information required by the State Department of Education will be submitted within the dates established, and documentation will be maintained for five years.
2. Federal Career-Technical Education funds made available will be used to supplement and increase the amount of state and local funds for Career-Technical Education and in no case to supplant such state and local funds.
3. An inventory will be maintained of all equipment purchased in whole or in part with federal funds provided by the State Board of Education, and all such equipment will be available for use by students in the approved Career-Technical Education program for which purchased.
4. Recipients of federal funding that plan to use any equipment (purchased in whole or in part with federal funds provided by the State Board of Education) in any program, project or activity other than for which it was originally purchased or disposed of or trade in such equipment must comply with the provisions of Education Department General Administrative Regulations (EDGAR).
5. Funds will not be expended in any manner other than as budgeted in the original plan or amended plan (if applicable).

In the event that funds should need to be expended (category or dollar amount) in any manner other than stipulated in this plan, the eligible recipient must submit, in writing, a request to amend the plan and this request must include an explanation of proposed changes along with a revised copy of the budget. A form has been provided to systems for this purpose.

6. Perkins funds will not be expended prior to the receipt of a letter of approval for the original plan and/or the amended plan (if applicable).
7. Career-Technical Education programs will operate consistently with all federal and state requirements and regulations including Education Department General Administrative Regulations (EDGAR) and Office of Management and Budget (OMB) Circulars 133, 87, and 102.
8. This plan addendum and budget were prepared using the instructions provided by the State Department of Education and accurately reflects the information required at the time of preparation.
9. All required parties in Perkins III legislation were involved in the development of the plan.
10. The eligible recipient certifies that the conditions stipulated in this application will be complied with in providing programs, services, and activities for Career-Technical Education and that funds will be used as stipulated in the application.
11. Parents of each Career-Technical Education student will be provided with a list of competencies at the beginning of each course taken.
12. Teachers will apprise students of course content and learning expectations using competency profiles at the beginning of the course.

Original Signatures: (Mail original signature page to your regional field service consultant) **DO NOT FAX**

Director of Schools: \_\_\_\_\_

Chairperson of the Local Plan Planning Committee: \_\_\_\_\_

Career-Technical Director/Administrator: \_\_\_\_\_

Date: \_\_\_\_\_

**COMPLIANCE  
2005-2006 ADDENDUM**

**C. Please identify the individual (local Career-Technical administrator, supervisor or director) in your system responsible for the administration of the Career-Technically funded programs.**

Complete the following **ONLY** if you are a new director for the 2005-2006 school year.

Name:

Date Hired for Career-Technical Director Position:

Career-Technical Endorsements Held:

Number Years Teaching Experience in Career-Technical Education:

Program Area(s) Taught:

System Where Taught:

Work Experience:

Completing Matrix: Yes  No

Teacher # or Social Security #:

**LOCAL PLAN CONTENTS SECTION 1  
COMPLIANCE  
2005-2006 ADDENDUM**

D. As a result of your proposed activities in 2005-2006, describe what modifications (if any), other than the budget, are necessary to your original local plan submitted July, 2000.

*(Significant goal or program changes as a result of SIP, NCLB criteria, or community changes)*

A large, empty rectangular box with a thin black border, intended for the user to provide details on modifications to the local plan as requested in the text above.

SECTION 2  
PROGRAM IMPROVEMENT  
2005-2006 ADDENDUM





LOCAL PLAN CONTENTS SECTION 2  
**PROGRAM IMPROVEMENT**  
**2005-2006 ADDENDUM**

C. Using the following form, list specific recommendations made by the Local System-Level Advisory Council during the 2004-2005 school year and describe the actions taken by the system in response to the recommendations. Give the date of the meeting when the recommendation(s) were made.

*(Check the date to make sure the meeting has taken place)*

RECOMMENDATION	ACTION TAKEN	DATE OF MEETING

LOCAL PLAN CONTENTS SECTION 2  
**PROGRAM IMPROVEMENT**  
**2005-2006 ADDENDUM**

**D. List planned activities that independently evaluate and how the anticipated results of the activities will improve the system’s performance on Core Indicators.**

*(Use data from Carl Perkins Report Card, system/school report card, NCLB criteria (to include high priority and target schools, SIP, consolidated planning, state monitoring, LEA Board Policy.)*

PLANNED ACTIVITY (results of the data should drive planned activities)	ANTICIPATED RESULTS (results of planned activity should show continuous improvement)	CORE INDICATOR (specific)
		<b>Core Indicators with deficiencies should be addressed.</b>

SECTION 3  
PROFESSIONAL DEVELOPMENT:  
TECHNOLOGY  
INTEGRATION  
ARTICULATION  
2005-2006 ADDENDUM

LOCAL PLAN CONTENTS SECTION 3  
**PROFESSIONAL DEVELOPMENT  
 TECHNOLOGY  
 2005-2006 ADDENDUM**

A. List specific planned professional development activities focusing on **Program Improvement** in the classroom that will be provided for **Career-Technical personnel**.

*(Address NCLB standards and Gateway, graduation rates, technical skills, technology and areas of deficiency on the Perkins Report Card)*

ACTIVITY	POPULATION TARGETED	DATE	EXPECTED OUTCOME

LOCAL PLAN CONTENTS SECTION 3  
**PROFESSIONAL DEVELOPMENT:  
INTEGRATION  
2005-2006 ADDENDUM**

B. List specific planned professional development activities focusing on **Integration** that will be provided for Career-Technical personnel that will better prepare students for academic achievement, including performance on the Gateway Exams.

*(List classes involved.)*

DESCRIPTION OF INTEGRATION ACTIVITY	EXPECTED STUDENT OUTCOME



SECTION 4  
SPECIAL POPULATIONS  
2005-2006 ADDENDUM



SECTION 5  
EVALUATION  
2005-2006 ADDENDUM

**LOCAL PLAN CONTENTS**

**SECTION 5  
EVALUATION  
2005-2006 ADDENDUM**

Complete the following chart describing how activities (including program improvement activities) will be targeted next year with respect to meeting State Adjusted Levels of Performance and showing continuous improvement. Each of the following measures should be addressed (performance levels may be found in the LEA Carl Perkins Report Card).

Strategies should be those intended to show improvement, not merely what has been done in the past or those that are required (i.e., follow-up).

*(Address only areas of deficiencies from Carl Perkins Report Card and address what will be done next year, not what has been done.)*

	<b>CORE INDICATOR</b>	<b>2003-04 Required Performance Level (%)</b>	<b>2003-04 Actual Performance Level (%)</b>	<b>Status</b> (E, D or M) (indicate if this is the second year for this status)	<b>Activities targeted for next year to improve performance</b> <b>(Must spend funds to address deficiencies)</b>	<b>Staff Development</b> <b>(Must spend funds to address deficiencies)</b>
1S1	Academic Attainment					
1S2	Voc-Tech Skill Attainment					

	<b>CORE INDICATOR</b>	<b>2003-04 Required Performance Level (%)</b>	<b>2003-04 Actual Performance Level (%)</b>	<b>Status</b> (E, D or M) (indicate if this is the second year for this status)	<b>Activities targeted for next year to improve performance</b>  <b>(Must spend funds to address deficiencies)</b>	<b>Staff Development</b>  <b>(Must spend funds to address deficiencies)</b>
2S1	Completion					
3S1	Post-Graduation Placement					

	<b>CORE INDICATOR</b>	<b>2003-04 Required Performance Level</b>  (%)	<b>2003-04 Actual Performance Level</b>  (%)	<b>Status</b> (E, D or M) (indicate if this is the second year for this status)	<b>Activities targeted for next year to improve performance</b>  <b>(Must spend funds to address deficiencies)</b>	<b>Staff Development</b>  <b>(Must spend funds to address deficiencies)</b>
4S1	Participation in Non-Traditional Programs					
4S2	Secondary Completion of Non-Traditional Programs					

SECTION 6  
COORDINATION  
2005-2006 ADDENDUM

**LOCAL PLAN CONTENTS SECTION 6  
COORDINATION  
2005-2006 ADDENDUM**

If your LEA has formed a consortium with another system, please address the following **only** if there have been changes:

*Consortium Members*

*Consortium Fiscal Agent*

*Consortium Goals, Objectives, and Strategies*

*Process for determining consortium Budget*

*Process for reporting data on Performance Levels*

SECTION 7  
BUDGET  
2005-2006 ADDENDUM

**LOCAL PLAN CONTENTS SECTION 7  
BUDGET  
2005-2006 ADDENDUM**

Describe how the local Career-Technical Education programs funded under the Act for the 2005-2006 year will be carried out with funds received (including budget, budget justification, and expenditure plan). The budget must be cross-referenced to match the goals, objectives, strategies and outcomes found in Section 1A of your 2000-2001 Local Plan Application.

As a reminder, expenditures of federal Carl D. Perkins funds must be targeted toward “quality” programs which:

- have a certified teacher, including industry certification for T&I teachers, where applicable
- are using state approved curriculum frameworks
- have articulation agreements with postsecondary institutions (where possible)
- are supported by current labor market data
- have an active and affiliated Career-Technical student organization per teacher
- have an advisory committee showing support for the program
- are of **sufficient scope** to allow a student to earn a minimum of three credits in a **sequenced** program of study

All expenditures in the budget should be referenced somewhere in your original Local Plan Application or Addendum. In addition, the budget should reflect improvements to be made on those levels of performance not met last year.

As a reminder, Perkins money may only be spent on the most recently State Board of Education approved Career-Technical Education courses.

**REQUIRED USES OF FUNDS:**

Local areas are required to use funds for the following eight mandated activities:

1. To strengthen the academic, Career-Technical, and technical skills of students.
2. To provide students with strong experience in and an understanding of all aspects of an industry.
3. To develop, improve, or expand the use of technology in Career-Technical and technical education.
4. To provide professional development programs for teachers, counselors, and administrators.
5. To develop and implement evaluations of Career-Technical and technical education programs.
6. To initiate, improve, expand, and modernize quality Career-Technical and technical education programs.
7. To provide services and activities that are of sufficient sequence, scope, and quality to be effective.
8. To link secondary Career-Technical and technical education and postsecondary.

## **PERMISSIBLE USES OF FUNDS:**

Once some federal funds are spent for the above eight mandated activities, the local area is permitted to use the balance of the federal funds for the following permissive activities:

1. Involve parents, businesses and labor organizations in planning, implementing, and evaluating Career-Technical Education programs. (Involvement of this committee is mandated in the planning and annual evaluation of performance indicators.)
2. Provide career guidance and academic counseling for students participating in Career-Technical Education programs.
3. Provide work-related experiences such as internships, cooperative education, school-based enterprises, and job shadowing that is related to Career-Technical Education.
4. Provide programs for special populations.
5. Development of business-education partnerships.
6. Assist affiliated Career-Technical student organizations.
7. Provide mentoring and support services.
8. Leasing, purchasing, upgrading or adapting equipment, including instructional aids.
9. Provide initial teacher preparation (not for college credit), including that for teacher candidates from business and industry.
10. Develop and improve new Career-Technical courses.
11. Support family and consumer sciences education.
12. Provide programs for adults and school dropouts to complete secondary education.
13. Provide assistance to students who have participated in Career-Technical Education programs in finding an appropriate job and continuing their education.
14. Support nontraditional training and employment.
15. Support other Career-Technical Education activities consistent with the Act.

As a reminder, federal Career-Technical funding may only carry out activities using Perkins funds that benefit Career-Technical Education students.

**A. BUDGET SUMMARY EXPLANATION**

EXPENDITURE /NAME OF ACCOUNT (AS FOUND ON BUDGET SUMMARY FORM)	AMOUNT BUDGETED AS FOUND ON BUDGET SUMMARY FORM*	EXPLANATION/ JUSTIFICATION <i>(Be specific as to program and/or activity for equipment expenditures)</i>	WHICH REQUIRED USE OF FUNDS IS BEING MET (ALL EIGHT MUST BE FUNDED – SEE PAGE 04-62)	WHICH PERMISSIVE USE OF FUNDS IS BEING MET (SEE PAGE 04-62)	WHICH CORE INDICATOR IS BEING ADDRESSED
	\$				
	\$				
	\$				
	\$				
	\$				
	\$				
	\$				
TOTAL					

\*These amounts must match what is on your Budget Summary.

Note: Programs must meet the six quality indicators and sufficient scope before federal monies can be spent (new programs or program improvement).

Prepared by: \_\_\_\_\_

Date: \_\_\_\_\_



ATTACHMENT "E"

**TENNESSEE TECHNOLOGY CENTERS**

**POLICY AND PROCEDURES MANUAL**

---

**Carl D. Perkins**

**Vocational and Technical Education**

**Act of 1998**

**POLICY AND PROCEDURES**

---

for implementation of the State Plan

**Carl D. Perkins  
Vocational and Technical Education Act  
of 1998**

*Developed by*

Office of Tennessee Technology Centers  
Tennessee Board of Regents  
1415 Murfreesboro Road  
Nashville, TN 37217

*In collaboration with*  
Tennessee State Department of Education  
Division of Vocational Education

Revised October 24, 2005

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## State Administration

The mission of the Tennessee Technology centers is to be the premier provider for workforce development throughout the State of Tennessee. The Centers seek to accomplish this mission through:

- Providing competency-based training of the highest quality that will qualify students for employment and/or advancement in jobs.
- Providing high quality training and retraining of employed workers.
- Providing high quality training that is economical and accessible to all residents of Tennessee, thereby contributing to the economic and community development of the communities we serve.

This mission is congruent with the legislative intent of the Carl D. Perkins Vocational and Technical Education Act to achieve mandated requirements relative to workforce development. Because of our ability to provide individualized instruction in most programs, the TTCs have historically served special population students with significant success.

### SIGNIFICANCE OF PERKINS ACT

The Tennessee Technology Centers consider funds obtained through the Carl D. Perkins Vocational and Technical Education Act as a critical federal vehicle to develop and improve their career training programs. Through Perkins, the TTCs demonstrate their ability to integrate academic, vocational and technical training, increase the use of technology, provide professional development opportunities to staff, develop and implement evaluations of program quality, expand and modernize quality programs, and link secondary and post-secondary vocational education.

### ELIGIBLE AGENCY RESPONSIBILITIES

In collaboration with the Tennessee State Department of Education, the Tennessee Board of Regents, Office of Tennessee Technology Centers, will serve as the state agency responsible for the allocation and evaluation of Perkins fund expenditures appropriated to the Tennessee Technology Centers. Policies and procedures for the allocation, fiscal responsibility, and accountability of Perkins funds will be reviewed and revised as needed on an annual basis.

### LOCAL IMPROVEMENT PLAN: EVALUATION AND ASSESSMENT

The Tennessee Board of Regents shall annually evaluate the performance of each Tennessee Technology Center in meeting the agreed upon state levels of performance. As the designated state agency, the Tennessee Board of Regents shall:

1. Conduct an assessment of the educational needs that the recipient shall address to overcome performance deficiencies;
2. Enter into an improvement plan that includes instructional and other programmatic innovations of demonstrated effectiveness; and,
3. Conduct regular evaluations of the eligible recipient's progress toward reaching State performance levels.

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

## COLLABORATION WITH SECONDARY SCHOOLS AND AGENCIES

STATE

The Tennessee Technology Centers will develop collaborative partnerships at local and statewide levels to maximize resources and strengthen programs in workforce preparation.

## COMMUNICATION

The Tennessee Board of Regents Office of Tennessee Technology Centers will develop strategies to ensure that educational partners and constituents are informed of funded activities and outcomes through Advisory Committees, Newsletters and other Publications, TBR Quarterly meetings, Workforce Investment Act meetings.

## LOCAL MONITORING

The Tennessee Board of Regents will ensure the Centers' compliance with Perkins requirements and performance goals through scheduled monitoring activities throughout the year to include the following:

- Enrollment Reports and Analysis of Disaggregate Data on a quarterly basis
- Annual Completion, Placement and Licensure Reports
- Alumni Surveys conducted on an annual basis (Performance Funding)
- Employer Surveys conducted on an annual basis (Performance Funding)
- TBR Program Evaluation and Reviews
- Enrollment Audits conducted in the Fall Term by Lead Institution Internal Auditors
- MOA Reviews (Desktop and On-Site)
- Title IX and Title VI Compliance Reports and Reviews
- TBR Review of Grant Reimbursement Requests on a Quarterly Basis
- Report Card (of Accountability) compiled on an annual basis
- Financial Aid Program Reviews and Audits



## Local Applications

The Carl D. Perkins Vocational and Technical Education Act of 1998 requires that each eligible recipient (Tennessee Technology Center) of funds under the act submit a local plan to the eligible state agency (Tennessee Board of Regents).

The format of the plan is provided in the Appendix of this manual. The local plan must address all items within **Section 134, Local Plan for Vocational and Technical Education Programs**, of the Perkins Act as follows:

`(a) Local Plan Required.--Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational entities as the eligible agency determines to be appropriate) submit a local plan to the eligible agency. Such local plan shall cover the same period of time as the period of time applicable to the State plan submitted under section 122.

`(b) Contents.--The eligible agency shall determine requirements for local plans, except that each local plan shall--

`(1) describe how the vocational and technical education programs required under section 135(b) will be carried out with funds received under this title;

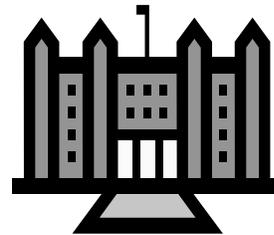
`(2) describe how the vocational and technical education activities will be carried out with respect to meeting State adjusted levels of performance established under section 113;

`(3) describe how the eligible recipient will--

`(A) improve the academic and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects;

`(B) provide students with strong experience in and understanding of all aspects of an industry; and

`(C) ensure that students who participate in such vocational and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students;



SEC. 134., continued:

`(4) describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation

of vocational and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title;

- `(5) provide assurances that the eligible recipient will provide a vocational and technical education program that is of such size, scope, and quality to bring about improvement in the quality of vocational and technical education programs;
- `(6) describe the process that will be used to independently evaluate and continuously improve the performance of the eligible recipient;
- `(7) describe how the eligible recipient--
  - `(A) will review vocational and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations; and
  - `(B) will provide programs that are designed to enable the special populations to meet the State adjusted levels of performance;
- `(8) describe how individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations;
- `(9) describe how funds will be used to promote preparation for nontraditional training and employment; and
- `(10) describe how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided.

## PERKINS FUNDING EXPENDITURE PROPOSAL

Each Technology Center must submit an **Expenditure Proposal** (see Appendix) to ensure that funds are expended in accordance with Section 135 of the Perkins Act. Tennessee Technology Centers must use federal funds to improve vocational-technical education programs. This means that Tennessee Technology Centers must target the limited federal dollars for new or improved activities (limited to three years). Tennessee Technology Centers may not use funds to simply maintain existing activities. Each eligible recipient receiving funds under this Act may use no more than 5% for administrative purposes.

## REQUIREMENTS FOR USES OF FUNDS

As provided in Section 135 of the Perkins Act, funds made available to eligible recipients(TTCs) under this part shall be used to support vocational and technical education programs that--

### **Required uses of funds (abbreviated):**

Local recipients are required to use funds for the following eight mandated activities:

1. To strengthen the academic, vocational, and technical skills of students.
2. To provide students with strong experience in and an understanding of all aspects of an industry.
3. To develop, improve, or expand the use of technology in vocational and technical education.
4. To provide professional development programs for teachers, counselors, and administrators.
5. To develop and implement evaluations of vocational and technical education programs.
6. To initiate, improve, expand, and modernize quality vocational and technical education programs.
7. To provide services and activities that are of sufficient size, scope, and quality to be effective.
8. To link secondary vocational and technical education and postsecondary.

### **Permissible uses of funds:**

Once some federal funds are spent for the above eight mandated activities, the local area is permitted to use the balance of the federal funds for the following permissive activities:

1. Involve parents, businesses and labor organizations in planning, implementing, and evaluating vocational-technical education programs. (Involvement of this committee is mandated in the planning and annual evaluation of performance indicators.)
2. Provide career guidance and academic counseling for students participating in vocational education programs.
3. Provide work-related experience such as internships, cooperative education, school-based enterprises, and job shadowing that is related to vocational education.
4. Provide programs for special populations.
5. Development of business-education partnerships.
6. Assist affiliated vocational student organizations.
7. Provide mentoring and support services.
8. Leasing, purchasing, upgrading or adapting equipment, including instructional aids.
9. Provide initial teacher preparation (not for college credit), including that for teacher candidates from business and industry.
10. Develop and improve new vocational courses.
11. Support family and consumer sciences education.
12. Provide programs for adults and school dropouts to complete secondary education.
13. Provide assistance to students who have participated in vocational education programs in finding an appropriate job and continuing their education.
14. Support nontraditional training and employment.
15. Support other vocational education activities consistent with the Act.

## DEFINITIONS

For development of the Local Plan, the following terminology and definitions will guide the TTC in the development of activities to be funded:

**All aspects of an industry** means all aspects of the industry or industry sector a student is preparing to enter, including planning, management, finances, technical and production skills, the underlying principles of technology, labor and community issues, health and safety issues, and environmental issues related to such industry or industry sector. All aspects also include the array of occupations and careers that comprise an industry, from the most basic to the most advanced.

**Career guidance and counseling** means providing access to information regarding career awareness and planning with respect to an individual's occupation and academic future that shall involve guidance and counseling with respect to career options, financial aid, and further training options.

**Non-traditional training and employment** means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

### **Special Populations refer to:**

- Individuals with a disability (an individual with any disability as defined in section three of the Americans with Disabilities Act);
- Individuals from economically disadvantaged families including foster children;
- Individuals preparing for non-traditional training and employment;
- Single parents, including single pregnant women;
- Displaced homemakers; and
- Individuals with other barriers to educational achievement, including individuals with limited English proficiency.

**Support services** means services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

**Vocational-Technical Education** is defined as organized educational activities that:

- Offer a sequence of study that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for careers in current or emerging employment sectors; and,
- Include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupational-specific skills, of an individual.

## EVALUATION AND IMPROVEMENT PLAN

Each Technology Center must develop an Evaluation and Improvement Plan (see Appendix) for inclusion with their Local Plan Application to measure their actual performance levels for the previous year. Strategies to improve any performance goals not met must be provided in the plan.

## LOCAL APPLICATION REVIEW AND ALLOCATION PROCESS

Each year, the Tennessee Board of Regents (TBR), Office of Tennessee Technology Centers, schedule activities necessary to implement the State Plan as follows:

1. Prior to the distribution of the Proposed Budget Guidelines, each TTC must submit student financial aid data for the previous year to the Tennessee Board of Regents Business Office.
2. The Tennessee Board of Regents Business Office compiles the Pell Grant recipient data and provides the pro-rata distribution to the Tennessee Technology Centers for inclusion in the Proposed Budget Guidelines.
3. In May of each year, the Office of Tennessee Technology Centers sends the Local Applications to the Centers for development. The Application requires the TTC grant recipient to submit actual performance data for the previous year.
4. Each Technology Center must submit their Local Application to TBR by June 15<sup>th</sup> of each year.
5. Appropriate State Agency staff review each plan for compliance with Sections 134 and 135 of the Perkins Act. The Evaluation and Improvement Plan for the institution is reviewed at this time.
6. Should an eligible recipient fail to meet the State-adjusted levels of performance after implementation of an improvement plan, or has failed to meet the state-adjusted levels of performance for two or more consecutive years, the Tennessee Board of Regents may, after notice and opportunity for a hearing, withhold from the eligible recipient all, or a portion of the eligible recipient's allotment.
7. The TBR Office of Tennessee Technology Centers will prepare a letter of notification to the respective Technology Center to apprise the institution of sanctions or corrective action to be taken.

## Special Populations

The Tennessee Technology Centers uses multiple strategies, including its accountability data and local planning process, to assure equal access and full participation of special populations in programs offered by the Centers.

### POLICIES AND PROCEDURES FOR EQUAL ACCESS

The Tennessee Board of Regents is the governing board for all 27 Tennessee Technology Centers. In accordance with TBR Policy and Guidelines, each institution must demonstrate its commitment to providing equal access and non-discrimination in all vocational programs and services for special population students. Minimum requirements for institutions include the following:

1. Each institution and school shall designate at least one employee of the institution or school who will coordinate the efforts of the institution or school to comply with the Acts and the Regulations. The designated employee or employees should have sufficient time and ability to evaluate the compliance efforts of the institution or school, coordinate such efforts, and investigate complaints by employees or students arising under the Acts and the Regulations. The names of the designated employee or employees of each institution and school must be submitted to the governing board each year.
2. Each institution and school must develop and disseminate grievance procedures which will ensure prompt and equitable resolution of student and employee complaints arising under the Acts or the Regulations.
3. Each institution and school shall develop and disseminate a policy statement reaffirming the fact that it does not discriminate on the basis of sex in the educational programs or activities which it operates and that it is required by Title IX of the Educational Amendments of 1972, Sections 799A and 845 of the Public Health Service Act, and 45 C.F.R. Parts 83 and 86 not to discriminate in employment in or admission to education programs or activities. The policy statement shall include the name and address of the employee or employees designated pursuant to Item 1, to whom inquiries concerning the application of the above Acts or the Regulations adopted pursuant thereto may be directed and (b) each institution and school shall adopt specific and continuing measures whereby applicants for admission and employment, students, employees, and sources of referral of applicants for admission and employment will be notified of the policy adopted pursuant to section (a) of this item. The policy statement adopted pursuant to section (a) of this item shall be published in the following publications: (1) local newspapers; (2) newspapers and magazines operated by the institution

or school or by student or alumni groups; and (3) memoranda or written communications to every student and employee of the institution or school.

4. In addition, each institution and school shall include the policy statement in each announcement, bulletin, catalog, and application form which it makes available to any person herein described, or which is used in connection with the recruitment of students or employees.
5. Each institution and school must submit to the governing board a written self-evaluation of its current policies and practices and the effects thereof concerning admission and treatment of students, and employment of academic and non-academic personnel working in connection with the institution's or school's education programs and activities. Each institution and school shall modify any policies and practices which do not meet the requirements of Title IX, the Public Health Service Act, or the Regulations issued pursuant thereto, shall take appropriate remedial steps to eliminate the effects of any discrimination which resulted from such policies and practices, and shall recommend to the Chancellor amendment of any state legislation which inhibits compliance with Title IX, the Public Health Service Act, and the Regulations issued pursuant thereto.

## COLLECTION OF DISAGGREGATE DATA

Historically, Special Population students account for at least 50% of the cumulative enrollment on an annual basis in each Tennessee Technology Center. Due to current limitations with the S.I.S., this significant activity with special population students has been underreported.

Each TTC Grant Recipient is required to report enrollment and placement data for special populations. TBR is currently working to improve reporting procedures through the development of a Student Information Management System with expanded elements and custom reporting.

# Fiscal Responsibility

With the implementation of the Carl D. Perkins Vocational Education and Applied Technology Act of 1998, the following procedures should be utilized at the local level. This is to provide for adequate accounting by institutions in the utilization of these funds.

## ACCOUNTING PROCEDURES

A separate fund account is to be used for the federal fund revenues received as a result of the Carl D. Perkins Act. This account is to be used only for funds utilized by the institution. An accounting trail must be maintained for expenditures for each fiscal year's funds.

The Carl D. Perkins funds are federal dollars. When budgeting, receipting and expending these funds, they never lose their identity. These federal funds are granted under the requirements of EDGAR (Education Department General Administrative Regulations) and the statutes and regulations of the Carl D. Perkins Act.

The institution is responsible for the operation and disbursement of funds. The expenses for the institution wide activities are to be incurred and paid for by the fiscal agent of that institution. Institution -wide activities should be handled by the administrator.

## PAYMENT PROCESS

To assure that funds provided to the institutions are limited to immediate needs, all federal funds must be requested on a quarterly basis. Each institution will submit a reimbursement invoice to the TBR Business office for actual expenditures for the previous quarter. The final reimbursement claim can be processed when all the documentation for the program is submitted.

Funds are transferred by wire transaction from the state Department of Education to the TBR central office and then in turn to each institution.

## EQUIPMENT AND EQUIPMENT INVENTORY

Approval of equipment purchased, inventory of such equipment and its disposition will be subject to the State of Tennessee's Purchasing Policies and Procedures. All equipment requested during the fiscal year must be purchased (or complete a purchase order) by June 30.

## ACCOUNTABILITY

Each institution must collect data on each of the core indicators (see Appendix) and demonstrate continual progress toward the improvement of performance of its constituents. Each grant recipient will be monitored to ensure data reported to TBR is accurate and complete.

## FUNDING LIMITATIONS

As grant recipients, each Local Plan must comply with the following requirements:

- Salary increases in state funded programs may not be subsidized with Carl D. Perkins funds.
- Carl D. Perkins funds cannot be used as the local share against state funded programs, and other federal funded projects/activities.
- State appropriations shall be maintained at consistent levels to ensure that Perkins funds are used for program improvement. Local and state funded programs/activities cannot be supplanted (replaced) with Carl Perkins funds.

## **Accountability**

The Tennessee Board of Regents, Office of Technology Centers, is responsible for the collection, assessment and evaluation of data to demonstrate compliance with the Perkins Act. Each TTC's expenditure of Perkins funds toward meeting the required core indicators of performance will be reviewed. If the eligible recipient is not making substantial progress, the state agency will make an assessment of the needs and enter into an improvement plan to assist the eligible local recipient in overcoming deficiencies.

The Tennessee Board of Regents shall annually evaluate the performance of each Tennessee Technology Center in meeting the agreed upon state levels of performance. As the designated state agency, the Tennessee Board of Regents shall:

4. Conduct an assessment of the educational needs that the recipient shall address to overcome performance deficiencies;
5. Enter into an improvement plan that includes instructional and other programmatic innovations of demonstrated effectiveness; and,
6. Conduct regular evaluations of the eligible recipient's progress toward reaching State performance levels.

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

### DATA VERIFICATION

Each TTC grant recipient will be monitored to ensure that the data reported to the State is complete, accurate and reliable. The accurate reporting of student data will be verified by annual Enrollment Audits. These audits will be conducted by the Internal Auditor of the Lead Institution for the respective Tennessee Technology Center.

### MEASUREMENT OF CORE INDICATORS

Local Plan Applications require each TTC to measure their performance for each Core Indicator against established benchmarks. Current performance goals are provided below:

Core Indicator	Measurement Definition	Source Documents	Performance Goals 07/01/05 – 06/30/06
<b>1P1</b>  <b>Academic Attainment</b>	<b>Numerator:</b> Number of students who met all progress proficiency levels within a preparatory program during the reporting year <b>Denominator:</b> Number of all students enrolled in preparatory programs during the report year	<ul style="list-style-type: none"> <li>• Student Progress Reports</li> <li>• Transcripts</li> </ul>	80%
<b>1P2</b>  <b>Licensure Attainment</b>	<b>Numerator:</b> Number of students who passed the licensure exam in occupations that <u>require</u> licensure for employment within the report year <b>Denominator:</b> Number of students who took the licensure exam during the report year	<ul style="list-style-type: none"> <li>• Certifying/Licensing Agency Reports</li> <li>• Student Credential</li> </ul>	93%
<b>2P1</b>  <b>Completion</b>	<b>Numerator:</b> Number of students who receive a certificate or diploma within the report year <b>Denominator:</b> Number of students who enrolled during the reporting year minus the number of students who continued into the next reporting year (Calculated Enrollment)	<ul style="list-style-type: none"> <li>• COE Completion, Placement &amp; Licensure Report</li> </ul>	66%
<b>3P1</b>  <b>Placement</b>	<b>Numerator:</b> Number of completers during the reporting year who are available for placement <b>Denominator:</b> Number of completers who were placed in gainful employment	<ul style="list-style-type: none"> <li>• COE Completion, Placement &amp; Licensure Report</li> </ul>	90%
<b>3P2</b>  <b>Retention</b>	<b>Numerator:</b> Number of completers employed 180 days to 12 months following initial employment <b>Denominator:</b> Number of completers who were employed after completion of the program	<ul style="list-style-type: none"> <li>• Alumni Surveys</li> <li>• Employer Surveys</li> </ul>	85%
<b>4P1</b>  <b>Participation Non-traditional Training</b>	<b>Numerator:</b> number of students in under-represented gender groups who participated in non-traditional programs during the year <b>Denominator:</b> Total number of students who were enrolled in programs during the year	<ul style="list-style-type: none"> <li>• Enrollment Reports</li> <li>• SIS Data</li> </ul>	15%
<b>4P2</b>  <b>Completion Non-traditional Training</b>	<b>Numerator:</b> number of students in under-represented gender groups who completed a non-traditional program during the report year <b>Denominator:</b> Total number of non-traditional students who were enrolled in during the report year	<ul style="list-style-type: none"> <li>• Enrollment Reports</li> <li>• SIS Data</li> </ul>	66%

## Tech Prep

The Tennessee Technology Centers support the intent of the Perkins Act to link secondary vocational and technical education and postsecondary vocational and technical education, including the implementation of tech-prep programs. During the 2005 year, the Tennessee Board of Regents initiated statewide articulation agreements between the Tennessee Technology Centers and the State Department of Education Secondary Schools to ensure a consistent, comprehensive approach to a seamless educational collaboration. The strategic plan for the Tennessee Technology Centers focuses on articulation goals for the next three years.

### DEFINITION

A post-secondary tech prep student is an individual that, through a specific articulation agreement with a high school, has received benefit from a post-secondary institution. For the Tennessee Technology Centers, benefit is realized by the student receiving clock hour credit for the attainment of specific skills in a high school or course.

### COLLECTION OF DATA

The Tennessee Technology Centers have established reporting guidelines to enable the reporting of Tech Prep students in the Student Information System. These guidelines will be reviewed and revised as needed to ensure complete and accurate data is obtained from the grant recipients.

## Effective Practices

To continuously improve and strengthen the programs and services provided by the Tennessee Technology Centers, the Office of Tennessee Technology Centers will seek and solicit examples of programs, services or activities occurring in the Centers which clearly exemplify effective practices in vocational-technical education.

These “Best Practices” will be disseminated to the TTCs through the TTC Highlights, a quarterly publication, during New Employee Orientations and other professional development activities.

# APPENDIX

**TENNESSEE TECHNOLOGY CENTER**  
**at \_\_\_\_\_**

**Local Plan Application**  
**for**  
**Carl D. Perkins Vocational and Technical Education**  
**Act of 1998 (P.L. 105-332)**  
**2005-06 Addendum**

STATE USE ONLY:	DATE:
Received from TTC:	
Reviewed by TBR:	
Returned for Revision:	
Resubmitted by TTC:	
Approved by TBR:	

(a) Time Frame of Local Plan	July 1, 2005 through June 30, 2006
(b) Contents of Plan:	
<p>1) Describe how the vocational and technical programs and activities will be carried out with funds received under the Perkins Act.</p>	<p>The institution will conduct programs and activities designed to meet the core indicators of performance under the Act.</p> <p style="text-align: center;">(see <i>Attachment A</i>)</p>
<p>2) Describe how these proposed programs and activities will be carried out with respect to meeting State-adjusted levels of performance.</p>	<p>The institution will collect and maintain data as necessary to measure performance levels for the reporting year for each core indicator.</p> <p style="text-align: center;">(see <i>Attachment B</i>)</p>
<p>3) Describe how the eligible recipient will—</p> <p style="padding-left: 20px;">(a) improve the academic and technical skills of students through the integration of academics in the vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, vocational and technical subjects.</p>	
<p style="padding-left: 20px;">(b) provide students with strong experience in and understanding of all aspects of an industry.</p>	
<p style="padding-left: 20px;">(c) ensure that students who participate in such vocational and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students.</p>	

<p>4) Describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title.</p>	
<p>5) Provide assurances that the eligible recipient will provide a vocational and technical program that is of such size, scope, and quality to bring about improvement in the quality of the programs.</p>	
<p>6) Describe the process that will be used to evaluate and improve the performance of the recipient.</p>	<p>The institution will compare actual performance levels for the previous year with established performance levels and develop targeted activities to improve performance for the upcoming reporting period.</p> <p style="text-align: center;"><i>(see Attachment C)</i></p>
<p>7) Describe how the eligible recipient --  (a) will review programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations, and  (b) will provide programs designed to enable the special populations to meet State levels of performance.</p>	

<p>8) Describe how individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations.</p>	
<p>9) Describe how funds will be used to promote preparation for nontraditional training and employment.</p>	

10) Describe how comprehensive professional development for vocational and technical personnel (faculty, administrative and support staff) will be provided.



**Tennessee Technology Centers**  
**POSTSECONDARY MEASUREMENT DEFINITIONS AND PERFORMANCE LEVELS**

Core Indicator	Measurement Definition	Source Documents	Performance Goals 07/01/05 – 06/30/06
1P1 Academic Attainment	<b>Numerator:</b> Number of students who met all progress proficiency levels within a preparatory program during the reporting year <b>Denominator:</b> Number of all students enrolled in preparatory programs during the report year	<ul style="list-style-type: none"> <li>• Student Progress Reports</li> <li>• Transcripts</li> </ul>	80%
1P2 Licensure Attainment	<b>Numerator:</b> Number of students who passed the licensure exam in occupations that <u>require</u> licensure for employment within the report year <b>Denominator:</b> Number of students who took the licensure exam during the report year	<ul style="list-style-type: none"> <li>• Certifying/Licensing Agency Reports</li> <li>• Student Credential</li> </ul>	93%
2P1 Completion	<b>Numerator:</b> Number of students who receive a certificate or diploma within the report year <b>Denominator:</b> Number of students who enrolled during the reporting year minus the number of students who continued into the next reporting year (Calculated Enrollment)	<ul style="list-style-type: none"> <li>• COE Completion, Placement &amp; Licensure Report</li> </ul>	66%
3P1 Placement	<b>Numerator:</b> Number of completers during the reporting year who are available for placement <b>Denominator:</b> Number of completers who were placed in gainful employment	<ul style="list-style-type: none"> <li>• COE Completion, Placement &amp; Licensure Report</li> </ul>	90%
3P2 Retention	<b>Numerator:</b> Number of completers employed 180 days to 12 months following initial employment <b>Denominator:</b> Number of completers who were employed after completion of the program	<ul style="list-style-type: none"> <li>• Alumni Surveys</li> <li>• Employer Surveys</li> </ul>	85%
4P1 Participation Non-traditional Training	<b>Numerator:</b> number of students in under-represented gender groups who participated in non-traditional programs during the year <b>Denominator:</b> Total number of students who were enrolled in programs during the year	<ul style="list-style-type: none"> <li>• Enrollment Reports</li> <li>• SIS Data</li> </ul>	15%
4P2 Completion Non-traditional Training	<b>Numerator:</b> number of students in under-represented gender groups who completed a non-traditional program during the report year <b>Denominator:</b> Total number of non-traditional students who were enrolled in during the report year	<ul style="list-style-type: none"> <li>• Enrollment Reports</li> <li>• SIS Data</li> </ul>	66%

**Tennessee Technology Center at Covington  
EVALUATIONS AND IMPROVEMENT PLAN  
PERKINS FUND PROGRAMS AND ACTIVITIES  
For 2005-06 Local Plan Addendum**

<b>CORE INDICATOR Of PERFORMANCE</b>	<b>2004-05 Required Performance Level</b>	<b>2004-05 Actual Performance Level</b>	<b>Strategies or Activities planned to improve performance levels during the next year</b>
1P1 Academic Attainment			
1P2 Licensure Attainment			
2P1 Completion	66%		
3P1 Placement	90%		
3P2 Retention	85%		
4P1 Participation Non-traditional Training	15%		
4P2 Completion Non-traditional Training	66%		