

**Narrative Report  
for the  
Consolidated Annual Performance  
Accountability and Financial  
Status Report – (CAR)  
2005 – 2006**

**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 career and technical education. By statute, the TSBE has the authority to accept federal funding for the Carl D. Perkins Vocational and Applied Technology 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 Career and 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 Act of 1998. This includes the funding between secondary and post-secondary education. The Commissioner of Education appoints the professional and support staff in the Tennessee Department of Education (TNDOE) 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 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 technology center programs and Tech Prep.

The Tennessee Council on Career and Technical Education Council (TCTEC) serves as an autonomous advisory board to review and make recommendations on Career and Technical Education to the Tennessee Legislature, State Boards of Regents and Education. The thirteen-member council is comprised of six members representing career and technical areas in post-secondary (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 Career and Technical Education is managed by an Assistant Commissioner of Education appointed by the Commissioner of Education. There are seven secondary career and technical program areas led by the Assistant Commissioner, central office support staff and nine career and technical consultants who operate from nine field service centers (FSCs). All seven programs have a Career and Technical Student Organization (CTSO) 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), Project Lead the Way, and Virtual Enterprise programs.

The post-secondary career and technical programs at the Tennessee Board of Regents are administered by two offices: the Office for the Tennessee Technology Centers and the Academic Affairs Office for the community colleges. The Technology Centers provide diplomas and certificate level post-secondary programs. The community colleges provide associate level Career and Technical Education. During the past year the Tennessee Technology Centers continued to work 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, Diesel Powered Technology, Computer Aided Drafting, Electrical, and Plumbing. 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 Tennessee Board of Regents developed a new policy that allows diploma graduates of the Tennessee Technology Centers to articulate clock hour coursework to the Associate of Applied Sciences General Technology degree at any public community college.

The Tech Prep program serves to provide transition services to both secondary and post-secondary students in pathways leading to a post-secondary award. While the state determines academic requirements for each secondary student to complete secondary education; the post-secondary 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 post-secondary 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 receive post-secondary credit.

Tennessee career clusters are currently 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 post-secondary and high wage/high skill careers. Tennessee is moving to align our programs of study with the sixteen career clusters.

All students, including career and technical students, are required to take three units in mathematics. All are considered rigorous mathematics. Four English and three science units are required for graduation. Technical pathway students (concentrators) are required to take three units in a sequential course of study in a career and technical program, plus a fourth course in the sequence or a related career and technical course. Programs align curriculum standards in meetings held with post-secondary educator and business partners to revise programs of study that will articulate from secondary to post-secondary institutions. At the community colleges, courses are aligned around sixteen career clusters. 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 Career and Technical Education. Career and Technical Education has twenty-nine courses that substitute for core academic courses. A course offered as a substitute for a core academic course must be taught by a highly qualified teacher endorsed in the core subject area.

## **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 career and technical programs are assessed each year using the Local Career and Technical 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 was implemented for the 2005-06 school year.

A “quality program” has been defined for systems expending Perkins funds on a given career and 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. Career and technical 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 allow them to graduate with a certificate.

The career 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 disaggregated data. Institutions are required to review programs annually for completion, placement and licensure performance. Submission of the program outcomes are submitted for review by the Council on Occupational Education (COE), the accrediting commission for the Tennessee Technology Centers. The result of this evaluation is also sent to the Tennessee Board of Regents Office of Tennessee Technology Centers. Programs not meeting state standards are placed on monitor status for continued review. Surveys are conducted with alumni and their respective employers on an annual basis. Enrollment Audits are conducted by the lead institution Internal Auditors on an annual basis. On-site and desktop Method of Administration (MOA) compliance reviews are conducted each year. The TBR Central Office reviews the grant reimbursement requests on a quarterly basis. All financial aid programs are reviewed and audited by state and federal program monitors. The Tennessee Board of Regents prepares and disseminates report cards for all institutions on an annual basis.

Activities are designed to assess the post-secondary technical programs. The use of funds under the Perkins Act promotes 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.

## **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 and learning.

Building on this statewide technology initiative for K-12 education, a requirement in the Local Plan Application Addendum stipulates that LEAs provide every Career and 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 career and technical 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, virtual enterprise, and computer applications 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 forty-five (45) statewide articulation agreements.

All local systems completed the Perkins Application online. A secured system is utilized to transmit the applications electronically. Professional development technical training was provided state-wide to instruct career and technical 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 ensure instruction is relevant to 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 teach competencies for high-skill and high-demand occupations.

The community colleges participate in the updating of secondary career and technical education programs based upon funds received through Tech Prep. In partnership with local schools and school systems community colleges have trained secondary faculty, provided new or updated equipment, and have provided articulation or dual enrollment opportunities. Examples of this have been the development of CISCO academies in the upper Delta region of the state. In other regions program startups or improvements included technical areas such as fiber optics, process control technology, and web design.

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

The annual state 2005-2006 vocational conference was held which addressed each career and technical program area specifically. The theme of the conference, Adolescent Literacy, the Road to Success, was carried throughout each program area. Sessions included:

Preparing Students for a Changing World by Dr. Willard Daggett  
Incorporating Career Developmental Changes to Develop a Strong Agriculture Program  
Integrating Life Knowledge into Your Classroom  
Creating an Engaging Classroom  
Encouraging Reading in the Business Technology Classroom  
Rubric Development for Performance Based Assessment  
Creating a Student Portfolio  
Early Learning Developmental Standards  
Strategies for Integrating Academics into the Vocational/Technical Classroom  
Integration of Language Arts, Math, and Science in the Health Science Classroom

## Teaching Financial Literacy for Teens Motivating Students to Higher Academic Achievement

Also included was a “Successful Practices Showcase” with concurrent sessions which included:  
An Integrated Freshmen Academy at Adamsville High School  
Olympic Games 101 by Campbell County High School  
The CAT Project by Centennial High School  
Welcome to the Land of Milk and Honey: Virtual Enterprise International by Blackman High School  
Trade and Industry, “Tales of Intrigue”, by Anderson County Career and Technical Center  
CCSI: Building Student Competency in Math, Language Arts, and Health Science, by Humboldt High School  
Reading and Creating: A Perfect Match by White County High School  
ORBIT Academy + Math/English Integration = Testing Success by Oak Ridge High School  
The House That Scott Built by Johnson County High School  
Tiny Technology with a Huge Future: Nanotechnology by Giles County High School  
Virtual Reality: Success with Online Learning by Hamilton County  
Alright! We Can W.R.I.T.E. Right by Rutledge High School

All sessions were designed to assist teachers in implementing academic integrations within their lesson plans and daily teaching strategies. Sessions also included technical training and industry certification training for teachers in pre and post conference sessions. Included in the annual conferences was a Tennessee Academy for School Leaders (TASL) training, a required activity for Tennessee school administrators. Participants were provided a notebook entitled “Writing the Tennessee Comprehensive System-wide Planning Process”. The training focused on including Career and Technical Education as an integral part of system-wide planning which is now a requirement for Tennessee school systems. The TASL activities included data gathering, interpretation, and developing action plans, goals and strategies. Additionally, a High Schools That Work strand was held.

The Career and Technical Education Division partnered with the Division of Teaching and Learning to present six Gateway training sessions. Successful passing of Gateway tests in Algebra I, Biology, and English II is a requirement for graduation in Tennessee. The Gateway training is an annual event provided for all Tennessee teachers. A CTE component was developed as a result of collaboration between academic Gateway trainers and CTE teachers. Additionally, 100 academic and CTE integrated lesson plans were developed and are available for all teachers on the CTE Professional Development website.

Three professional development training programs for new occupational licensed teachers were provided in the past year. Technical Engineering/Contextual Academics, Health Science, and Marketing also held program specific symposiums which included a strand for new teacher training in those areas. The Division of Career and Technical Education instituted a licensing clearing house for all career and technical teachers to assist in gathering information regarding post secondary course offerings across the state as well as provide assistance in gaining and maintaining their teaching licenses. A database was developed to be used to keep the CTE Division abreast of CTE teacher licensing status in Tennessee as well as providing a mechanism to alert CTE teachers of license renewal requirements. 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 Career and Technical Education has identified the certifications and holds regular training sessions for 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.

State career and technical consultants have the opportunity to travel outside the state to attend conferences and workshops to keep them informed of changes in their individual fields and to disseminate information and

skills learned to LEAs. State consultants have the opportunity to attend and participate in regional training sessions which are in demand. Local CTE directors utilize the state consultants through regional CTE director study councils which assist in communication to the local systems. 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.

As a service to school counselors, the Division of CTE offers all Tennessee teachers 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 career and technical 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 career interest survey assessment and current information on careers; help all students relate the importance of academic planning to career success; and support the parent-child communication process as it relates to education. 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 career-technical education course in which a student is enrolled. Counselors were provided sessions to assist student placement for enhancement of realizing career goals.

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. All Tennessee students are invited to attend "Career Construction Days" presented by the Tennessee construction industry.

State leadership also provides professional development needed to ensure that educators know how to use upgraded technology, equipment, and software. Teachers and administrators also receive professional development training through statewide conferences and regional meetings.

The Career and Technical Division hosted the first personal and annual 2005-06 School Counselor Institute which focused on the three counseling domains. Emphasis was placed on utilizing Career and Technical services and information to assist counselors in their enormous tasks of counseling students for academic achievement, career development, and personal achievement.

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

All career and technical students are presently required to take three units of mathematics, including Algebra I or equivalent. This is the minimum requirement for graduation; however, most career and technical students are completing the dual pathway, which includes math requirements of Algebra I, Geometry and Algebra II. Four English units are required for graduation and are the same courses for all high school students. Three laboratory science courses are required for graduation, which include one physical and life science course. All students who entered high school in 2005-06 were 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 of Career and Technical Education partnered with the Division of Teaching and Learning to develop a career and technical component to the Gateway Training Institutes. Academic teachers traditionally receive training in the summer from the Division of Teaching and Learning on teaching Gateway standards in Algebra I, English II, and Biology; successful completion of an end of course test in each subject is a requirement for graduation in Tennessee. The career and technical component illustrated ways to integrate with career and technical classes to assist in teaching each Gateway standard. For the first time, career and technical teachers attended the summer Gateway training. Schools were encouraged to send teams of teachers consisting of academic, career and technical and special education teachers. Through the evaluations, the training was deemed successful and plans are to continue the partnership.

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

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

Through the Workforce Investment Act Incentive Grant from the Department of Labor, 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 Career and 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, career and technical, and special education teachers. The purpose of the institutes was for teachers to collaborate and incorporate common academic, career and technical, and Gateway skills. Each team developed lesson plans based on the identified skills from the three areas. The lesson plans will be posted on the department website as a resource for all teachers in Tennessee. Eight recipient schools were chosen to continue the model development process. Each of eight recipients were chosen because they showed data which supported the premise that career and technical courses assist in raising students' academic performance. Further, each of the eight schools chose a sister site to partner with and field test the models which were developed. The data from the original and sister sites will be compared to determine if student participation in the models, in fact, do raise academic performance.

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

academic and technical skill competencies to the occupational area or career cluster. In addition, the curriculum is reviewed by curriculum specialists and approved by the governing board.

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

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

Each program area provided non-traditional training and information at the annual state career and technical conference. The Division of Career and Technical Education offers four different 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. Each program consultant has made inclusion of non-traditional information an important part of their professional development for career and technical teachers. Additionally, non-traditional presentations were made at the School Counselor Institute. FCCLA recognize chapters at the state convention that have five or more males to join the FCCLA chapter each school year.

#### **6). Supporting partnerships to enable students to achieve State academic standards, and career 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 Career and 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 career and technical students through before-and-after school programs.

The Department of Education has devised the Tennessee Comprehensive System-wide Planning Process [TCSPP]. The Divisions of Special Education, Federal Programs, and Career and Technical Education partnered to write the TCSPP. Each local system was required to develop a system-wide plan for implementation. The process was required to include career and technical education, special education, and federal programs. The TCSPP was used to integrate the annual Perkins addendum, the special education annual improvement plan, and the NCLB annual improvement plan. The plan was the first project the Department has initiated to require systems to use all departments to plan together for continuous improvement.

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. The AYES consultant, in collaboration with Tennessee Board of Regents, has developed an online student program. Automotive programs have NATEF curriculum standards online that prepare students for articulation to post-secondary

education. A construction consultant works with all teachers in the construction program to assist them with the National Center for Construction Research (NCCR) certification.

An incentive grant was received through the Department of Labor for the purpose of raising academic skills of career and technical teachers, continued professional development in integration techniques and strategies to teams of academic and career and technical 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. During the school year new correctional institution instructors were provided with quality professional development

Over 60% of all students completing high school that enter the public community colleges must take at least one remedial or developmental course. Last year, Tech Prep made available funds for the colleges to pilot projects, in participation with local schools, to determine if remedial courses could be successfully taught at the high school level. Nine of thirteen colleges participated to train local secondary instructors and to provide remedial curriculum to the schools. The pilot projects met with mixed results, but those projects that saw active involvement by the secondary school leadership, college leadership and parents had the best results.

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

Tennessee supports 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 Career and Technical 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 continues to be served through professional development, technical assistance with curriculum, and program evaluation, provided upon request to teachers.

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

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

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

A Resource Guide was developed in partnership with the divisions of Teaching and Learning, Special Education, and Career and Technical Education to assist special education teachers, counselors, and I.E.P. Teams to develop a relevant and appropriate individual education plan for all students.

Even though Perkins III was not intended as a special population legislation, LEAs continued programs and services for special population's students. Technical assistance was 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 career and technical 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 career and technical planners together for joint program improvement planning.

Tech Prep brought together representatives from the Division of Special Education, Tennessee Department of Education and the Tennessee Association of Higher Education and Disabilities (TN AHEAD) at the Tennessee School for the Deaf to discuss how the state could better transition special population students from secondary to post-secondary education. The meeting resulted in a plan to develop workshops statewide for administrators, special education personnel, guidance counselors and faculty. The curriculum was to be developed and taught by the TN AHEAD personnel. TN AHEAD is the professional organization for post-secondary ADA and Section 504 campus coordinators. The Department of Education would invite relevant personnel to attend and Tech Prep would provide financial and technical support for the workshops.

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

1). Technical assistance was given to all career and technical 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 and accountability 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 career and technical 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 career and technical 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. A professional development conference was conducted for six-hundred school counselors.

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. Career and Technical Field Service Center (FSC) consultants provide technical assistance to assigned school systems on an ongoing basis.

2). **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 career and technical 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 career and technical 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 career and technical education programs at the local level, there has been improved coordination between secondary schools, community colleges, 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 post-secondary program. Schools are beginning to offer more dual credit opportunities for students. Community colleges have through competitive grants provided equipment and teacher training for secondary career and technical education programs. In certain cases, by passing a competency-based assessment, college credit is issued to those who enroll in the college.

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 career and technical students to attend the post-secondary institutions

of their choice. Forty-five 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). Career and Technical 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 career and technical programs, schools and career and technical courses. This interaction has given credibility to student learning. Required training of teacher coordinators and supervisors was provided by the Division of Career and Technical Education prior to teachers sending students to the workplace.

5). CTSOs are a vital component of Tennessee's career and technical education programs. Eight nationally affiliated and approved program-specific career and technical organizations are active in Tennessee career and technical education program areas. Each program area has a state advisor and CTSO consultant to assist in technical assistance of CTSO activities. In Tennessee, 77,284 students, including many with special population status, participate annually in CTSO activities. Leadership, group dynamics, content skills, and community activities are the focus of CTSOs training to help provide strong youth leadership in the state. State and local CTSOs 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 career and technical student leadership development. It is used throughout the year by state career and technical program consultants and staff for professional development of career and technical teachers and administrators. Combined fall leadership conferences are provided annually with approximately 6,000 students participating.

Career and Technical Student Organizations have grown well over 40% since Perkins III. A joint CTSO Leadership Conference was held within the three grand divisions of the state. 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 career and technical student organization leaders in the summer camp program. A youth and government leadership conference was held in the winter.

CTSOs 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 career and technical program, plus a fourth course in the sequence or a course in a related career and technical area. This instruction covers adequate content to insure that the career and technical 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 career and technical delivery system. Periodically, partners are asked to counsel the career and technical staff on current practices in the workplace. Each career and technical 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 career and 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 post-secondary experiences.
- 12). Incentive grants on a Request for Proposal (RFP) basis were awarded to LEAs to:
- Integrate academic core courses and career and technical curriculum through staff development and curriculum alignment;
  - Accomplish secondary and post-secondary articulation;
  - Provide technology training for career and technical teachers – basic and intermediate;
  - Provide professional development for middle and high school guidance counselors on careers in career and technical 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 CTSOs 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 career and 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 by Dr. Willard Daggett addressing the need for student’s to graduate from high schools and importance of post secondary training. Virtual enterprise initiatives were presented throughout the state as well as credit recovery initiatives. On-line courses have been developed in some areas of the state to assist in credit recovery and graduation rate. Fast Track was also presented which is a way for students to graduate with post secondary credit was presented.

Related to 1S2. Each program area had presentations the State CTE Conference on industry certification in where appropriate. Additionally, post secondary instructors were invited to attend the conference, and many

did. Issues of articulation and curriculum alignment were addressed. Best practices in building concentrators and pathways to post secondary education were also presented. .

### **Core Indicator 2**

Related to 2S1. A reading initiative in CTE was developed and initial work was begun on implementing a reading skills resource manual that the Division of Teaching and Learning constructed to be modified and used by CTE teachers. Presentations were made by systems that have shown academic improvement with specific projects such as: Write Right; Reading and Creating; ORBIT, integrating Math and English into business courses; Integration of Math, Science, and language arts in Health Science.

### **Core Indicator 3**

Related to 3S1. Presentations were made in new curriculum areas in T&I, Health Science, Business Information Technology, Marketing, and Technical Engineering, highlighting courses and sequences of courses that lead to a credential, certificate, or degree. Challenge grants were provided to post secondary institutions to develop articulation agreements and devise transition programs from secondary to post secondary institutions. Statewide articulation agreements were instituted in T&I programs. At the state conference, several presentations focused on secondary preparation of students for successful academic and skill performance at the post secondary level.

### **Core Indicator 4**

A partnership was formed with EdAmerica in the use of the KUDER program in all Tennessee high schools. A career counselor was hired to present the importance of student portfolio development. Further, a project is continuing to be developed to assist counselors in utilizing all career information that the Division of Career and Technical Education provides free of charge to all schools systems in Tennessee which are: KUDER, Tennessee Career Information Delivery System (TCIDS), The Source (developed by DOL), and American Careers Magazine. Non-traditional careers and employment play an important role in the development and use of all four career information systems. Additionally, the Division of Career and Technical Education hosted the first annual Counselor Institute where the delivery of career information was highlighted with non-traditional careers being heavily emphasized.

## **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 TNDOE. 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 post-secondary 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. No Title I funds are provided to community colleges. The flow chart represents the flow of post-secondary funds for Tennessee Technology Centers. See Attachment (C)

Local Application: Secondary -See Attachment (D); Post-secondary – 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 (+5.75), 1S2 (+0.57), 2SI (+5.75), 3SI (+2.25), 4SI (+3.40), and 4S2 (+4.83). Tennessee has made great strides in improving the data each year. Local career and technical 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 *eTIGER* and the Perkins Report Card serves as Component V of each system's NCLB Report Card data and State's Report Card.

The Tennessee Technology Centers (TTC) achieved above performance level in six Core Area Indicators: Core Indicator Attainment for Academic Skills, Attainment of Career and Technical 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 Improvement Strategies

(Actual Level of Performance (ALP 2004-05)), [Final Agreed Upon Performance Level (FAUPL)];  
{Actual Level of Performance (ALP 2005-06)}

Secondary (2005-2006 ALP) [Negotiated by State Department of Education]; {ALP}

1S1 - Academic Attainment: (2004-05 ALP 87.42) [FAUPL-85.76] {ALP-91.51}

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

1S2 – Career and Technical Attainment: (2004-05 ALP-96.63) [FAUPL-95.86] {ALP-96.43}

2S1 – Completion: (2004-05 ALP 87.42) [FAUPL-85.76] {ALP-91.51}

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

2S2 – Diploma: (2004-05 ALP-87.42) [FAUPL-85.76] {ALP-91.51}

3S1 – Placement: (2004-05 ALP-91.56) [FAUPL-89.89] {ALP-92.14}

4S1 – Nontraditional Participation: (2004-05 ALP-23.53) [FAUPL-21.48] {ALP-24.88}

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

4S2 – Nontraditional Completion: (2004-05 ALP-26.33) [FAUPL-24.02] {ALP-28.85}

Tech Prep (post-secondary)

1P1 - Academic Attainment: (46.94) [70.16] {71.15}

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) [46.94] [94.96] {97.39}

Number of students who score at least 70% on locally developed competency exams or attaining an industry credential within the report-year.

2P1 – Completion: (46.94) [70.16] {71.15}

A post-secondary 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.

3P1 – Placement: (N/P) [88.50] {86.47}

The post-secondary student who has completed a program of study and through a state-developed survey has declared entrance into upper-level post-secondary education,

apprenticeship programs, employment or the military upon graduation from the technology center.

3P2 – Retention: (N/P) [92.29] {91.16}

Number of 2004-05 completers employed 180 days to 12 months following initial employment.

4P1 – Nontraditional Participation: (7.14) [12.86] {11.05}

Number of students in under-represented gender groups who participated in non-traditional programs during the year.

4P2 – Nontraditional Completion: (18.18) [8.30] {11.44}

A post-secondary 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.

Tech Prep (adult – community colleges) – () [no benchmarks negotiated] {2005-2006}

1A1 -Academic Attainment: (47.87) [N/P] {13.41}

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 does not track this information separate from completion.

1A2 –Career and Technical Attainment: (47.87) [N/P] {13.41}

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 does not track this information separate from completion.

2A1 – Completion: (47.87) [N/P] {13.41}

A cohort reporting process was instituted during this reporting term to follow sophomores (concentrators) identified in the Fall of 2004 through June 2006 to identify the completers.

3A1 – Placement: (N/P) [N/P] {100}

This is the first year to collect this data through UI data. The data reflects those college graduates of the FY 2004-2005 graduating cohort who are employed during the fourth quarter of 2005.

3A2 – Retention: (N/P) [N/P] { }

This data reflects information on relevant matches through Tennessee UI databank. The cohort is based upon those individuals who graduated during the 2004 – 2005 school year, who were placed in employment by the fourth quarter of 2005 and continue employment during the second quarter of 2006.

4A1 – Nontraditional Participation: (11.45) [N/P] {11.11}

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

4A2 – Nontraditional Completion: (39.47) [N/P] {44.44}

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 LEAs in disaggregating students academic performance for improvement, 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 eTIGER = 367,952. Teachers and administrators were requested to attest to the data accuracy. All data were attested and 207,608 non-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. Tennessee has moved to a paperless web-based reporting system and 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 Tennessee Department of Education and the post-secondary institutions to meet the needs of special populations. The FY 2006 – 2007 consortium grant proposal included for the first time a portion relating specifically to special populations. In cooperation with the TNDOE and the Tennessee Association of Higher Education and Disabilities training programs were developed for each consortium on how to assist special education students to better transition between secondary and post-secondary.

### **C. Definitions**

**Vocational Participant:** A student enrolled in a state approved career and technical course.

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

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

**Tech Prep Student:**

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

**Post-secondary tech-prep:** A student is defined as:

Technology Centers: A post-secondary tech-prep student who, through a specific articulation agreement with a high school, has received benefit from a post-secondary 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 post-secondary tech-prep student who, through a specific articulation agreement with a high school, has received benefit from a post-secondary 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.

Career and Technical 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

Career and Technical Concentrator Students – Career and technical concentrators are students who are entering the second half of their program.

Career and Technical 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 career and technical concentrators graduating from high school. **Denominator:** Total number of 12<sup>th</sup> grade secondary career and technical 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 and 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:** Career and Technical Education Course Completion coupled with Performance Benchmarks is used as the measurement approach for career and technical skill attainment in this core indicator. Occupational skill attainment of career and technical concentrators is measured by using course competencies established for each career and technical course. Competency profiles correlated to each career and 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 career and technical 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 post-secondary 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 Career and Technical Education developed a sample survey instrument and guidelines for implementing a follow-up system for career and technical concentrators to be implemented and reported to the state by LEAs. Designed to determine if a student went into post-secondary 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 career and technical program in the reporting year.

**Denominator:** Number of students who participated in a non-traditional secondary career and technical 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 Career and Technical Education targets career and technical 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 Career and 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 career and technical program in the reporting year.

**Denominator:** Number of concentrators who enrolled in a non-traditional secondary career and technical 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 Career and Technical Education targets career and technical 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 career and technical education programs, using data collection guidelines developed by the Division of Career and 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 were enrolled during the reporting period minus the number of students continuing into the next reporting period, referred to as *calculated enrollment*.

**Measurement Approaches – Post Secondary**

- **Core Indicator 1P2**

**Measurement Definition: Numerator:** Number of students who pass licensure or certification exams, or attain other industry-recognized credentials within the report-year. **Denominator:** Number of students who took licensure or certification exams or attained other industry-recognized credentialing exams.

- **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 post-secondary 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 post-secondary student who has completed a program of study and through a state-developed survey has declared entrance into upper-level post-secondary 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 post-secondary Tech Prep student who has completed a program of study and, through a state-developed survey, has declared retention in upper-level post-secondary 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 post-secondary 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 post-secondary 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 career and 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 Post-secondary**

### **Secondary**

#### **1S1 – Academic Attainment:**

The Tech Prep data used for academic attainment are 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 career and technical attainment are 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 career and technical course.

#### **2S1 – Completion:**

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

#### **3S1 – Placement:**

This information is gathered by survey from the LEAs.

#### **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 Exams and has graduated by end of the school year.

### **Post-secondary – Technology Centers**

#### **1P1 – Academic Attainment:**

[The same as 2P1]

**1P2 – Vocational Attainment:**

A student who completed a program of study in a technology center and who passed a licensure or certification exam or attained another industry-recognized credential within the reporting year.

**2P1 – Completion:**

A student enrolled in a technology center during the reporting period who completed all requirements in a program of study necessary to receive [diploma](#) or [certificate](#). In order to be considered a completer, the award must actually be conferred.

**3P1 – Placement:**

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

**3P2 – Retention:**

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

**4P1 – Nontraditional Participation:**

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

**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:**

This is the first year to collect this data through UI data. The data reflects those college graduates who were identified by the college as Tech Prep students, who are part of the FY 2004-2005 graduating cohort and who are employed during the fourth quarter of 2005.

### **3A2 – Retention:**

This data reflects information on relevant matches through Tennessee UI databank. The cohort is based upon those individuals identified as Tech Prep students who graduated during the 2004-2005 school year, who were placed in employment by the fourth quarter of 2005 and continue employment during the second quarter of 2006.

### **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.

## **E. Improvement Strategies**

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

The following were implemented successfully:

- Continued improvement was made on the reliability of data collected from LEAs.
- All courses with the exception of agriculture and family and consumer sciences (03) revised standards and competency profiles were implemented in 2005-06.
- Technical assistance workshops were held in the regions for teachers and administrators on accurate data gathering and reporting.
- Systems were provided an online report card of the results for five (5) 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 course correlations to Gateway Standards.
- Professional development was provided for new local career and technical directors in the state focusing on the requirements of Perkins and the need for improved and accurate data collection.
- Staff attended OVAE Accountability meetings and the Career Cluster Institute.
- The TSBE continues to approve all “special courses” and LEAs were encouraged to follow TNDOE approved course standards.

- Nontraditional careers were specifically indicated on TCIDS, Tennessee's web site for career information.
- Emphasis was and continues to be placed on adolescent literacy of students. This effort had 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.
- CATI Incentive Grants were awarded to LEAs to develop and implement models for Career and Technical academic integration.
- The Division partnered with the Division of Teaching and Learning to provide Gateway Institutes.
- A Counselor's Institute was held for the first time in many years to focus on career decision making.
- The Division supports a career placement specialist to assist Local Education Agencies (LEAs) to strengthen career options for students using EdAmerica, KUDER, Career Planning System and other career decision-making programs.
- The Division began a 20/20 Vision process to address where CTE should be in Tennessee by the year 2020.
- Post-secondary challenge grants were provided to community colleges and technology centers for model transition programs.
- Incentive grants were provided to LEAs to focus attention to academic and career and technical integration using technology.
- Five curriculum areas – Marketing, Business Technology, Trade and Industry, Health Science and Technology Engineering were revised with new standards implemented during 2005-06 to align with state accountability standards.
- The Office of Academic Affairs, Tennessee Board of Regents, continues to work with the Tennessee Department of Labor to access to Unemployment Insurance information as related to the TBR students and graduates.

#### B. Improvement Strategies for Next Program Year

- Continue to improve the quality of data collection and online reporting and merge with the state's Educational Information System (EIS).
- Provide technical assistance and professional development opportunities to local education agencies for regard to non-traditional participation and completion, especially those that do not meet 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 through the State Data Management PMOC process.
- 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 add edits at different stages of the data collection to make the data more reliable.
- Continue to work closely with post-secondary 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.
- Develop a Memorandum of Understanding (MOU) with Post-secondary for Perkins IV. This MOU will outline the responsibilities and increase communication between secondary and post-secondary. In addition, the MOU will address articulation, dual credit, data collection, and remediation.
- Continue to focus on state-wide articulation opportunities.
- Develop a formal appeals process with post-secondary for student disputes regarding dual enrollment and articulated courses.
- Implement the Transitions Initiative Curriculum to assist in creating successful transitions to post-secondary for special needs students.
- Develop a non-traditional student and local system recognition program to increase awareness, participation, and emphasis on non-traditional careers.
- Provide focused professional development for school improvement and high school redesign using nationally recognized models (Daggett Model School and High Schools that Work).
- Organize a Perkins IV Planning Committee comprised of members from the state department, business and industry, secondary and post-secondary education to assist in the development of a state plan for Perkins IV.
- Develop a Perkins PMOC to seek input from the entire department and keep all partners apprised of available information pertaining to Perkins IV state plan development.
- Form a Technical Skill Assessment PMOC to make recommendations pertaining to the development and implementation of technical skill assessments for Perkins IV.
- Disseminate the “Special Needs Student in CTE Resource Guide “to assist in the development of Individual Education Plans and modification of competencies for special needs students.
- The TBR has taken a more aggressive approach for measurement attainment of the performance indicators. Indicators will be reviewed closely during the upcoming year and will be assessed in regard to historical data. Likewise, the TTCs will continue to encourage articulation with sister institutions and provide secondary students with clear career pathways.

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

Tennessee received a targeted monitoring visit on December 1 and 2, 2005 and has addressed subsequent recommendations. The following actions were taken relative to findings:

1. A new maintenance of effort (MOE) calculation has been implemented and revised CARs have been submitted based on the new methodology.
2. Tennessee submitted a spreadsheet to OVAE that documented that it was in compliance with state administrator hold harmless requirements.

3. Tennessee is exploring the reserve option in Perkins IV planning.
4. Secondary Tech Prep disaggregate data was submitted in the CAR, December 2005.
5. Post-secondary Tech Prep data will be submitted as part of Tennessee's Action Plan on the 2005-06 CAR.
6. Post-secondary disaggregate data will be submitted as part of Tennessee's Action Plan on the 2005-06 CAR.

## **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 Career and 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, career and technical, and special education teachers. The purpose of the institutes was for teachers to collaborate and identify common academic, career and technical, and Gateway skills. Each team developed lesson plans based on the identified skills from the three areas. The lesson plans will be posted on the department website as a resource for all teachers in Tennessee. There were 400 teachers trained.

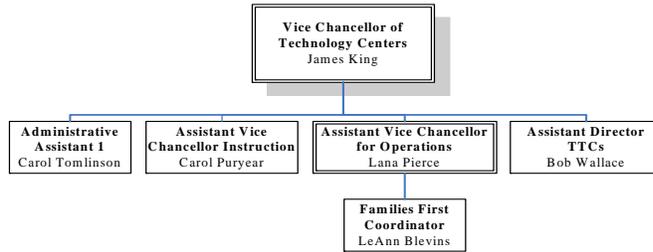
### **Tech Prep**

Tech Prep received approximately \$20,000 as part of the incentive program. It was decided that to assist in the development of program of studies that the community colleges, initially, would develop a web site to assist both students and the general public to better be aware of workforce programs available at each campus. The website developed is framed upon the national sixteen career clusters and will assist individuals searching for specific Tennessee community college programs to be able to follow the programs of studies under the secondary career guidance process, through utilization of TCIDS program, or through the utilization of the EdAmerica College and Career Planning System to find relevant related programs in the specific cluster area.

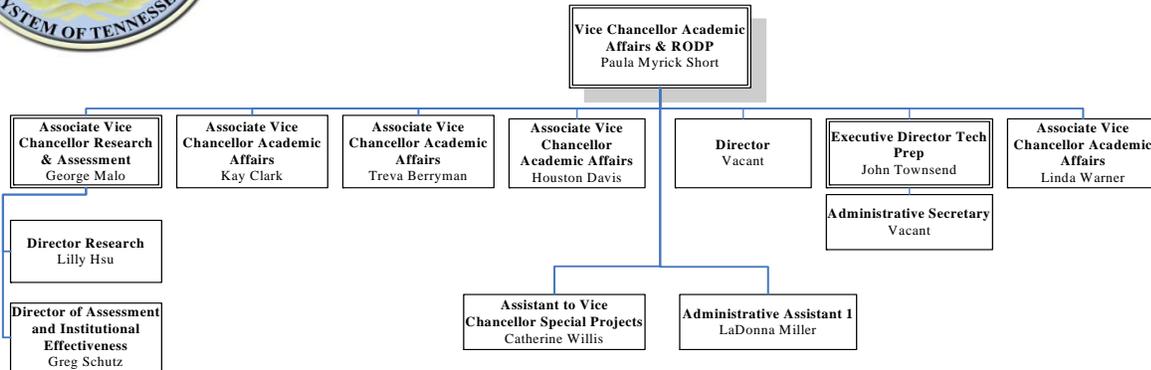
This program was developed last year and is under process to align and develop the college programs of study database. The target release date is June 2007. After the initial release it is hoped to expand the database to include the Tennessee Technology Centers and Universities.



Tennessee Board of Regents Organization Chart  
*Tennessee Technology Centers*  
 October 2006

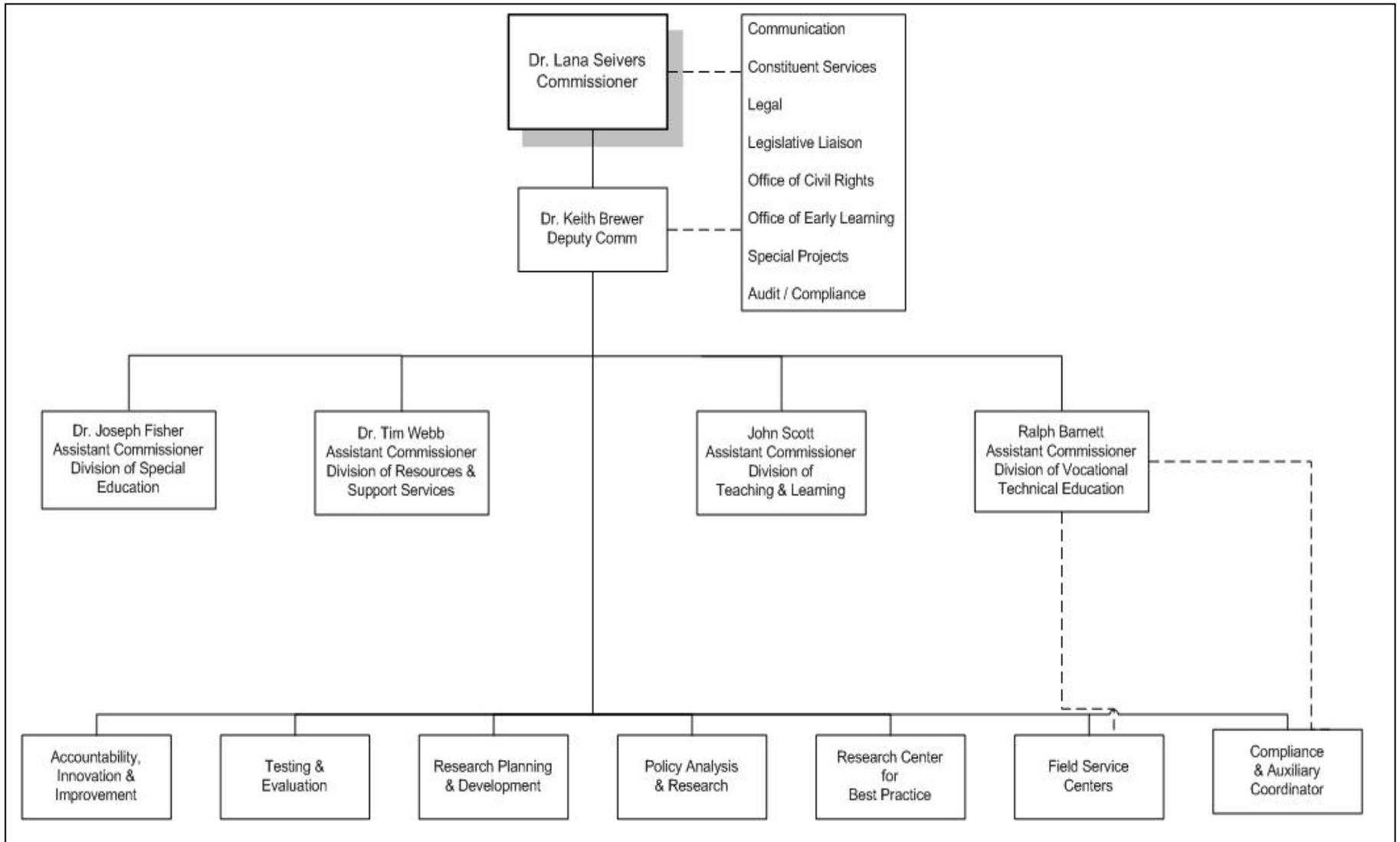


Tennessee Board of Regents Organization Chart  
*Office of Academic Affairs*  
 October 2006

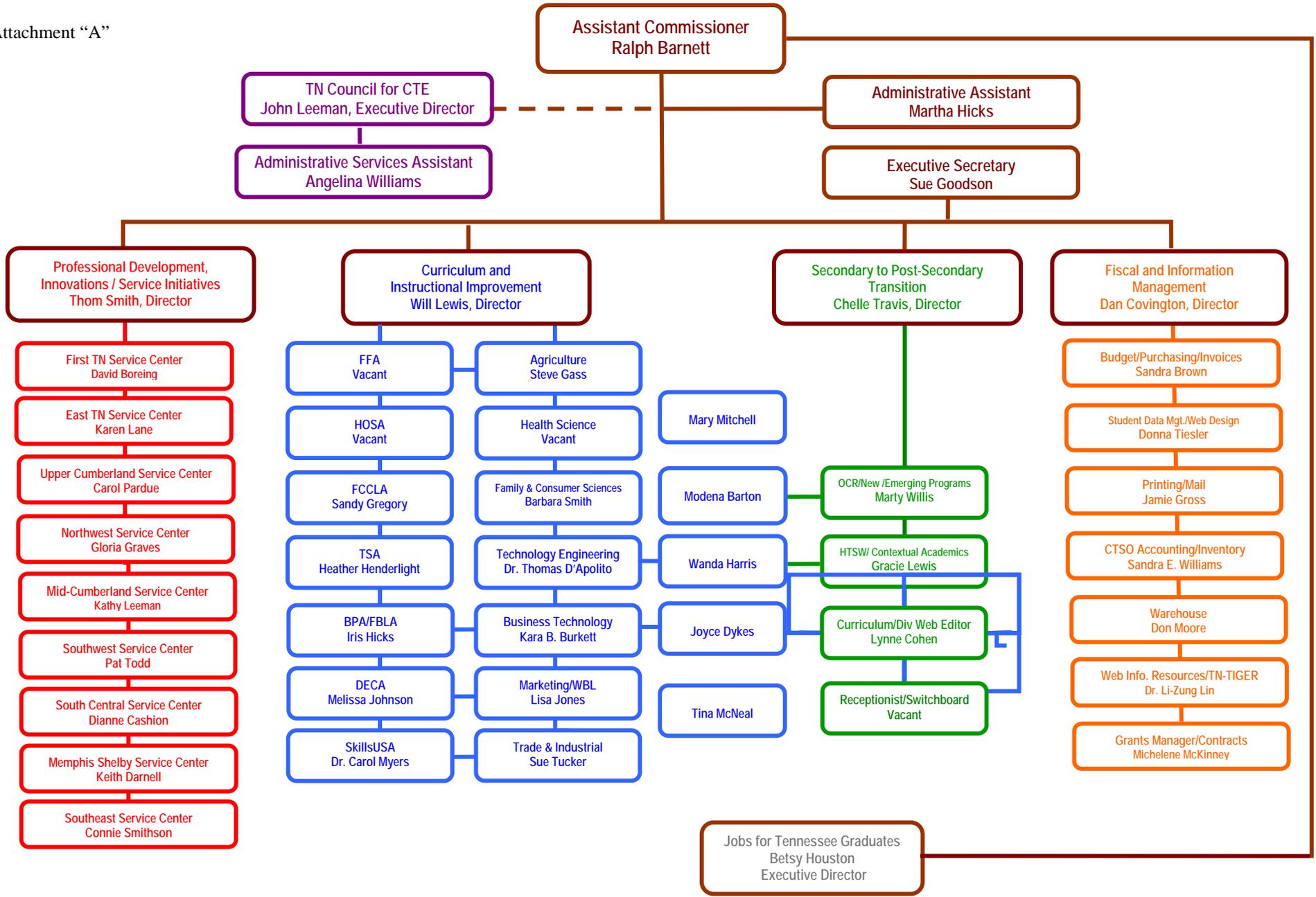


Attachment "A"

DEPARTMENT OF EDUCATION ORGANIZATIONAL CHART

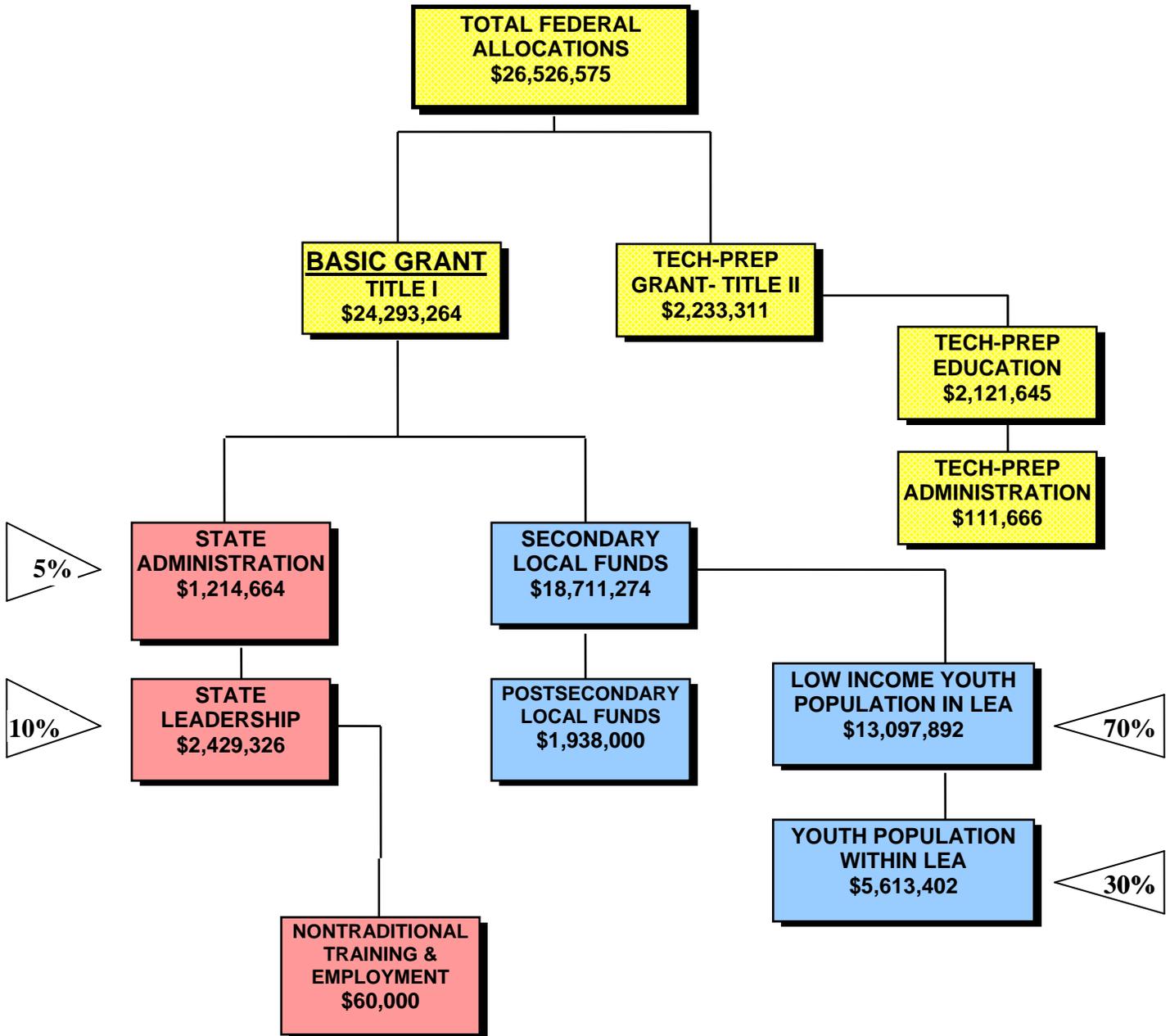


Attachment "A"



**CARL D. PERKINS  
 VOCATIONAL AND APPLIED  
 TECHNOLOGY EDUCATION ACT  
 OF 1998  
 FOR TENNESSEE  
 FY 2005-2006  
 (Basic Grant times 85% minus TNBOR)**

**REVISED  
 10/23/06**



PROGRAM IMPROVEMENT ALLOCATIONS WITH REAPPROPRIATION													GRAND TOTAL		
2005-2006													Grand Total	Grand	LAST YEAR
2005-2006 FY	5-17, TITLE I	2000 CENSUS	(Basic Grant times 85% minus TNBOR) 70%	(Basic Grant times 85% minus TNBOR) 30%	(Basic Grant times 85% minus TNBOR)	TOTAL FOR	(Basic Grant times 85% minus TNBOR) 70%	(Basic Grant times 85% minus TNBOR) 30%	(Basic Grant times 85% minus TNBOR)	TOTAL FOR	Grand Total	Grand	LAST YEAR		
SECONDARY SYSTEM TOTAL MONIES	2000 CENSUS UPDATE 5-17	2002 CENSUS UPDATE 5-17 POPULATION	2000 CENSUS 5-17 POVERTY	2000 CENSUS 5-17 POPULATION	2005-2006 LEA SHARE OF BASIC GRANT	COMBINE SYSTEMS 2005-2006	2000 CENSUS 5-17 POVERTY	2000 CENSUS 5-17 POPULATION	2005-2006 LEA SHARE OF BASIC GRANT	COMBINE SYSTEMS 2005-2006	for LEAS \$6,000,000 & \$18,705,068	Total for Combine Systems 2005-2006	LEA 2004-2005 ALLOCATION \$18,814,658		
\$18,705,068 plus \$6,000,000 reappropriation			\$13,093,548	\$5,611,520	\$18,705,068		\$4,200,000	\$1,800,000	\$6,000,000		\$18,705,068	\$191,378	\$18,814,658		
ANDERSON CO	1,103	7,077	\$88,978.46	\$39,299.65	\$128,278	\$144,899	\$28,541.50	\$12,606.10	\$41,148	\$46,479	\$169,426	\$191,378	\$147,794		
CLINTON CITY	152	785	\$12,261.76	\$4,359.22	\$16,621		\$3,933.19	\$1,398.30	\$5,331		\$21,952				
OAK RIDGE CITY	599	4,103	\$48,321.03	\$22,784.58	\$71,106		\$15,499.87	\$7,308.58	\$22,808		\$93,914		\$72,548		
BEDFORD CO	1,159	7,182	\$93,495.95	\$39,882.73	\$133,379		\$29,990.57	\$12,793.13	\$42,784		\$176,162		\$135,108		
BENTON CO	560	2,617	\$45,174.92	\$14,532.60	\$59,708		\$14,490.70	\$4,661.60	\$19,152		\$78,860		\$65,894		
BLED SOE CO	439	2,133	\$35,413.91	\$11,844.87	\$47,259		\$11,359.67	\$3,799.46	\$15,159		\$62,418		\$50,728		
BLOUNT CO	1,596	12,740	\$128,748.53	\$70,747.15	\$199,496		\$41,298.49	\$22,693.47	\$63,992		\$263,488		\$196,487		
ALCOA CITY	176	1,217	\$14,197.83	\$6,758.19	\$20,956		\$4,554.22	\$2,167.81	\$6,722		\$27,678		\$20,431		
MARYVILLE CITY	504	4,287	\$40,657.43	\$23,806.36	\$64,464		\$13,041.63	\$7,636.33	\$20,678		\$85,142		\$63,462		
BRADLEY CO	1,173	9,209	\$94,625.33	\$51,138.97	\$145,764		\$30,352.84	\$16,403.78	\$46,757		\$192,521		\$145,476		
CLEVELAND CITY	1,106	5,737	\$89,220.47	\$31,858.43	\$121,079		\$28,619.13	\$10,219.19	\$38,838		\$159,917		\$119,813		
CAMPBELL CO	1,770	6,483	\$142,785.02	\$36,001.08	\$178,786		\$45,800.96	\$11,548.02	\$57,349		\$236,135		\$182,806		
CANNON CO	376	2,378	\$30,331.73	\$13,205.39	\$43,537		\$9,729.47	\$4,235.88	\$13,965		\$57,502		\$47,240		
CARROLL CO	0	0	\$0.00	\$0.00	\$0	CONSORTIUM	\$0.00	\$0.00	\$0	CONSORTIUM	\$0	CONSORTIUM	\$0		
HOLLOW ROCK SSD	113	730	\$9,115.65	\$4,053.80	\$13,169	WITH S. CARROLL	\$2,924.02	\$1,300.33	\$4,224	WITH S. CARROLL	\$17,394	WITH S. CARROLL	\$13,337		
HUNTINGDON SSD	241	1,310	\$19,441.35	\$7,274.63	\$26,716		\$6,236.18	\$2,333.47	\$8,570		\$35,286		\$27,006		
MCKENZIE SSD	183	1,078	\$14,762.52	\$5,986.30	\$20,749		\$4,735.35	\$1,920.22	\$6,656		\$27,404		\$20,922		
SO CARROLL CO SSD	60	447	\$4,840.17	\$2,482.26	\$7,322	CONSORTIUM	\$1,552.57	\$796.23	\$2,349	CONSORTIUM	\$9,671	CONSORTIUM	\$7,393		
WEST CARROLL CO SSD	280	1,273	\$22,587.46	\$7,069.16	\$29,657		\$7,245.35	\$2,267.57	\$9,513		\$39,170		\$29,919		
CARTER CO	1,228	6,644	\$99,062.15	\$36,895.14	\$135,957		\$31,776.03	\$11,834.80	\$43,611		\$179,568		\$147,781		
ELIZABETHTON CITY	442	2,023	\$35,655.92	\$11,234.02	\$46,890		\$11,437.30	\$3,603.52	\$15,041		\$61,931		\$49,654		
CHEATHAM CO	713	7,196	\$57,517.36	\$39,960.48	\$97,478		\$18,449.77	\$12,818.07	\$31,268		\$128,746		\$100,167		
CHESTER CO	446	2,670	\$35,978.60	\$14,826.91	\$50,806		\$11,540.81	\$4,756.01	\$16,297		\$67,102		\$52,907		
CLAIBORNE CO	1,224	5,231	\$98,739.47	\$29,048.53	\$127,788		\$31,672.53	\$9,317.86	\$40,990		\$168,778		\$135,636		
CLAY CO	318	1,228	\$25,652.90	\$6,819.27	\$32,472		\$8,228.65	\$2,187.41	\$10,416		\$42,888		\$34,193		
COCKE CO	1,264	4,721	\$101,966.25	\$26,216.43	\$128,183	\$152,088	\$32,707.58	\$8,409.41	\$41,117	\$48,785	\$169,300	\$200,873	\$153,269		
NEWPORT CITY	237	862	\$19,118.67	\$4,786.82	\$23,905		\$6,132.67	\$1,535.46	\$7,668		\$31,574				

COFFEE CO	509	4,593	\$41,060.78	\$25,505.62	\$66,566	\$91,621	\$13,171.01	\$8,181.41	\$21,352	\$29,389	\$87,919	\$121,010	\$91,676
MANCHESTER CITY	235	1,098	\$18,957.33	\$6,097.36	\$25,055		\$6,080.92	\$1,955.84	\$8,037		\$33,091		
TULLAHOMA CITY	711	3,154	\$57,356.02	\$17,514.64	\$74,871		\$18,398.01	\$5,618.15	\$24,016		\$98,887		\$74,847
CROCKETT CO	381	2,126	\$30,735.08	\$11,806.00	\$42,541	\$53,407	\$9,858.85	\$3,786.99	\$13,646	\$17,131	\$56,187	\$70,539	\$55,012
ALAMO	50	225	\$4,033.48	\$1,249.46	\$5,283		\$1,293.81	\$400.79	\$1,695		\$6,978		
BELLS	54	221	\$4,356.15	\$1,227.25	\$5,583		\$1,397.32	\$393.66	\$1,791		\$7,374		
CUMBERLAND CO	1,586	7,535	\$127,941.83	\$41,842.99	\$169,785		\$41,039.73	\$13,421.92	\$54,462		\$224,246		\$168,501
DAVIDSON CO	14,657	87,091	\$1,182,372.90	\$483,629.49	\$1,666,002		\$379,268.20	\$155,133.19	\$534,401		\$2,200,404		\$1,689,632
DECATUR CO	344	1,746	\$27,750.31	\$9,695.80	\$37,446		\$8,901.43	\$3,110.11	\$12,012		\$49,458		\$40,131
DEKALB CO	551	2,947	\$44,448.90	\$16,365.14	\$60,814		\$14,257.81	\$5,249.42	\$19,507		\$80,321		\$66,732
DICKSON CO	1,180	8,454	\$95,190.01	\$46,946.34	\$142,136		\$30,533.97	\$15,058.92	\$45,593		\$187,729		\$144,786
DYER CO	450	3,605	\$36,301.28	\$20,019.11	\$56,320		\$11,644.31	\$6,421.50	\$18,066		\$74,386		\$57,769
DYERSBURG CITY	827	3,148	\$66,713.68	\$17,481.32	\$84,195		\$21,399.66	\$5,607.46	\$27,007		\$111,202		\$86,318
FAYETTE CO	801	5,708	\$64,616.27	\$31,697.39	\$96,314		\$20,726.88	\$10,167.53	\$30,894		\$127,208		\$102,509
FENTRESS CO	686	2,171	\$55,339.28	\$12,055.89	\$67,395		\$17,751.11	\$3,867.15	\$21,618		\$89,013		\$68,787
FRANKLIN CO	964	6,491	\$77,765.40	\$36,045.50	\$113,811		\$24,944.70	\$11,562.27	\$36,507		\$150,318		\$120,910
GIBSON COUNTY	0	0	\$0.00	\$0.00	\$0		\$0.00	\$0.00	\$0		\$0		\$0
BRADFORD SSD	130	637	\$10,487.04	\$3,537.36	\$14,024	CONSORTIUM	\$3,363.91	\$1,134.67	\$4,499	CONSORTIUM	\$18,523	CONSORTIUM	\$13,996
GIBSON CO SSD	364	2,653	\$29,363.70	\$14,732.51	\$44,096		\$9,418.95	\$4,725.73	\$14,145		\$58,241		\$43,962
HUMBOLDT CITY	371	1,587	\$29,928.39	\$8,812.85	\$38,741		\$9,600.09	\$2,826.89	\$12,427		\$51,168		\$38,344
MILAN SSD	306	1,767	\$24,684.87	\$9,812.42	\$34,497		\$7,918.13	\$3,147.52	\$11,066		\$45,563		\$34,297
TRENTON SSD	226	1,479	\$18,231.31	\$8,213.11	\$26,444	CONSORTIUM	\$5,848.03	\$2,634.51	\$8,483	CONSORTIUM	\$34,927	CONSORTIUM	\$26,372
GILES CO	796	5,059	\$64,212.92	\$28,093.39	\$92,306		\$20,597.49	\$9,011.48	\$29,609		\$121,915		\$94,949
GRAINGER CO	704	3,472	\$56,791.33	\$19,280.54	\$76,072		\$18,216.88	\$6,184.59	\$24,401		\$100,473		\$80,920
GREENE CO	1,226	7,804	\$98,900.81	\$43,336.79	\$142,238		\$31,724.28	\$13,901.09	\$45,625		\$187,863		\$147,876
GREENEVILLE CITY	529	2,367	\$42,674.17	\$13,144.31	\$55,818		\$13,688.54	\$4,216.28	\$17,905		\$73,723		\$58,753
GRUNDY CO	704	2,532	\$56,791.33	\$14,060.58	\$70,852		\$18,216.88	\$4,510.19	\$22,727		\$93,579		\$76,159
HAMBLÉN CO	1,595	9,538	\$128,667.86	\$52,965.96	\$181,634		\$41,272.62	\$16,989.82	\$58,262		\$239,896		\$192,186
HAMILTON CO	7,927	50,960	\$639,467.15	\$282,988.59	\$922,456		\$205,121.03	\$90,773.88	\$295,895		\$1,218,351		\$907,679
HANCOCK CO	374	1,095	\$30,170.39	\$6,080.70	\$36,251		\$9,677.72	\$1,950.50	\$11,628		\$47,879		\$38,943
HARDEMAN CO	969	4,781	\$78,168.75	\$26,549.62	\$104,718		\$25,074.09	\$8,516.29	\$33,590		\$138,309		\$111,781
HARDIN CO	1,001	4,245	\$80,750.17	\$23,573.13	\$104,323		\$25,902.13	\$7,561.52	\$33,464		\$137,787		\$108,328
HAWKINS CO	1,560	8,632	\$125,844.42	\$47,934.80	\$173,779	\$181,703	\$40,366.95	\$15,375.98	\$55,743	\$58,285	\$229,522	\$239,988	\$187,615
ROGERSVILLE CITY	72	381	\$5,808.20	\$2,115.75	\$7,924		\$1,863.09	\$678.67	\$2,542		\$10,466		
HAYWOOD CO	776	3,743	\$62,599.53	\$20,785.45	\$83,385		\$20,079.97	\$6,667.32	\$26,747		\$110,132		\$86,507
HENDERSON CO	608	3,586	\$49,047.06	\$19,913.60	\$68,961	\$86,890	\$15,732.76	\$6,387.66	\$22,120	\$27,872	\$91,081	\$114,762	\$83,099
LEXINGTON	159	919	\$12,826.45	\$5,103.35	\$17,930		\$4,114.32	\$1,636.99	\$5,751		\$23,681		
HENRY CO	684	3,617	\$55,177.94	\$20,085.75	\$75,264	\$104,300	\$17,699.35	\$6,442.88	\$24,142	\$33,456	\$99,406	\$137,757	\$106,708
PARIS CITY	275	1,234	\$22,184.11	\$6,852.59	\$29,037		\$7,115.97	\$2,198.10	\$9,314		\$38,351		
HICKMAN CO	753	4,162	\$60,744.14	\$23,112.22	\$83,856		\$19,484.82	\$7,413.67	\$26,898		\$110,755		\$82,513
HOUSTON CO	230	1,418	\$18,553.99	\$7,874.37	\$26,428		\$5,951.54	\$2,525.85	\$8,477		\$34,906		\$32,631
HUMPHREYS CO	490	3,075	\$39,528.06	\$17,075.94	\$56,604		\$12,679.36	\$5,477.43	\$18,157		\$74,761		\$57,207

JACKSON CO	393	1,784	\$31,703.11	\$9,906.82	\$41,610		\$10,169.37	\$3,177.80	\$13,347		\$54,957		\$40,202
JEFFERSON CO	1,357	7,688	\$109,468.51	\$42,692.63	\$152,161		\$35,114.07	\$13,694.46	\$48,809		\$200,970		\$152,253
JOHNSON CO	608	2,511	\$49,047.06	\$13,943.96	\$62,991		\$15,732.76	\$4,472.79	\$20,206		\$83,197		\$67,745
KNOX CO	8,650	62,126	\$697,791.20	\$344,995.07	\$1,042,786		\$223,829.56	\$110,663.61	\$334,493		\$1,377,279		\$986,028
LAKE CO	248	959	\$20,006.04	\$5,325.47	\$25,332		\$6,417.31	\$1,708.24	\$8,126		\$33,457		\$27,691
LAUDERDALE CO	957	4,607	\$77,200.71	\$25,583.37	\$102,784		\$24,763.57	\$8,206.34	\$32,970		\$135,754		\$104,542
LAWRENCE CO	1,310	7,568	\$105,677.05	\$42,026.25	\$147,703		\$33,897.89	\$13,480.70	\$47,379		\$195,082		\$153,590
LEWIS CO	437	2,082	\$35,252.57	\$11,561.66	\$46,814		\$11,307.92	\$3,708.62	\$15,017		\$61,831		\$45,382
LINCOLN CO	575	4,542	\$46,384.96	\$25,222.41	\$71,607	\$95,752	\$14,878.84	\$8,090.56	\$22,969	\$30,714	\$94,577	\$126,467	\$100,063
FAYETTEVILLE CITY	241	847	\$19,441.35	\$4,703.52	\$24,145		\$6,236.18	\$1,508.74	\$7,745		\$31,890		
LOUDON CO	636	5,232	\$51,305.80	\$29,054.09	\$80,360		\$16,457.29	\$9,319.64	\$25,777		\$106,137		\$78,929
LENOIR CITY	269	1,267	\$21,700.10	\$7,035.84	\$28,736		\$6,960.71	\$2,256.88	\$9,218		\$37,954		\$28,187
MCMINN CO	938	6,334	\$75,667.99	\$35,173.66	\$110,842	\$169,493	\$24,271.92	\$11,282.61	\$35,555	\$54,368	\$146,396	\$223,861	\$171,144
ATHENS CITY	455	1,862	\$36,704.62	\$10,339.97	\$47,045		\$11,773.69	\$3,316.74	\$15,090		\$62,135		
ETOWAH CITY	114	434	\$9,196.32	\$2,410.07	\$11,606		\$2,949.89	\$773.07	\$3,723		\$15,329		
MCNAIRY CO	883	4,213	\$71,231.17	\$23,395.43	\$94,627		\$22,848.73	\$7,504.52	\$30,353		\$124,980		\$92,310
MACON CO	782	3,810	\$63,083.55	\$21,157.51	\$84,241		\$20,235.23	\$6,786.67	\$27,022		\$111,263		\$81,280
MADISON CO	2,795	16,925	\$225,471.26	\$93,987.08	\$319,458		\$72,324.12	\$30,148.11	\$102,472		\$421,931		\$314,814
JACKSON CITY	0	0	\$0.00	\$0.00	\$0		\$0.00	\$0.00	\$0		\$0		\$0
MARION CO	796	4,516	\$64,212.92	\$25,078.03	\$89,291	\$92,736	\$20,597.49	\$8,044.25	\$28,642	\$29,747	\$117,933	\$122,482	\$98,422
RICHARD CITY	31	170	\$2,500.75	\$944.04	\$3,445		\$802.16	\$302.82	\$1,105		\$4,550		
MARSHALL CO	602	4,925	\$48,563.04	\$27,349.27	\$75,912		\$15,577.50	\$8,772.79	\$24,350		\$100,263		\$77,980
MAURY CO	1,688	13,372	\$136,170.12	\$74,256.74	\$210,427		\$43,679.11	\$23,819.24	\$67,498		\$277,925		\$216,292
MEIGS CO	437	1,980	\$35,252.57	\$10,995.24	\$46,248		\$11,307.92	\$3,526.93	\$14,835		\$61,083		\$48,603
MONROE CO	1,269	6,501	\$102,369.60	\$36,101.04	\$138,471	\$161,894	\$32,836.96	\$11,580.08	\$44,417	\$51,930	\$182,888	\$213,824	\$156,048
SWEETWATER	241	717	\$19,441.35	\$3,981.61	\$23,423		\$6,236.18	\$1,277.18	\$7,513		\$30,936		
MONTGOMERY CO	3,707	27,159	\$299,041.85	\$150,818.03	\$449,860		\$95,923.26	\$48,377.70	\$144,301		\$594,161		\$429,214
MOORE CO	109	996	\$8,792.98	\$5,530.94	\$14,324		\$2,820.51	\$1,774.15	\$4,595		\$18,919		\$17,895
MORGAN CO	688	3,257	\$55,500.62	\$18,086.61	\$73,587		\$17,802.86	\$5,801.62	\$23,604		\$97,192		\$71,226
OBION CO	463	3,541	\$37,349.98	\$19,663.71	\$57,014		\$11,980.70	\$6,307.50	\$18,288		\$75,302		\$61,248
UNION CITY	392	1,749	\$31,622.44	\$9,712.46	\$41,335		\$10,143.49	\$3,115.45	\$13,259		\$54,594		\$44,692
OVERTON CO	711	3,316	\$57,356.02	\$18,414.25	\$75,770		\$18,398.01	\$5,906.71	\$24,305		\$100,075		\$74,594
PERRY CO	250	1,349	\$20,167.38	\$7,491.20	\$27,659		\$6,469.06	\$2,402.94	\$8,872		\$36,531		\$28,881
PICKETT CO	165	736	\$13,310.47	\$4,087.12	\$17,398		\$4,269.58	\$1,311.02	\$5,581		\$22,978		\$19,375
POLK CO	530	2,611	\$42,754.84	\$14,499.28	\$57,254		\$13,714.41	\$4,650.91	\$18,365		\$75,619		\$53,676
PUTNAM CO	1,695	10,090	\$136,734.81	\$56,031.30	\$192,766		\$43,860.24	\$17,973.08	\$61,833		\$254,599		\$187,259
RHEA CO	756	4,097	\$60,986.14	\$22,751.26	\$83,737	\$101,349	\$19,562.44	\$7,297.89	\$26,860	\$32,510	\$110,598	\$133,859	\$102,344
DAYTON	166	760	\$13,391.14	\$4,220.39	\$17,612		\$4,295.46	\$1,353.77	\$5,649		\$23,261		
ROANE CO	1,358	8,282	\$109,549.18	\$45,991.20	\$155,540		\$35,139.95	\$14,752.54	\$49,892		\$205,433		\$134,111
HARRIMAN CITY	0	0	\$0.00	\$0.00	\$0		\$0.00	\$0.00	\$0		\$0		\$28,849
ROBERTSON CO	1,157	10,968	\$93,334.61	\$60,906.96	\$154,242		\$29,938.82	\$19,537.05	\$49,476		\$203,717		\$162,611
RUTHERFORD CO	2,342	29,779	\$188,927.97	\$165,367.29	\$354,295	\$484,909	\$60,602.18	\$53,044.65	\$113,647	\$155,544	\$467,942	\$640,453	\$458,849

<b>MURFREESBORO</b>	<b>1,127</b>	<b>7,149</b>	<b>\$90,914.53</b>	<b>\$39,699.48</b>	<b>\$130,614</b>		<b>\$29,162.53</b>	<b>\$12,734.35</b>	<b>\$41,897</b>		<b>\$172,511</b>		
SCOTT CO	904	3,352	\$72,925.23	\$18,614.16	\$91,539		\$23,392.13	\$5,970.84	\$29,363		\$120,902		\$89,576
ONEIDA SSD	165	601	\$13,310.47	\$3,337.44	\$16,648		\$4,269.58	\$1,070.55	\$5,340		\$21,988		\$16,283
SEQUATCHIE CO	421	2,093	\$33,961.86	\$11,622.75	\$45,585		\$10,893.90	\$3,728.21	\$14,622		\$60,207		\$45,662
SEVIER CO	2,248	12,280	\$181,345.04	\$68,192.70	\$249,538		\$58,169.81	\$21,874.08	\$80,044		\$329,582		\$236,838
SHELBY CO	2,152	47,040	\$173,600.77	\$261,220.23	\$434,821		\$55,685.69	\$83,791.27	\$139,477		\$574,298		\$484,006
MEMPHIS CITY	30,899	133,320	\$2,492,606.95	\$740,346.12	\$3,232,953		\$799,550.25	\$237,479.85	\$1,037,030		\$4,269,983		\$3,159,242
SMITH CO	446	3,295	\$35,978.60	\$18,297.63	\$54,276		\$11,540.81	\$5,869.31	\$17,410		\$71,686		\$59,891
STEWART CO	370	2,204	\$29,847.72	\$12,239.15	\$42,087		\$9,574.21	\$3,925.93	\$13,500		\$55,587		\$40,960
SULLIVAN CO	1,621	13,890	\$130,765.26	\$77,133.27	\$207,899		\$41,945.40	\$24,741.94	\$66,687		\$274,586		\$213,923
BRISTOL CITY	615	3,815	\$49,611.74	\$21,185.27	\$70,797		\$15,913.89	\$6,795.57	\$22,709		\$93,506		\$71,726
KINGSPORT CITY	1,420	6,351	\$114,550.69	\$35,268.06	\$149,819		\$36,744.27	\$11,312.89	\$48,057		\$197,876		\$153,680
SUMNER CO	2,565	25,291	\$206,917.27	\$140,444.75	\$347,362		\$66,372.58	\$45,050.28	\$111,423		\$458,785		\$351,233
<b>TIPTON CO</b>	<b>1,513</b>	<b>11,200</b>	<b>\$122,052.96</b>	<b>\$62,195.29</b>	<b>\$184,248</b>	<b>\$184,248</b>	<b>\$39,150.77</b>	<b>\$19,950.30</b>	<b>\$59,101</b>	<b>\$59,101</b>	<b>\$243,349</b>	<b>\$243,349</b>	<b>\$197,376</b>
<b>COVINGTON CITY</b>	<b>0</b>	<b>0</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0</b>		<b>\$0</b>		
TROUSDALE CO	212	1,294	\$17,101.93	\$7,185.78	\$24,288		\$5,485.76	\$2,304.97	\$7,791		\$32,078		\$23,485
UNICOI CO	434	2,602	\$35,010.56	\$14,449.30	\$49,460		\$11,230.29	\$4,634.88	\$15,865		\$65,325		\$50,345
UNION CO	757	3,409	\$61,066.81	\$18,930.69	\$79,998		\$19,588.32	\$6,072.37	\$25,661		\$105,658		\$85,335
VAN BUREN CO	183	910	\$14,762.52	\$5,053.37	\$19,816		\$4,735.35	\$1,620.96	\$6,356		\$26,172		\$19,908
WARREN CO	1,304	6,597	\$105,193.03	\$36,634.14	\$141,827		\$33,742.63	\$11,751.08	\$45,494		\$187,321		\$141,986
WASHINGTON CO	1,364	8,796	\$110,033.20	\$48,845.52	\$158,879		\$35,295.20	\$15,668.11	\$50,963		\$209,842		\$160,706
JOHNSON CITY	1,185	7,707	\$95,593.36	\$42,798.14	\$138,391		\$30,663.36	\$13,728.30	\$44,392		\$182,783		\$139,871
WAYNE CO	542	2,567	\$43,722.87	\$14,254.94	\$57,978		\$14,024.93	\$4,572.54	\$18,597		\$76,575		\$61,405
WEAKLEY CO	889	5,245	\$71,715.19	\$29,126.28	\$100,841		\$23,003.99	\$9,342.80	\$32,347		\$133,188		\$101,358
WHITE CO	725	3,913	\$58,485.39	\$21,729.48	\$80,215		\$18,760.28	\$6,970.14	\$25,730		\$105,945		\$82,397
<b>WILLIAMSON CO</b>	<b>764</b>	<b>24,415</b>	<b>\$61,631.50</b>	<b>\$135,580.19</b>	<b>\$197,212</b>	<b>\$255,511</b>	<b>\$19,769.45</b>	<b>\$43,489.88</b>	<b>\$63,259</b>	<b>\$81,960</b>	<b>\$260,471</b>	<b>\$337,471</b>	<b>\$271,353</b>
<b>FRANKLIN CITY</b>	<b>390</b>	<b>4,833</b>	<b>\$31,461.11</b>	<b>\$26,838.38</b>	<b>\$58,299</b>		<b>\$10,091.74</b>	<b>\$8,608.91</b>	<b>\$18,701</b>		<b>\$77,000</b>		
<b>WILSON CO</b>	<b>882</b>	<b>14,462</b>	<b>\$71,150.50</b>	<b>\$80,309.67</b>	<b>\$151,460</b>	<b>\$215,875</b>	<b>\$22,822.85</b>	<b>\$25,760.83</b>	<b>\$48,584</b>	<b>\$69,246</b>	<b>\$200,044</b>	<b>\$285,121</b>	<b>\$225,667</b>
<b>LEBANON SSD</b>	<b>586</b>	<b>3,087</b>	<b>\$47,272.33</b>	<b>\$17,142.58</b>	<b>\$64,415</b>		<b>\$15,163.48</b>	<b>\$5,498.80</b>	<b>\$20,662</b>		<b>\$85,077</b>		
<b>ALVIN C YORK</b>	<b>150</b>	<b>714</b>	<b>\$12,100.43</b>	<b>\$3,964.95</b>	<b>\$16,065</b>		<b>\$3,881.44</b>	<b>\$1,271.83</b>	<b>\$5,153</b>		<b>\$21,219</b>		<b>\$15,707</b>
<b>TOTAL</b>	<b>162,311</b>	<b>1,010,511</b>	<b>\$13,093,548</b>	<b>\$5,611,520</b>	<b>\$18,705,068</b>		<b>\$4,200,000</b>	<b>\$1,800,000</b>	<b>\$6,000,000</b>		<b>\$24,705,068</b>		<b>\$18,814,654</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 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**

<b>INSTITUTION</b>	<b>2005-06 FED. FUNDS</b>
ATHENS	\$ 31,800
CHATTANOOGA	93,300
COVINGTON	24,000
CROSSVILLE	70,400
CRUMP	58,200
DICKSON	83,000
ELIZABETHTON	89,200
HARRIMAN	36,900
HARTSVILLE	39,400
HOHENWALD	86,000
JACKSBORO	48,500
JACKSON	100,800
KNOXVILLE	111,100
LIVINGSTON	87,600
MCKENZIE	52,600
MCMINNVILLE	45,000
MEMPHIS	166,600
MORRISTOWN	186,400
MURFREESBORO	38,300
NASHVILLE	114,600
NEWBERN	48,800
ONEIDA	31,800
PARIS	83,800
PULASKI	48,800
RIPLEY	44,200
SHELBYVILLE	73,000
WHITEVILLE	<u>43,900</u>
<b>TOTAL</b>	<b>\$1,938,000.00</b>

**BUDGET SUMMARY  
2006-2007**

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

(name)

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

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

FEDERAL DESCRIPTION

**PROGRAM IMPROVEMENT**

FEDERAL ALLOCATION

**\$** \_\_\_\_\_

STATE REVENUE CODE

**47131**

FUND

**142**

<b>ACCOUNT NUMBER</b>	<b>EXPENDITURE NAME OF ACCOUNT</b>	<b>FEDERAL ALLOCATION</b>	<b>STATE AND LOCAL FUNDS</b>	<b>TOTAL</b>
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  
2006-2007**

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

VOCATIONAL EDUCATION

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

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
	OTHER STUDENT SUPPORT (72130)			0
72130 117	CAREER LADDER PROGRAM			0
72130 123	GUIDANCE PERSONNEL			0
72130 124	PSYCHOLOGICAL PERSONNEL			0
72130 127	CAREER LADDER - EXTENDED CONTRACTS			0
72130 130	SOCIAL WORKERS			0
72130 135	ASSESSMENT PERSONNEL			0
72130 161	SECRETARY(S)			0
72130 162	CLERICAL PERSONNEL			0
72130 164	ATTENDANTS			0
72130 170	SCHOOL RESOURCE OFFICER			0
72130 189	OTHER SALARIES AND WAGES			0
72130 201	SOCIAL SECURITY			0
72130 204	STATE RETIREMENT			0

**BUDGET SUMMARY  
2006-2007**

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

VOCATIONAL EDUCATION

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

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
72130 206	LIFE INSURANCE			0
72130 207	MEDICAL INSURANCE			0
72130 208	DENTAL INSURANCE			0
72130 210	UNEMPLOYMENT COMPENSATION			0
72130 212	EMPLOYER MEDICARE			0
72130 299	OTHER FRINGE BENEFITS			0
72130 309	CONTRACTS WITH GOVERNMENT AGENCIES			0
72130 311	CONTRACTS WITH OTHER SCHOOL SYSTEMS			0
72130 322	EVALUATION & TESTING			0
72130 336	MAINTENANCE & REPAIR SERVICES - EQUIPMENT			0
72130 355	TRAVEL			0
72130 399	OTHER CONTRACTED SERVICES			0
72130 499	OTHER SUPPLIES & MATERIALS (nonconsumable)			0
72130 524	IN-SERVICE/STAFF DEVELOPMENT			0

**BUDGET SUMMARY  
2006-2007**

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

VOCATIONAL EDUCATION

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

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
72130 599	OTHER CHARGES			0
72130 790	OTHER EQUIPMENT			0
				0
72230 105	SUPERVISOR/DIRECTOR			0
72230 117	CAREER LADDER PROGRAM			0
72230 127	CAREER LADDER EXTENDED CONTRACTS			0
72230 138	INSTRUCTIONAL COMPUTER PERSONNEL			0
72230 161	SECRETARY(S)			0
72230 162	CLERICAL PERSONNEL			0
72230 189	OTHER SALARIES & WAGES			0
72230 196	IN-SERVICE TRAINING			0
72230 201	SOCIAL SECURITY			0
72230 204	STATE RETIREMENT			0
72230 206	LIFE INSURANCE			0

ED-3031 (Rev. 12-05)

**BUDGET SUMMARY**

**2006-2007**

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
ED-3031 (Rev. 12-05)				

**BUDGET SUMMARY  
2006-2007**

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
	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

# 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)  
2006-2007 APPLICATION FOR FUNDING**

Funding Period: July 1, 2006 – June 30, 2007

<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 _____	

FRAMEWORK for  
TENNESSEE COMPREHENSIVE  
SYSTEMWIDE PLANNING PROCESS  
(TCSPP)

ABBREVIATED  
GUIDE

**An Abbreviated Format for Submission  
to the Tennessee Department of Education**

November, 2005



**Tennessee Department of Education  
Commissioner Lana C. Seivers**

**TDOE MISSION:  
HELPING TEACHERS TEACH AND CHILDREN LEARN**

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### Acknowledgements

This Guide is the result of the ideas, experience, and collaborative planning of all program areas within the Tennessee Department of Education (TDOE), as well as, practitioners from Local Education Agencies. The following have contributed as members of the Tennessee Comprehensive Systemwide Planning Process Task Force.

### TCSPP Task Force

- Pat Ashcraft**, Director of Staff Development  
Shelby County Schools
- Ron Blaylock**, Director  
Southeast Field Service Center of TDOE
- Terri Breeden**, Supervisor  
Metro Nashville Davidson County Schools
- Kimberly Buck**, Director, Special Programs  
Curriculum and Instruction Division of TDOE
- Bill Byford**, Regional Coordinator  
Mid Cumberland Field Service Center of TDOE
- Dianne Cashion**, Vocational Consultant  
South Central Field Service Center of TDOE
- Christie Lentz**, Director, Budgets and Grants  
Federal Programs, Division of TDOE
- Gracie Lewis**, Consultant, High Schools that Work  
Vocational Technical Education Division of TDOE
- Jan Lineberger**, NAEP State Coordinator  
Evaluation and Assessment Division of TDOE
- Julie McCargar**, Executive Director  
Federal Programs, Title I, and System Reform Division of TDOE
- Nan McKerley**, Director, Management Services  
Special Education Division of TDOE

**Steve Moats**, Consultant

AEL, Inc.

**Georganne Oxnam**, Consultant

AEL, Inc.

**Thom Smith**, Director, Professional Development

Vocational Technical Education Division of TDOE

**Steve Sparks**, Director, Compliance Monitoring

Special Education Division of TDOE

**Brenda Staggs**, Grants Management, Title II

Federal Programs, Division of TDOE

**Dr. Elizabeth Lane**, Shelby County, In Memoriam

Special Gratitude is extended to **Dr. Mark Elgart**, Executive Director, SACS, CASI

## **Tennessee Department of Education Deputy and Assistant Commissioners**

**Dr. Keith Brewer**, Deputy Commissioner  
Tennessee Department of Education  
**Dr. Tim Webb**, Assistant Commissioner  
Office of Resources and Support Services  
**Mr. John Scott**, Assistant Commissioner  
Office of Teaching and Learning  
**Mr. Joe Fisher**, Assistant Commissioner  
Office of Special Education  
**Mr. Ralph Barnett**, Assistant Commissioner  
Office of Vocational Technical Education

## **TDOE Office of School Innovation, Improvement, and Accountability**

**John Beam**, Director, Data Mining  
School Innovation, Improvement, and Accountability Division of TDOE  
**Kym Dukes**, Education Consultant  
School Innovation, Improvement, and Accountability Division of TDOE  
**Jean Sharp**, Associate Executive Director  
School Innovation, Improvement, and Accountability Division of TDOE  
**Connie J. Smith**, Executive Director  
School Innovation, Improvement, and Accountability Division of TDOE  
**Gwendolyn Watson**, Urban Education Specialist  
School Innovation, Improvement, and Accountability Division of TDOE  
**Janine Whited**, Education Consultant  
School Innovation, Improvement, and Accountability Division of TDOE

## **A Special Thanks to the following systems for participating in the TCSPP pilot.**

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**Maury County Schools**, Director, Eddie Hickman  
**Memphis City Schools**, Director, Carol Johnson  
**Montgomery County Schools**, Director, Sandra Husk

# Tennessee Comprehensive Systemwide Planning Process (TCSPP)

## Assurances

with Signature of Director of Schools

I certify that \_\_\_\_\_ School System has utilized the data and other requirements requested from each department, as shown in the Compliance Matrix 5.1 found in the Framework/Guide, in the development of our TCSPP. The school system will operate its programs in accordance with all of the required assurances and certifications for each program area.

**I CERTIFY** that the assurances referenced above have been satisfied to the best of my knowledge.

\_\_\_\_\_  
Signature of Director of Schools

\_\_\_\_\_  
Date Signed

## **INTRODUCTION**

**This “Abbreviated Guide” has been developed for school system personnel who are already familiar with systemwide planning processes and requirements. It is a “short version” of the Framework/Guide for TCSP in that it does not contain the activities, resources, and work guides which are designed to assist in building a collaborative process.**

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Submitted By: Career and Technical Director Name ..... - 1 -

Phone Number: ..... - 1 -

Other Number: ..... - 1 -

E-mail Address: ..... - 1 -

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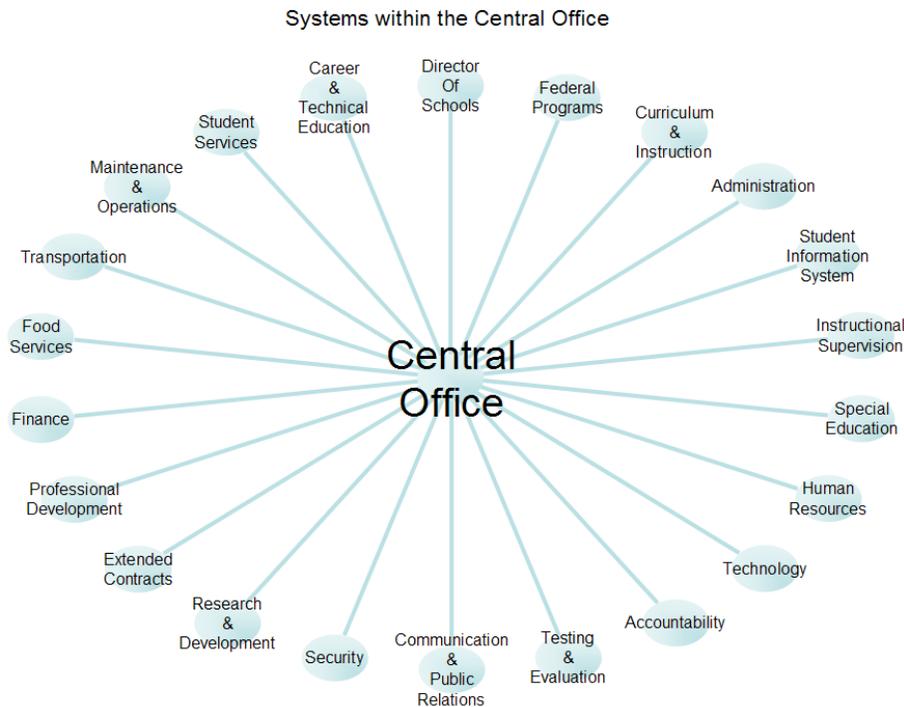
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## INTRODUCTION

### TENNESSEE COMPREHENSIVE SYSTEMWIDE PLANNING PROCESS (TCSP)

Currently, Tennessee school systems are involved in developing and implementing multiple systemwide planning processes for, i.e., Title I/Federal Programs, Special Education, Career-Technical, Parent Involvement, Southern Association of Colleges and Schools' (SACS CASI) accreditation, and Technology planning (Radial Diagram 1). With No Child Left Behind, the focus is on accountability, clarity of purpose, and capacity building at the school system level in enabling its schools to make adequate yearly progress and to ensure increased student performance for all students. In working with state identified High Priority schools, one identified variable present in schools was the lack of support and capacity building from the school system's central office to identified schools.

School systems have to be proactive in assisting schools in meeting a higher standard. The TCSP is a culture changing activity if implemented correctly. School system personnel will act as advocates for the school system's students. In this regard, the school system will act as the agent to speak proactively for its students who cannot speak. The TCSP focuses on personal questions of individual effectiveness, turf protection versus collaboration, and central office personnel's abilities to support schools and build capacity for improvement. In providing support and capacity for schools, the ultimate question to be answered by central office personnel is: "Am I providing adequate support for all students in this school?"



Radial Diagram 1

For that reason, Commissioner of Education Lana C. Seivers appointed a practitioner-based task force to study current practices in systemwide planning and to seek cost effective and time efficient alternatives. The Task Force found redundancy in data collection, required budgetary planning and requests, and questioning procedures among federal and state agencies which required large amounts of staff time and effort at all levels, and negatively impacted overall efficiency at both the school system and state personnel levels.

The Task Force worked over a year and determined a set of essential, common questions, and corresponding data sets in a matrix which would provide necessary information from systems required for federal and state budgets. Additionally, commonalties were discovered in themes across program areas and in data collection practices across federal and state agencies which suggested that one planning process could be developed and implemented for all Tennessee school systems' use in meeting budget requirements as well as in planning for measuring overall capacity building and improvement in service to schools.

Tennessee has established a track record over ten years of effective planning at the school level with the Tennessee School Improvement Planning Process (TSIPP) which utilizes one plan, one process and common terminology in planning for all Tennessee schools. This process has been recognized nationally as data driven, concise, and comprehensive, as a research-based approach to planning at the school site level.

Additionally, Tennessee has an established track record over the past few years in the use of the Tennessee Consolidated Planning and Needs Assessment Process, 2003, which is designed to meet requirements for budgetary and systemwide planning established by No Child Left Behind. A decision was made by the TCSPP Task Force to use and build upon the Consolidated Planning Process to include all required planning processes for Career-Technical, Special Education, Parent Involvement, Technology and other program areas. In this way, we could build upon a preexisting and successfully used process to include all programs which exist in a school system at the central office level.

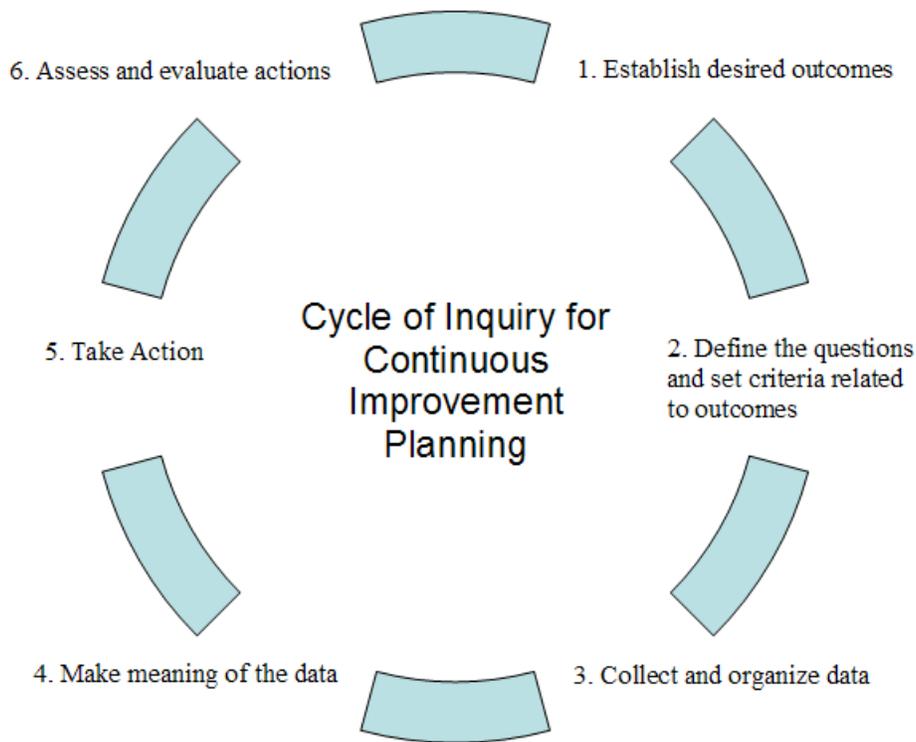
## **WHY USE A COMPREHENSIVE PLANNING PROCESS AT THE SCHOOL SYSTEM LEVEL?**

### **Rationale for a Comprehensive Systemwide Planning Process**

In investigating the current demands on school system personnel at the system level, the TCSPP Task Force determined that there were consistent essential questions being asked of different Department of Education staff and that some of the same data were being collected by different divisions in the Department. In developing and using one consistent format at the school system level, there will be vast amounts of staff time and effort being saved to ensure maximum efficiency for both school systems and the Tennessee Department of Education (TDOE).

The Task Force researched current effective practice in comprehensive systemwide planning and found even though some states are implementing more consolidated planning and merging

several program area requirements, no one state has attempted to combine all federal and state requirements into one plan, one process. The Annenberg Institute for School Reform at Brown University (6) developed a “Cycle of Inquiry for Continuous Improvement Planning” (Cycle Diagram 1). In fact, their task force, the School Communities that Work Task Force Group, found (1): “Nearly two decades of school reform have virtually ignored the part systems can play in promoting or hindering change. Certain fundamental characteristics of school systems – their political and fiscal accountability; their composition, encompassing many schools; and their reach across communities--make the system, rather than the state or the individual school, more appropriate venues for equitable, sustainable, and scalable improvement strategies.”



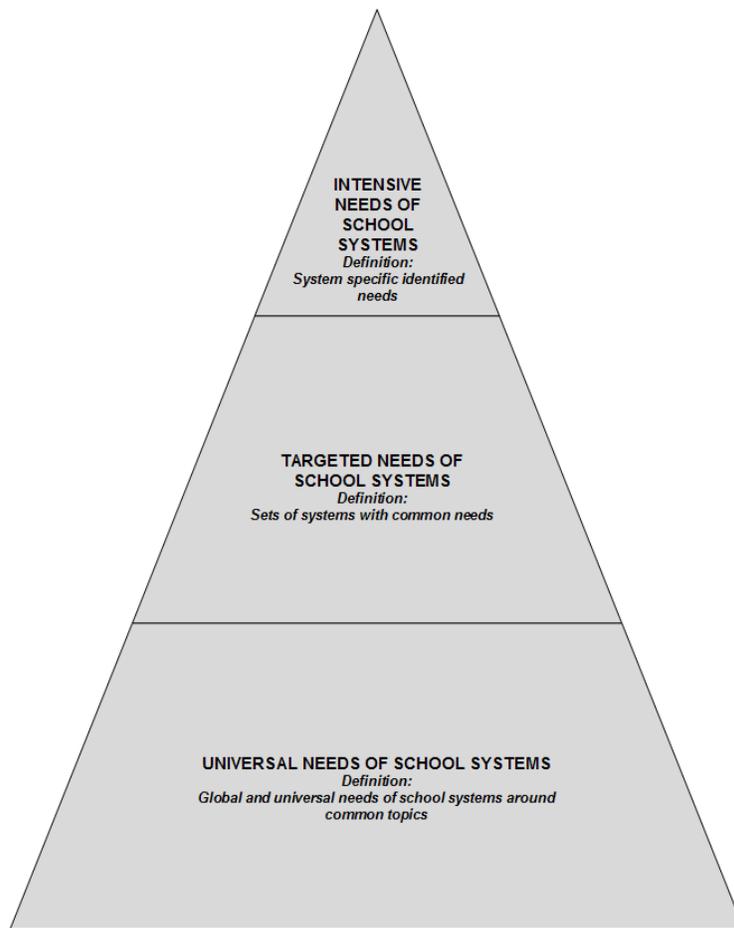
**Cycle Diagram 1**

Annenberg Institute for School Reform at Brown University (6)

### **From a National Perspective: Why we need a Systemwide Comprehensive Planning Process**

Nationally, the Council of Chief State School Officers (CCSSO) has investigated state technical assistance approaches and planning processes delivered to school systems and has concluded, “In learning from a national implementation perspective, State to district level interventions are like a dog chasing a car. Once he catches it, he has no idea what to do with it.” (Slotnik) Conclusions suggest that each school system rather than the state has the advantage when building capacity and improving its own schools.

In developing a conceptual framework for a state to approach technical assistance to school systems, the most often effectively utilized format is a three tiered approach (Technical Assistance Pyramid 1) which impacts both the type and delivery of technical assistance which is designed to meet the intricate needs of school systems. Universal needs are those general needs of states, systems, and schools around common issues and topics and may be delivered electronically or in written form. Targeted needs are those needs for groups of states, systems, and schools with common needs around a topic or issue which may be delivered regionally or through networking and is knowledge and skill driven around the need/issue. Intensive needs for a state, system, and/or school is based on specific needs which have been identified and need direct intervention and assistance on site (CCSSO).



### **Technical Assistance Pyramid 1**

Michael Fullan defines the change “capacity” theory as the collective ability to make change happen based on new knowledge, new resources, and new commitments or motivation. Specifically, for comprehensive planning at the school system level the focus is on organizational capacity building or as he defines it as: “Improvements in the infrastructure that represent new capabilities in government and non-government agencies to provide support, monitoring, and other capacity building resources for the system.”

Fullan's Key Drivers of Change: engaging people's moral purposes, capacity building, understanding the change process, developing cultures of learning, developing cultures of evaluation, focusing on leadership for change, fostering coherence-making, and cultivating tri-level development, provide a focus for any school system's planning and collaboration. He continues to support the notion of cultivating a tri-level approach to developing capacity as follows: first include pressure (accountability), provide support (capacity building), and finally problem solving mechanisms of all kinds. He believes that the focus on interrelations to be effective must occur at state, system, and school levels and must occur simultaneously with the understanding that change in a complex society will never be linear.

Joseph H. Simpson, Deputy Executive Director, CCSSO, reviewed existing state education agency approaches to capacity building for school systems and concluded states should have strategic plans for building capacity, but must also have a strategic action team with expertise in specific areas which support the plan. States must have the following: "A publicly stated vision, mission, and core values; identified resources and action team assigned to each strategic initiative; and standards with measures of effectiveness." He states: "If you have a strategic plan without a strategic team, you don't have a plan."

Key questions for consideration for a state in building capacity at the school system level are: What is the goal of the SEA? How should the SEA use accountability (standards, monitoring, and assistance/intervention) to best achieve that goal? What elements must/should the state measure with regard to system performance (focusing on student achievement outcomes as well as key inputs, including federal and state legal requirements)? What do we know about what works in terms of effective state to system assistance and interventions (and how to triage, differentiate, and implement those interventions)? How does the SEA structure itself and its processes around this vision of improving student achievement?

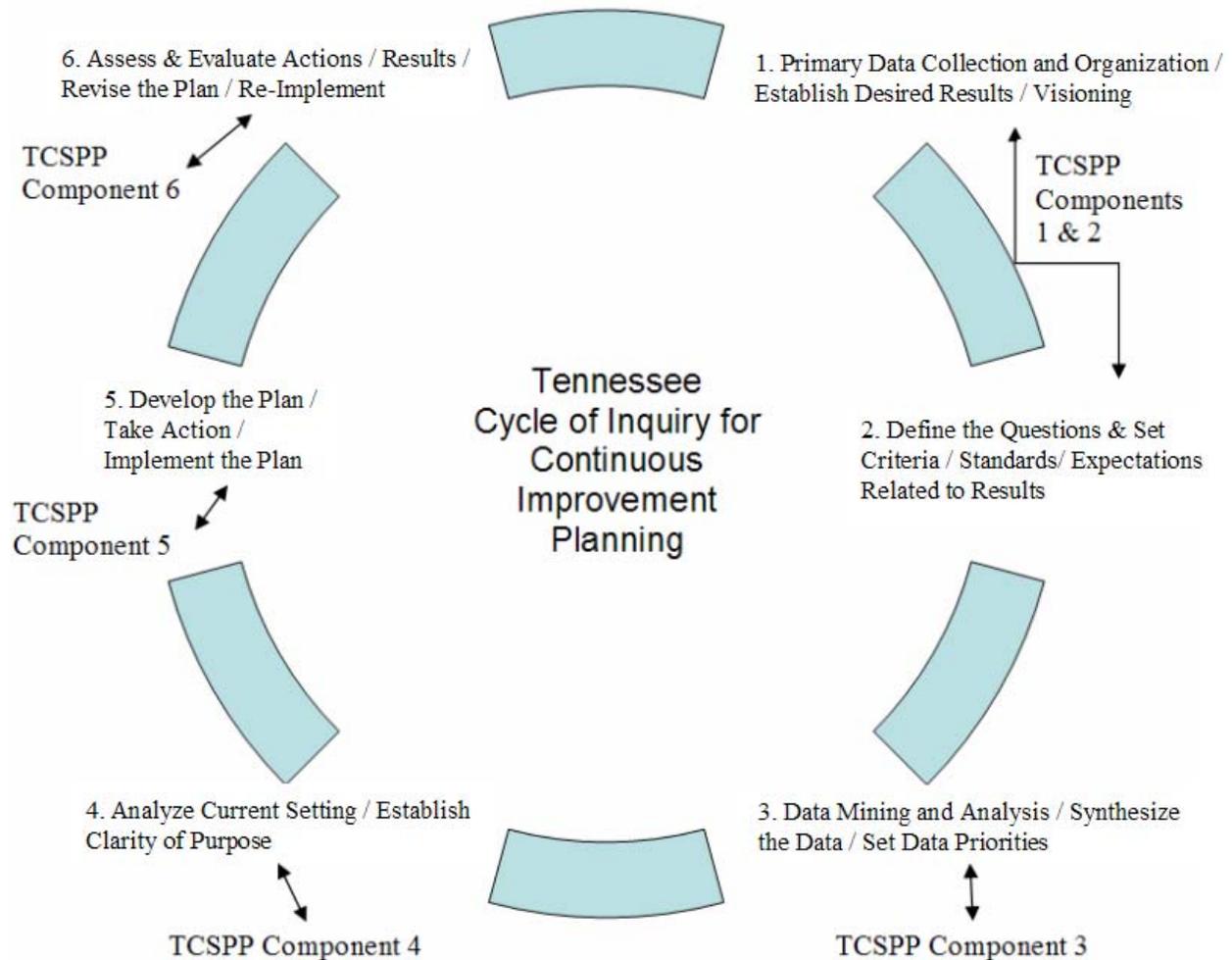
Finally, in a technical assistance role of SEA to local school systems, there must be a diagnostic starting point which answers the following questions: "Are we clear on our responsibilities? Are we clear on what constitutes success? Do we know our internal level of readiness and capacity? And finally do we know the "who" and "why" of our supporters and detractors?" IF these questions are answered prior to beginning any technical assistance or strategic planning process, then roadblocks will be minimal after implementation.

If comprehensive systemwide planning is to be successful then the following quote must be addressed: "Data mean nothing without a planned response to them". Jim Ritchey, Superintendent of Schools, California.

## **Proposal for Comprehensive Systemwide Planning Process (TCSPP)**

Tennessee is moving to a one plan, one process approach for school system personnel which meets all federal, state, and local education agency (LEA) requirements for budgetary planning and requests, program area requirements, and which will assess central office effectiveness and

efficiency. The TCSPP will use a modified version of The Annenberg Institute’s approach to systemwide planning (Cycle Diagram 2).



### Cycle Diagram 2

Modified from Annenberg Institute for School Reform at Brown University (6)

The TCSPP Task Force recommended integrating all current planning processes, i.e., Title I/Federal Programs Consolidated Planning, Career-Technical, Special Education, Parent Involvement, Technology, SACS CASI, and Technology, into a single process and document which would include all necessary federal and state requirements.

The Framework for Tennessee Comprehensive Systemwide Planning Process is a manual designed for practitioners, which incorporates all the noted program area requirements into a six component process. This process is also aligned with the State Board of Education’s Five-Year Plan requirement for local school boards. Additionally, the TCSPP is designed to correspond with the currently used TSIPP, which is used for individual school planning.

Over the past ten years, Tennessee has been involved in a partnership with the Southern Association of Colleges and Schools (SACS CASI) which allows the use of a single planning process (TSIPP) for both accreditation and school approval purposes. Tennessee schools currently have the option of using the same school improvement planning process for obtaining and continuing accreditation with SACS CASI as well as for meeting the State Board of Education's requirement for school improvement planning. Recently TSIPP was updated to include an Executive Summary approach to planning which asks essential questions of a school's existing school improvement plan to determine effectiveness of the plan in increasing student performance for all students.

## **Purpose of the Comprehensive Systemwide Planning Process**

This one plan, one process at the school system level is designed to assess central office personnel effectiveness and to build a professional learning community among colleagues focused on improving student performance for all students. The process begins with a dialogue (Components 1 and 2) which centers upon analyzing systemwide data and what the school system has done to generate improved results with a conversation about what support is needed to maximize previous efforts or move beyond them. The process will answer the following types of questions for both individual administrators and the school system:

1. Am I being effective in my role as an administrator in building capacity for schools and in supporting schools' efforts to improve?
2. Am I collaborating with my colleagues and appropriate constituencies in building capacity for our schools and in supporting improvement efforts at the school level?
3. Am I effectively using all available data, i.e., student performance data (achievement and value added), demographic information, budgetary/cost analysis information, and perception survey information to successfully identify systemwide areas of needs and areas of strengths?
4. Am I using a systems approach and being cost effective and efficient in data sharing with my colleagues from other program areas, i.e., Title I/Federal programs, Career-Technical, Special Education, etc.?
5. How do I know I am being effective? How do I measure my/our successes and challenges?
6. Are all students being taught what they need to learn and how do I know?
7. Is the curriculum conducive to all students' learning and how do I know?
8. If not, how can it be improved or should we start from scratch?
9. Have we as a school system analyzed the effectiveness of the teaching-learning process as far as instructional strategies being currently utilized based on individual student learning styles?
10. Is the learning environment or the organization of our schools supporting increased student achievement for all students and how do I know?
11. In what ways can I as an administrator provide more assistance to our schools?
12. After planning for implementation of effective curriculum, instruction, organization, and assessment for students in our schools, how do I monitor progress and provide follow-up?
13. Is our school system focused on a common mission and vision?
14. Does our school system have clarity of purpose?
15. Are all appropriate constituencies involved in the planning and implementation of the plan for our school system?

## **NEXT STEPS**

The goal of TCSPP is to provide a communication tool and effectiveness measure for central office personnel designed to meet state, federal, and local requirements for development of budgets, improvement plans, and data analysis and synthesis. Data driven decision making is no longer an option when school system personnel communicate with the public, parents, legislators, and other educators. Advocacy for students without a voice is the ultimate goal of this reculturing process. Although various program areas have different timelines for budget and other document submission, TCSPP is designed to provide all necessary data and other information as needed.

The following timeline will be implemented as we transition into the TCSPP procedure:

January – April, 2005 Tennessee Comprehensive Systemwide Planning Process will be synthesized into a single planning document. Framework for Planning or practitioner workbook with rubrics for evaluation and template with instructions will be prepared for training sessions.

June 30, 2005 Pilot TCSPP in school systems.

July 31, 2005 Professional development rollout sessions will be provided to all school systems.

# **OVERVIEW**

## **OVERVIEW**

The following pages outline the comprehensive process involved in systemwide planning. The planning pyramid details constituency involvement and collaboration throughout the process. The component outlines show the contents for each component found in the TCSPP Framework/Guide. Also provided is a template checklist indicating the completed TCSPP work to be submitted to the Tennessee Department of Education.

# Tennessee Comprehensive Systemwide Planning Process (TCSPP)

## Introduction

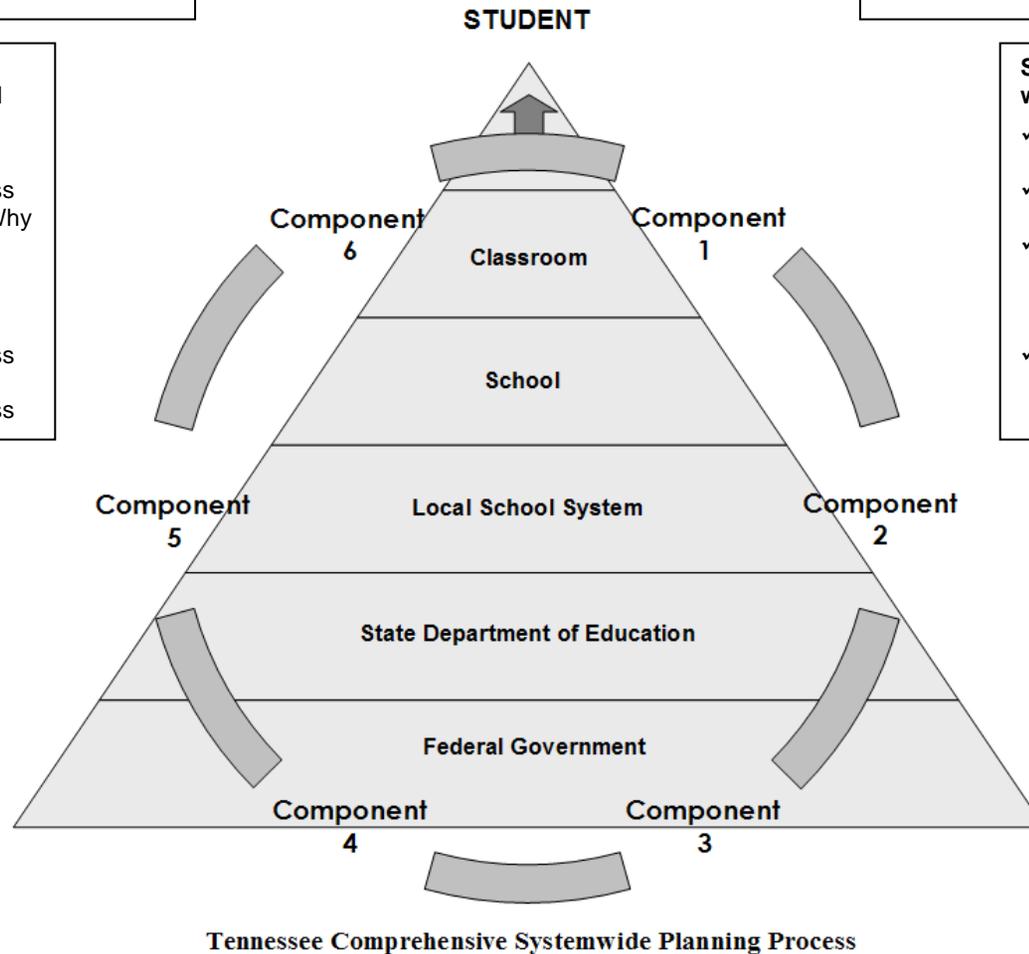
### Why Use a Comprehensive Planning Process at the School System Level?

- ✓ Rationale for a Comprehensive Systemwide Planning Process
- ✓ From a National Perspective: Why we need a Systemwide Comprehensive Planning Process
- ✓ Proposal for a Comprehensive Systemwide Planning Process
- ✓ Purpose of the Comprehensive Systemwide Planning Process

## Getting Started

### Suggested Scope and Sequence with Timeline for TCSPP

- ✓ Examine Make-up of Systemwide Leadership Team
- ✓ Assign Members of the Component Leadership Teams
- ✓ Define how Systemwide Leadership Team and Component Leadership Teams will Function
- ✓ Determine who else should look at work before final decisions are made



## Tennessee Comprehensive Systemwide Planning Process (TCSPP)

### Component 1

School System Profile Development and Collaborative Process Identification

#### Part I – Launching the Planning Process

- ✓ Suggested Scope and Sequence with Timeline for Component

#### Part II – A Scientifically Research-Based Approach

- ✓ Five Approaches to Systemwide Improvement

#### Part III – Review of Current Plans

- ✓ Current Systemwide Plan
- ✓ Program Area Plans

#### Part IV – Data Identification, Collection, and Organization

- ✓ Executive Reflection Questions

Complete Component Templates

### Component 2

Beliefs, Mission, and Vision

#### Part I – Introduction

- ✓ Suggested Scope and Sequence with Timeline for Component
- ✓ Definitions
  - Beliefs
  - Mission
  - Shared Vision

#### Part II – Processes for Developing Beliefs, Mission, and Shared Vision

- ✓ The Collaborative Process

#### Part III – Developing Your Beliefs Statement

#### Part IV – Developing Your Mission Statement

#### Part V – Developing Your Shared Vision

Reflective Questions

Complete Component Templates

### Component 3

Academic and Non-Academic Data Analysis and Synthesis:  
Developing Inferences for Improving Schools

#### Part I – Introduction

- ✓ Suggested Scope and Sequence with Timeline for Component

#### Part II – The Process of Analyzing Quantitative and Qualitative Systemwide Data in Determining Systemwide Performance Targets/Goal Priorities

#### Part III – Reflection

Complete Component Templates

## Tennessee Comprehensive Systemwide Planning Process (TCSPP)

### TEMPLATE CHECKLIST

Completed TCSPP Work to be Submitted to the Tennessee Department of Education



**TCSPP TEMPLATE 1.1**  
Evaluation of Our Process



**TCSPP TEMPLATE 2.1**  
Beliefs, Mission, and Shared Vision



**TCSPP TEMPLATE 3.1**  
Evaluation of Our Process



**TCSPP TEMPLATE 4.1a**  
Curriculum Practices



**TCSPP TEMPLATE 4.1b**  
Curriculum Gap Analysis



**TCSPP TEMPLATE 4.1c**  
Curriculum Reflective Questions



**TCSPP TEMPLATE 4.1d**  
Curriculum Summary Questions



**TCSPP TEMPLATE 4.2a**  
Instructional Practices



**TCSPP TEMPLATE 4.2b**  
Instructional Gap Analysis



**TCSPP TEMPLATE 4.2c**  
Instructional Reflective Questions



**TCSPP TEMPLATE 4.2d**  
Instructional Summary Questions



**TCSPP TEMPLATE 4.3a**  
Assessment Practices



**TCSPP TEMPLATE 4.3b**  
Assessment Gap Analysis



**TCSPP TEMPLATE 4.3c**  
Assessment Reflective Questions



**TCSPP TEMPLATE 4.3d**  
Assessment Summary Questions



**TCSPP TEMPLATE 4.4a**  
Organizational Practices



**TCSPP TEMPLATE 4.4b**  
Organizational Gap Analysis



**TCSPP TEMPLATE 4.4c**  
Organization Reflective Questions



**TCSPP TEMPLATE 4.4d**  
Organizational Summary Questions



**TCSPP TEMPLATE 5.1**  
Action Plan Development



**TCSPP TEMPLATE 6.1**  
TCSPP Process Evaluation



**TCSPP TEMPLATE 6.2**  
TCSPP Implementation Evaluation



**TCSPP TEMPLATE 6.3**  
TCSPP Monitoring Evaluation



**TCSPP TEMPLATE 6.4**  
TCSPP Executive Summary



**TCSPP TEMPLATE 6.5**  
TCSPP Evaluation of Results



# **COMPONENT 1**

## **SCHOOL SYSTEM PROFILE DEVELOPMENT AND COLLABORATIVE PROCESS IDENTIFICATION**

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# COMPONENT 1

## SCHOOL SYSTEM PROFILE DEVELOPMENT AND COLLABORATIVE PROCESS IDENTIFICATION

### Part I. Launching the Planning Process

In Component 1, school system personnel will develop a profile of the system. The profile is an accumulated collection of data or a databank of “what we know about the school system.” The profile should contain a variety of data and should be in a form so as to be easily retrievable by anyone in the system or community.

Another task in Component 1 is to begin the process of reflective dialogue. All central office personnel and program areas must be involved in the reflective dialogues of Component 1. This will set the tone for an inclusive approach which is necessary if the planning process is to suffice for all program areas in meeting all federal and state requirements. The collaborative process being utilized must be identified.

The process for Component 1 will include:

1. Getting organized for effective planning
  - The development of a collaborative process
  - The establishing of committee appointments for the Component Leadership Teams for Components 1, 2, 3, 4, 5, and 6 which should include representatives from each program area
  - The establishing of a communication process
2. A review of research based approaches to systemwide improvement
  - Community Collaboration Approach
  - Teacher Professionalism Approach
  - Quality Improvement Approach
  - High School Transition Approach
  - Regulated Market Approach
3. A reflection on how we are presently operating
  - A review of the current systemwide plan
  - A review by program area leadership teams of their current plan
4. Identification, collection and review of data
  - Identification of data sources that will be used in Component 1, Component 2, Component 3, and Component 4
  - Collection, organization, and review of demographic data, perceptual data, school processes data, and student performance data

All program areas, i.e., career-technical, special education, Title I/Federal programs, technology, family, and community involvement, student support services, human resources, and others must be involved in the planning process from the onset. (Refer to Radial Diagram 1.1 in the Introduction of this abbreviated guide.)

## **Part II. A Scientifically Research-Based Approach**

An important purpose of Component 1 is to focus the Leadership Teams on a scientifically based approach to planning. The entire TCSPP is steeped in scientifically based research. In order for systems to build the capacity of schools, a central office must align its practice with proven practices. This alignment to proven practices supports the system in its efforts to document capacity building and in the assessment of support from central office staff to system schools. It also establishes the system as a role model for schools working toward improved student achievement.

In a review of the research in states currently implementing systemwide comprehensive planning, five themes emerged around assessing effectiveness. These can be found in the TCSPP Framework/Guide, Component 1, Chart 1.1. This section provides some important information for system personnel. With a scientifically research-based approach, system personnel can build upon established practices and transfer effective practices to all their schools.

## **Part III. Review of: (1) Current Systemwide Plan and (2) Program Area Plans**

### **Systemwide Plan**

An initial review of the existing system plans and data used to create those plans will be completed, organized, and noted in Component 1. A dialogue will begin using a list of essential questions that will be used as a guide to determine the effectiveness of the central office staff in providing support to and in building capacity of their schools. The dialogue will begin to allow personnel to focus on the data sorts and sets that should be involved in the planning process. This dialogue begins in Component 1 and continues in Component 3, where the data will be analyzed and synthesized.

The following questions should be initially addressed by the Systemwide Leadership Team in a dialogue which could serve as an activity to begin communication around central office effectiveness:

1. How does what I do as a central office administrator impact the teaching-learning process?
2. Am I being effective in my role as a central office administrator and how do I know?

3. If I am not being effective in my role as an administrator, how can I improve, and what is my measure of success?
4. Are our systemwide goals data driven and student focused? How do I know?
5. Is our central office working as a collaborative team, and how do I know?
6. If not, how can we as colleagues work as a system to achieve our goals?
7. Am I comfortable and knowledgeable about using systemwide and specifically student performance data in making decisions? What are specific examples in how I use these data in making daily decisions regarding the implementation of my program?
8. Am I knowledgeable of the various data sorts and sets available to be used in our planning process?

## **Program Area Plans**Error! Bookmark not defined.

After completing this initial assessment conversation, the process will move to a focus on Program Area Plans. This will lead to a more inclusive approach and involve all ancillary central office personnel and additional central office program area staff in the dialogue through the use of the Reflective Matrix 1.1 instrument which is included in the Appendices of Component 1 in the TCSPP Framework/Guide. (Completion of this instrument is designed to help you determine if you are meeting the local, state, and federal budgetary and reporting requirements). After addressing the questions in Reflective Matrix 1.1, each Program Area Leadership Team will be able to write a reflection piece which provides information on the current status of their program area.

In rural and suburban school systems, a single person may administer several program areas while in urban systems several staff members may have responsibility for a single program area due to system size and number of students served. Central office organization of staff and staff roles varies and will result in different approaches to data collection, communication, collaboration, and program area leadership team composition. It is important that each program area team be represented on the Systemwide Leadership Team. In a small rural system, a central office supervisor for a program area will probably chair a Program Area Leadership Team and be a member of the Systemwide Leadership Team. In large systems the supervisor may appoint another person to chair the Program Area Leadership Team, and in this situation, both would serve on the Systemwide Leadership Team.

As a school system consists of many subsystems, all must operate together to be effective and to ensure a cost and time effective working environment. In this way, a determination can be made as to whether or not personnel are collaborative in program development, sharing resources, meeting priority targeted needs based on the data, and whether decisions being made are data based and student focused. This supports our purpose of one plan, one process, to reduce redundancy in data collection and wasted staff time. With a federal and state focus on being cost and time efficient, a complete assessment of current priorities, current expenditures, and future budget needs is a very important purpose of Component 1.

## Part IV. Data Identification, Collection, and Organization

Examining all available data sets ensures a data collection process that includes all required data sources. This should include both quantitative and qualitative types of data. Central office personnel must have access to demographic student, staff, and community information and statistics as required by No Child Left Behind (NCLB) for all student subgroups. Much of this demographic data will be collected by the specific program areas as they address the questions in Reflective Matrix 1.1, referenced in the previous section and found in the TCSPP Framework/Guide.

Perception data must also be collected. Perception surveys are a valuable resource, as many times constituency perception becomes an organization's reality. You must be sure to assess any and all constituencies which receive services and support from the central office such as parents, principals, and other school administrators, teachers, and community leaders. The results of these surveys will need to be reviewed to establish baseline information on how stakeholders view school processes related to assessment, instruction, curriculum, and organization. In this way, central office personnel will be able to determine if their perception is the actual reality. The National Study of School Evaluation (NSSE) has developed many constituency needs assessments and surveys and these are available for use in school system assessment if needed. These may be purchased and/or central office personnel may develop their own assessment documents.

In addition to perceptions of school processes, the Component 1 team will need to collect and review some data related to school processes: assessment, organization, instruction, and curriculum. Possible data sources on school processes could be curriculum audits, instructional audits, time audits, special education records, vocational education records, and program information for English language learners. This information could be randomly collected from a few schools, or could be gathered from reviewing individual School Improvement Plans (SIP). Reviewing the SIPs of schools in the system will provide system level personnel insight into the implementation by schools of system initiatives and programs.

Central office personnel should collect, organize, and review all student performance data which is available to them through the systemwide Report Card on the Tennessee Department of Education's website, [www.state.tn.us/education](http://www.state.tn.us/education), and other website sources, such as the TVAAS website and comparable schools information. Other data sources that should be identified, collected, and organized include system made assessments, system purchased assessments, and reported student grades. In collecting and organizing student data at this initial stage, central office personnel who are not familiar with the information will begin to think about this information as a normal part of the daily decision making process. (Refer to Work Guide 1.6, developed by TCSPP Task Force, November, 2004, found in the Appendices of Component 1 of the TCSPP Framework/Guide.)

Systemwide personnel must have the complete statistics for budgetary planning and for submitting budgets to federal and state agencies. The Tennessee Department of Education has developed a Federal Application Consolidated Tracking System (FACTS) for school systems' use in organizing budgets. FACTS does not alter

the process of securing federal dollars. It simply allows for a more efficient and effective method for the disbursement and tracking of funds. It is designed to reduce errors and expedite the procurement of funds through an electronic process. In analyzing prioritized needs, the expenditures of a system should align themselves such that it is evident that systems are addressing identified needs adequately in all program areas to improve achievement for all students.

Additionally systems need to collect all current data from all categories as shown in Work Guide 1.4 found in the Appendices of Component 1, TCSPP Framework/Guide. To assist in the collection of data, the Tennessee Department of Education has created a System Profile that can be accessed from the Department of Education website under LEA Operations. The system profile is explained in detail in Work Guide 1.5 found in the Appendices of Component 1, TCSPP Framework/Guide. Also, by completing Chart 1.2 in the TCSPP Framework/Guide, the Systemwide Leadership Team will gain a clear picture of how resources are currently being allocated, or “What Is.” This information will be used in Component 4 as part of a discrepancy analysis to determine the gaps in “What Is” and “What Ought To Be.”

As the work of Component 1 begins to take shape, the Systemwide Leadership Team will begin to see a more complete picture of the school system. This will happen as a result of the sharing of information from Program Area Leadership Teams and the review of collected data. Once equipped with this information, the Systemwide Leadership Team should participate in an Executive Reflection (Questions developed by the TCSPP Task Force) exercise as a group by addressing the following questions:

### **Executive Reflection Questions**

1. While reflecting over last year’s multiple plans, were all appropriate stakeholders included? If not, who needs to be included?
2. Did we implement last year’s plans? Why or why not?
3. How do the current plans address the five approaches to systemwide improvement identified by the Education Commission of the States, 2004?
4. What obstacles did we face last year?
5. What are the continuing obstacles that we need to address?
6. What new obstacles or challenges do we have this year that we did not have last year that we need to address?
7. In reviewing the plan, which components of the plans were correlated and which were not? Identify the common themes among all plans.
8. In reviewing the multiple plans, where did you see gaps and redundancies?
9. In reviewing the multiple plans, what are our strengths and needs?
10. What does our demographic data say about our system?
11. After reviewing the collected perceptual data from stakeholders, what do parents, educators, and students see to be the strengths and needs of our system?
12. Is there consistency or disagreement among the perceptions of stakeholders?
13. What did we learn from the review of SIPs from our schools?
14. Are system policies related to curriculum, organization, instruction, and assessment being implemented to our satisfaction?

15. Are system policies related to special education, English language learners, and vocational education being implemented effectively to meet the needs of our students?
16. Are we providing equity and adequacy in resources, support, and personnel to all our schools? If not, why?
17. How can our central office support our schools to ensure success for all students?
18. Do all central office employees have collective ownership of the systemwide planning process rather than program area ownership?
19. As the State of Tennessee moves forward in combining multiple federal and state plans into one systemwide comprehensive planning process, how do we as a central office prepare for expanded collaboration, as we develop one comprehensive plan?

The following Template should be completed and submitted to the Tennessee Department of Education as a result of the work completed in Component 1.







# TCSPP TEMPLATE 1.1

(Continued)

## Evaluation of Our Process for Developing Priorities for Improving Schools

The following questions address the use of various data in Component 1. They are designed as a culminating activity to help you assimilate the work of Component 1. This information will be turned in to the TDOE as part of Component 1 of the TCSPP.

<b>Collection of Data - Narrative Response Required</b>
---

How were data collected and organized for school system profile?
--

<b>Use of Data - Narrative Response Required</b>
--

How will you use your perceptual data (Surveys, Interviews, and Questionnaires) as you revisit/recreate the mission, vision, and beliefs of the system?
---

<b>Collection of Student Performance Data - Narrative Response Required</b>
---

What types of student performance data are included in your profile?
--

# TCSPP TEMPLATE 1.1

(Continued)

## Evaluation of Our Process for Developing Priorities for Improving Schools

### **Use of School Processes Data - Narrative Response Required**

How have system office personnel provided equity and adequacy in resources, support, and personnel to our schools?

### **Delivery of Services - Narrative Response Required**

What insights have we gained as to our delivery of services to schools?

### **Evaluation of the Collaborative Process- Narrative Response Required**

What are the strengths and needs of the collaborative process used in the TCSPP?

(Collaboration should be a major focus in the development of each component. Revisit after completing the work of all 6 components.)

## **COMPONENT 2**

### **BELIEFS, MISSION, AND SHARED VISION**

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## COMPONENT 2

### BELIEFS, MISSION, AND SHARED VISION

#### Part I. INTRODUCTION

Historically, in 1985 the State Board of Education policy required all local boards of education to develop a strategic five year plan. Using the Board of Education's five year strategic plan, each local school system developed its beliefs, mission, and shared vision statements which served as the catalyst for systemwide improvement (Rule 0520).

Successful school systems engage in the continuous improvement process by ensuring that there is ongoing attention to and a focus on student learning. All departments of a system must engage in the process of student learning. This intensity of attention at the system level serves to build capacity and provide support to the local schools. A clear system shared vision and mission not only provides support for schools but also provides continuity and coherence throughout the system that is anchored in that common shared vision. They also serve to validate and recognize the fact that quality teaching and learning is the primary goal of the system (National Study of School Evaluation [NSSE], 2005).

In order for beliefs statements, mission, and shared vision to be effective and alive they must be driven by the data as analyzed in Components 1 and 3. If there is a disconnect between what you say you believe and what your data indicates you do, effective teaching and learning will not become a reality. An example: teachers say they believe all students can learn but there are no opportunities for students to learn beyond the regular classroom instructional day. This represents a lack of alignment between what you say you believe and your actual practices, which leads to a gap in opportunities for students to learn.

To ensure that the system has a long-term sustained commitment to continuous improvement in student learning, it must engage in the process of internal self-review. It must look at the interconnected parts of the organization and their individual impact on the quality of the school system's effectiveness. All parts of the school system must be aligned in their purposes and contributions to the beliefs, mission, and shared vision (NSSE, 2005).

Successful school systems must provide comprehensive and coherent approaches for the achievement of the beliefs, mission, and shared vision; be organized for continuous improvement and be focused on high quality teaching and learning for all students, not just on reaching proficiency for its lower performing students, and inclusive of all stakeholders. High quality systems must cultivate an environment where improvements are embedded into its daily practices (NSSE, 2005).

Remember, to be effective you must be data-driven in all of your actions. You must constantly ask the questions, "How are we doing and how do we know?", "What do we need to improve upon and how do we know?", and "What will be our next steps?" This must be a continuous cycle of improvement.

# DEFINITIONS

## **Beliefs**

Consensus statements that convey how values of a school or school system *apply* to teaching and learning.

## **Mission**

A brief statement that expresses a compelling purpose for a particular school or school system. It defines or articulates how the system and its people, processes, and systems organize and operate to achieve the shared vision.

## **Shared Vision**

Conveys a sense of purpose and direction for a school/school system. It describes the expectations of student learners and their communities. The shared vision has three building blocks: Beliefs, Mission, and Desired Future. Building Blocks being the way elements of a shared vision are grouped so as to provide a sense of purpose and directions. (What pieces are required and how are they organized?)

## **Part II. PROCESSES FOR DEVELOPING BELIEFS, MISSION, and SHARED VISION**

It is recommended that a person from each program area serve on the Component Leadership Team.

### **THE COLLABORATIVE PROCESS**

The effectiveness of a school system is driven by the efforts of the entire school community – all stakeholder groups – as referenced in Chart 1.1 in Component 1. If sustained systemic change in teaching and learning is going to be realized, establishing the beliefs, mission, and shared vision, likewise, should be a totally inclusive and collaborative process. While the act of collaboration itself is oftentimes challenging, it is essential and can be very effective. To guide your thinking, we have included some suggestions that may prove helpful in your efforts. Refer to Part II, Component 2 of the Framework/Guide for essential questions to assist in establishing the process for developing beliefs, mission, and shared vision.

## **Part III. DEVELOPING YOUR BELIEFS STATEMENTS**

### **Beliefs Statements**

*Consensus* is a key word here. As a body of practitioners, what are our values and moral compass, which drive our behavior, interactions, and genuineness-what do we stand for relative to *all* students learning? System level beliefs should be both top-down (clear concise expectations that influence the thinking at the individual school level) and bottom up (the expectations that incorporate the hopes and dreams of those at the school are considered at the system level (NSSE, 2003).) To assist in this process, refer to Part III, Component 2 of the Framework/Guide for sample beliefs statements and focus questions.

## **Part IV. DEVELOPING YOUR MISSION STATEMENT**

### **Mission Statement**

The mission statement is the cornerstone of a school system's shared vision. It should be clear, concise, and should express the school system's purpose for being. It articulates who in the school system will take what action and why. It is the focal point of all goals and strategies. To assist in this process, refer to Part IV, Component 2 of the Framework/Guide for a sample mission statement and focus questions.

## **Part V. DEVELOPING YOUR SHARED VISION**

### **Shared Vision**

As you begin the conversation around your vision, the question is "what is our desired state of being?" The vision should convey a vivid picture of what the future will look like when the system's beliefs and mission are in place. It should include: expected results, systemwide expectations for student learning, and a description of the future school system needed to achieve these results (NSSE, 2003). To assist in this process, refer to Part V, Component 2 of the Framework/Guide for a sample shared vision and focus questions.

The following Template should be completed and submitted to the Tennessee Department of Education as a result of the work completed in Component 2.

# TCSPP TEMPLATE 2.1

## BELIEFS, MISSION, and SHARED VISION

***BELIEFS:***

***MISSION STATEMENT:***

***SHARED VISION STATEMENT:***

## **COMPONENT 3**

### **ACADEMIC AND NON-ACADEMIC DATA ANALYSIS AND SYNTHESIS: DEVELOPING PRIORITIES FOR IMPROVING SCHOOLS**

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## COMPONENT 3

### ACADEMIC AND NON-ACADEMIC DATA ANALYSIS AND SYNTHESIS: DEVELOPING PRIORITIES FOR IMPROVING SCHOOLS

#### Part I. Introduction

Informed decision making by central office personnel is imperative with today's accountability demands. The processes in Component 3 facilitate informed decision making and culminate with the establishment of data driven priorities for improving schools. Informed decision making begins with relevant data, e.g. having the right data. School system personnel must “get their arms around the data” to analyze systemwide effectiveness in delivery of curriculum, instruction, school organization, and use of assessment results, and to be able to make informed decisions.

Data is only useful after it is organized, analyzed, and interpreted for improvement. Data mining, the act of organizing and analyzing relevant data, forms the basis for data synthesis. Central Office Personnel can draw conclusions and make informed decisions based on the information in the synthesis.

Component 3 is designed to offer a format for data mining and data synthesis which will:

- (1) allow school system personnel to make informed decisions for budgetary requests in meeting state and federal requirements in Component 4
- (2) allow them to communicate around a central database which is inclusive and complete, and
- (3) assist personnel in conserving staff time and resources in Component 4.

The data synthesis that is compiled should enable the Systemwide Leadership Team to address the following questions in Component 4:

1. Are we providing equity and adequacy of resources to all our schools?
2. Are we targeting funds and resources effectively to meet the needs of our schools?
3. Based on the data, are we accurately meeting the needs of students in our schools?
4. Are our schools' improvement plans on target, data based, and student focused?
5. Is there alignment between system needs and goals and school needs and goals?

The Component 3 Leadership Team should begin by reviewing the systemwide data identified, collected, and organized in Component 1. This should include all demographic data, including the data from the System Profile; qualitative data (i.e. surveys and other perception data); and student performance data. When considering academic or quantitative student performance data, there are multiple data sources, identified in Component 1. In addition to reviewing data, the Reflective Matrix from Component 1 in the TCSPP Framework/Guide should be reviewed continually through out the planning process. See Table 3.1 below for an example of how data mining may begin. A more in-depth look at the example below can be found in Reference 3.1 in the TCSPP Framework/Guide.

# Data Mining

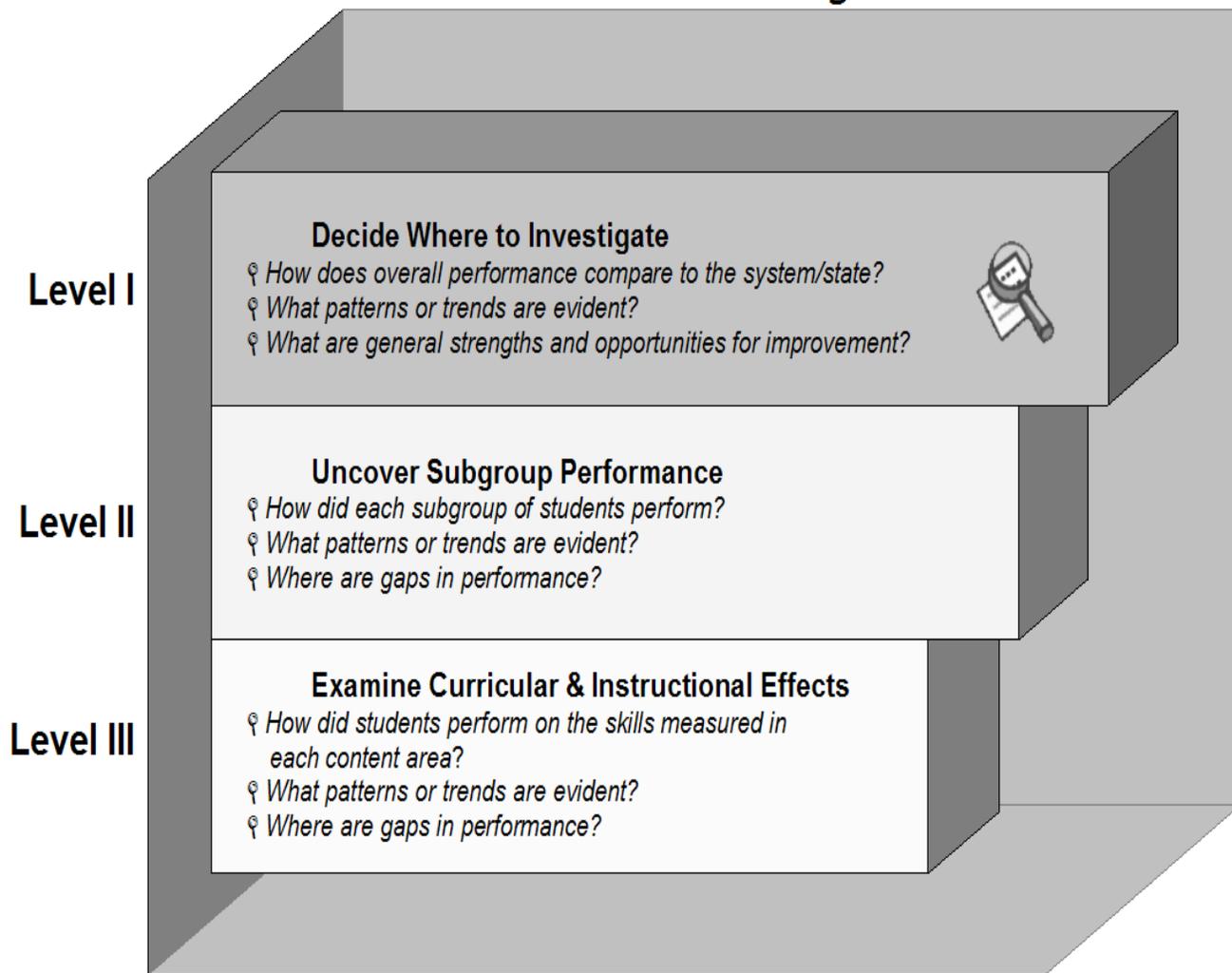


Table 3.1

## Part II. The Process of Analyzing Quantitative and Qualitative Systemwide Data in Determining Systemwide Goal Priorities

Planning is all about the data. An accurate and complete assessment of needs is the foundation of effective planning. Experience shows that this step must not be omitted or given less than complete attention. Student needs become evident when an accurate and comprehensive database is developed and thoroughly examined. The Work Guides found in the Appendices of Component 3, TCSPP Framework/Guide can help school personnel with the analyses required for Component 3.

The data identified, collected, and organized in Component 1 will be used to get started in Component 3. The data sources and sets identified must now be interpreted. The first step is to look at the aggregated data. It is important to review this data over time, looking at a three year period, in order to discover patterns and trends. The Component 3 Leadership Team should use the reflection questions below to guide their discussion about the aggregated student performance data.

**Reflection Questions:**

- How do our scores from TCAP, Gateway, End of Course or Writing Tests compare with the scores from the rest of the state?
- Where did our students perform best? Worst?
- What trends do we see in our value added scores over the past three years? Are we improving or losing ground?

However, with No Child Left Behind (NCLB), data aggregation is no longer sufficient in answering the question: “Are all students progressing and are we as a school system closing the gap between low performing students and high performers?” Subgroups and disaggregation of student performance data is now required for all Tennessee schools, school systems, and the state. Data mining requires the effective disaggregation of data by systems.

Data should be presented according to the required student subgroups when applicable. Data must be analyzed according to these student subgroups so that meaningful comparisons can then be accomplished. Data could also be disaggregated by additional student subgroups, if applicable: gender, quintiles, migrant, and homeless. (Use value added subgroups.)

As stated before, data are the foundation for the needs assessment and when they are presented and disaggregated in meaningful ways, sound decisions can be made. The Component 3 Leadership Team should use the reflection questions below to guide their discussion about the disaggregated student performance data and to complete the chart(s) in Table 3.2 by placing an X under columns where AYP (Adequate Yearly Progress) target was met.

**Reflection Questions:**

1. Are there differences in the performances of various subgroups?
2. Are there subgroups that are not making AYP?

<b>K-8</b>	All	White	Hispanic	African-American	Native American	Asian/PI	Economically Disadvantaged	SWD	LEP
Math									
Reading/Language Arts/Writing									
<b>9-12</b>	All	White	Hispanic	African-American	Native American	Asian/PI	Economically Disadvantaged	SWD	LEP
Gateway Algebra I									
Gateway English II /11 <sup>th</sup> Grade Writing									

**Table 3.2**

Any additional data relative to the level of the school must be analyzed in order to get a clear picture of student performance in the school. Examples of additional data include: Vocational data from the Perkins Report Card, value added data, and special education data other than that related to TCAP and/or Gateway.

Work Guide 3.4 found in the Appendices of Component 3 in the TCSPP Framework/Guide, provides a chart, replicated below in Table 3.3, to assist in conducting a Discrepancy Analysis to connect to many of the student performance requirements of NCLB. This approach should result in a clear identification of student needs as they relate to AYP, vocational education, special education, and progress with value-added scores. The insights gained from the analysis of this data should assist in reducing the listing of all potential high-priority needs to a ranking of the highest to lowest needs in both categories.

<b>Important Academic Needs</b>	<b>Current Performance</b>	<b>Desired Performance</b>	<b>Discrepancy</b>

**Table 3.3**

Other data sources and sets should now be reviewed to either validate some assumptions being made or to generate additional conversation around student performance. A comprehensive needs assessment has breadth of data, but it is focused on what is important in terms of local issues and context as well as current and future concerns. That means information should be generated from as many relevant sources as is feasible and would be helpful. Other guidelines include collecting both objective and subjective data sources that are closely related to important educational concerns; making every attempt to collect data that are reliable and valid so that the results can be used to develop meaningful actions; and staying alert to areas where information is limited or lacking, and then developing instruments or procedures to elicit the needed data.

Part of the analysis is to determine if adequate and accurate data are represented. It is the team’s responsibility to make these decisions. It is also advisable to analyze significant findings across data sources to determine the student achievement needs and student support needs of specific student subgroups. At the system-level, School Improvement Plans for every school in the system are a major part of the total database for the needs assessment. The SIPs and any additional current school-level plans (including required plans, any additional reports, grants, or plans for major initiatives) should be compared to the system needs. Look for clarity of purpose, focus, alignment, and gaps in resources from school to school in geographic areas, etc.

Data analysis at the school-level is to identify needs that are supported by data presented in the plans. A matrix could be developed to systematically look across all plans and identify student needs that may be common to more than one school site. Next acquire all current LEA plans. Continue the same data analysis process with any additional system- and/or school-level plans. In addition to the data in all SIPs, the information found in current LEA plans (including required plans, any additional reports, grants, or plans for major initiatives) provides valuable data at the system-level. Focus on LEA plans to identify the goals and/or potential priority needs that are well supported in the data provided with the plans.

Pulling additional information from Component 1 at this time will broaden the understanding of the data. The demographic data and perceptual data collected in Component 1 can offer some explanations as well as highlight some issues that need to be addressed. This information will give the committee insight into some of the important non-academic needs of the system.

Work Guide 3.4 found in the Appendices of Component 3, TCSPP Framework/Guide, provides a chart, replicated below in Table 3.4, to assist in conducting a Discrepancy Analysis of the non-academic needs.

<b>Important Non-Academic Needs</b>	<b>Current Performance</b>	<b>Desired Performance</b>	<b>Discrepancy</b>

**Table 3.4**

The Component 3 Leadership Team should use the reflection questions below to guide their discussion about student performance data, school processes data, demographic and perceptual data from Component 1 along with data collected from the assessment of the SIPs from individual schools.

**Reflection Questions:**

1. Do we see common patterns in the data from the various sources?
2. Do we see major differences in the data from the various sources?
3. Does the performance of students on TCAP, Gateway, End of Course, and/or Writing tests align to the grades students are receiving on report cards? If not, why?
4. Do we see differences in the academic performance of males and females?
5. Do we see differences in the academic performance of our students when the value added data are disaggregated?
6. Do we need to consider additional data sources?
7. Do we see some patterns in student performance based on changing demographics?
8. Do we have perceptions among students, parents, teachers that are validated by the student performance data? That are not validated by the student performance data?
9. Are there common strengths and needs evidenced by all the data?
10. Does the information gathered on the Matrix from Component 1 align with the other data? If not why?

11. What have we learned from our analysis of our special education data?
12. What challenges do we face based on the special education data?
13. What have we learned from our vocational education data?
14. What challenges do we face based on vocational education data?
15. Is the system plan aligned with the data analyzed in this component?
16. Is there alignment between the system level plan(s) and the school level plans (SIPs)?
17. Are the schools' SIP goals aligned with the data?
18. Are our schools' improvement plans on target, data based, and student focused?
19. Is there alignment between system needs and goals and school needs and goals?
20. Are our system support and capacity building efforts aligned with the needs of individual schools?

Analysis of data can reveal specific needs and strengths that will require consideration in the planning process. Data are analyzed to bring meaning to the information collected in an organized way. Several considerations should guide data analysis. When data are presented in a concise, straight-forward way or in a format that can be easily understood and interpreted, important facts emerge. These facts become statements or findings about the data (i.e., statements of fact that accurately describe current condition, status, or performance). An important point about identification of needs is that they should be stated as needs—not as activities or programs to be provided. During data analysis, the focus should be on the challenges or needs themselves and not on solutions to the challenges or actions to be taken. Be sure to consider all program areas when analyzing you data.

With all the information now available to the Component 3 Leadership Team, the next step is to list the strengths and needs of the system. The charts in Table 3.5 of Component 3, TCSPP Framework/Guide will assist with this task. Work Guide 3.5 found in the Appendices of Component 3, TCSPP Framework/Guide is provided as a recommended approach to engage team members in setting priorities of student achievement and student support needs. These needs become specific goals for improvement planning and will be addressed in the Action Plans in Component 5.

### Part III. Reflection

To summarize, all data, qualitative and quantitative, must be utilized to make accurate, informed decisions and in determining central office effectiveness. In Component 1 central office personnel participated in a dialogue around existing databases for both types of data, and decided how to identify, collect, and review this information for use in effective planning. The same data sets should be used across program areas for budgeting at federal, state, and local levels; and data should be collected, organized one time and shared among all central office staff. In this way, staff time is not lost, and data gathering for all programs occurs at one time.

A narrative synthesis of all the data utilized in Component 3 should be written and presented to the System Leadership Team for review and revision. This will be submitted to the Tennessee Department of Education as Component 3 of the TCSPP. Reflective questions found in Component 3 of the TCSPP Framework/Guide should be used to assess the completeness of their process. Also, be sure to revisit Reflective Matrix 1.1 completed in Component 1 of the TCSPP Framework/Guide as a culminating activity and mark systemwide column as a summary exercise.

The following Template should be completed and submitted to the Tennessee Department of Education as a result of the work completed in Component 3.



# TCSPP TEMPLATE 3.1

(Continued)

## Evaluation of Our Process for Developing Priorities for Improving Schools

<b>Evaluation of Non-Academic Data- Narrative Response Required</b>
---

What are the strengths and needs of your system based on the non-academic data?
---

What evidence/sources support your response?
--

TCSPP TEMPLATE 3.1  
(Continued)

**Evaluation of Our Process for Developing Priorities for Improving Schools**

**Evaluation of the System's Current Approach in Meeting the Needs of All Students - Narrative Response Required**

What are the strengths and needs of your system in meeting the needs of all students?

What evidence/sources support your response?

**Evaluation of the Prioritized Goals - Narrative Response Required**

What are your data driven prioritized goals?

## **COMPONENT 4**

### **CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS**

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# COMPONENT 4

## CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS

### Part I. Introduction

Historically, in 1985 the State Board of Education policy required all local boards of education to develop a strategic five year plan. Using the Board of Education's five year strategic plan, each local school system developed its Comprehensive Systemwide Plan under the umbrella of this document (Rule 0520).

As a school system, you need to recognize and review your local board of education policies that impact your effectiveness. It may serve you well to include a member of the board on your Systemwide Leadership Planning Team.

School improvement is more likely to occur where leaders build the capacity for change and development, where they invest in teachers and teaching and where they empower others to lead . . . effective leadership for school improvement, therefore, should be principally concerned with building the capacity and creating the conditions to generate improvement and, more importantly, to sustain improvement over time (Harris, 3).

The development of Component 4 - Curricular, Instructional, Assessment, and Organizational Effectiveness - requires system leaders to conduct an in-depth analysis of the effectiveness of the school system's instructional practices and organizational procedures in supporting student achievement in each school specifically, and in the system as a whole (NSSE, 1997, 4-1).

The overall goal of school systems is to improve teaching and learning. Schools and systems engage in specific tasks and practices that focus and sustain their efforts to improve teaching and learning. The NSSE research indicates that a school or system seeking to improve student learning needs to focus on three core tasks: ensure desired results by expecting desired results and monitoring performance; improve teaching and learning by supporting students in their learning and maximizing teachers' effectiveness; and foster a culture for improvement by developing a learning community and leading for improvement (NSSE, 2004).

The ultimate goal of the school improvement process is to improve teaching and learning. Schools and systems that support students in their learning (NSSE, 2004):

- maintain systemwide expectations for student learning that reflect academic, cognitive, and metacognitive skills
- deliver on the expectations for student learning through a curriculum that is coherent and rigorous
- align an assessment system with curriculum which is enacted in the classroom through instruction
- support the equitable opportunity of students to learn through individualization and differentiation
- provide student support services and special programs to optimize individual student learning
- support a student learning community that includes student involvement beyond the classroom and that offers a safe environment
- involve families and the community in supporting children as learners

Research-based current practices and characteristics of high-performing schools in the areas of curriculum, instruction, assessment, and organization may be found in various publications. To assist you in your self-analysis of your capacity to be effective in these critical areas, research documents are included in the Appendices of Component 4 of the TCSPP Framework/Guide for your review and study.

Following a review of the research-based current practices and characteristics you must determine, as a school system, if you have the capacity to ensure effectiveness in the crucial areas of curriculum, instruction, assessment, and organization. You must also determine whether you have the ability to build and sustain that capacity for continuous student improvement and teacher development at the school level. This includes developing a Gap Analysis as a result of the work completed in Component 1.

To guide the examination of your system's current practices in the areas of curriculum, instruction, assessment, and organization, Component 4 of the TCSPP Framework/Guide provides several Work Guides and sets of reflective questions for your use.

## **Part II. Curricular Practices**

School systems need to align their curriculum to the state content standards and design professional development that helps teachers understand the intent of the content standards, identify how students demonstrate proficiency on the standards, know how to interpret student performance, and use the diagnostic information to make instructional decisions (Hillcrest and Main).

As you begin the analysis process, determine the current curricular practices utilized in your school system. Refer to Part II, Component 4 of the Framework/Guide for focus questions, gap analysis, and summary questions related to curriculum.

## **Part III. Instructional Practices**

A WestEd guide reports that "systemwide instructional improvement depends not only on a coherent infrastructure and the skills of individuals, but also on the capacity of the system to nurture continuous learning." Continuous improvement requires that school systems constantly reflect on questions such as, "How do you bring good alignment and coherence to your professional development program?" and "How do you build capacity?" (Hillcrest and Main).

As you begin the analysis process, determine the current instructional practices utilized in your school system. Refer to Part III, Component 4 of the Framework/Guide for focus questions, gap analysis, and summary questions related to instruction.

## **Part IV. Assessment Practices**

Superintendents and school boards need good data to make informed decisions for improving student achievement. Though data-driven decision making is a critical and well-accepted strategy, the kinds of data systems use makes all the difference. Most systems have mounds of data; determining which data are relevant is key (Hillcrest and Main).

As you begin the analysis process, determine the current assessment practices utilized in your school system. Refer to Part IV, Component 4 of the Framework/Guide for focus questions, gap analysis, and summary questions related to assessment.

## **Part V. Organizational Practices**

Weak system level organizations can undermine the most powerful instructional school level changes. Simply put, both instructional change and organizational reform are needed for systematic gains in academic achievement to occur (Bryk, Kerbow, & Rollow, 1997). Effective organizational structures at the student and teacher level have been identified in the middle school literature and have been adopted by a growing number of schools. These include but are not limited to: the use of small learning communities, looping, teacher teams, and common planning periods. Questions for school systems should revolve around whether or not their organizational structures support these types of research-based best practices in the local schools, and if not, why not? (MacIver and Balfanz).

As you begin the analysis process, determine the current organizational practices utilized in your school system. Refer to Part V, Component 4 of the Framework/Guide for focus questions, gap analysis, and summary questions related to organization.

The following Templates should be completed and submitted to the Tennessee Department of Education as a result of the work completed in Component 4.

# TCSPP TEMPLATE 4.1a

## CURRICULAR PRACTICES

Current Curricular Practices	_____	_____	_____	_____	_____	_____	_____
	(identify practice)						
Evidence of Practice							
Is the current practice research-based?							
Is it a principle & practice of high-performing school systems?							
Has the current practice been effective or ineffective?							
What data source(s) do you have that support your answer? (identify all applicable sources)							
Evidence of effectiveness or ineffectiveness							
Evidence of equitable system support for this practice							
Next Step (changes or continuations)							

# TCSPP TEMPLATE 4.1b

## CURRICULUM GAP ANALYSIS

The following are related to **Curriculum**. The process will identify the discrepancy, or the gap, between the current state – “What Is” – and the desired future state – “What Ought To Be.” The information for “What Is” should be in Component 1 and will be reviewed at this time.

### **Curriculum TIME Gap Analysis - Narrative Response Required**

**“What is” The Current Use of: TIME**

(How are we currently allocating our time as central office employees in providing assistance to schools and building capacity around understanding and implementing high quality curricular practices?)

**“What Ought to Be” – How Should we be Using Our: TIME**

### **Curriculum MONEY Gap Analysis - Narrative Response Required**

**“What is” The Current Use of: MONEY**

(How are we currently allocating our funds in providing assistance to schools and building capacity around understanding and implementing high quality curriculum practices?)

**“What Ought to Be” – How Should we be Using Our: MONEY**

**TCSPP TEMPLATE 4.1b**  
**(continued)**  
**CURRICULUM GAP ANALYSIS**

**Curriculum PERSONNEL Gap Analysis - Narrative Response Required**

**“What is” The Current Use of: PERSONNEL**

(How are we currently allocating personnel in providing assistance to schools and building capacity around understanding and implementing high quality curriculum practices?)

**“What Ought to Be” – How Should we be Using Our: PERSONNEL**

**Curriculum OTHER RESOURCES Gap Analysis - Narrative Response Required**

**“What is” The Current Use of: OTHER RESOURCES**

(How are we currently allocating other resources in providing assistance to schools and building capacity around understanding and implementing high quality curriculum practices?)

**“What Ought to Be” – How Should we be Using Our: OTHER RESOURCES**

# TCSPP TEMPLATE 4.1c

## CURRICULUM REFLECTIVE QUESTIONS

The completed **Curriculum** gap analysis should enable the Systemwide Leadership Team to answer the following reflective questions relative to curriculum practices.

<b>Curriculum Reflective Questions - Narrative Response Required</b>
--

Are we providing equity and adequacy to all our schools?
--

<b>Curriculum Reflective Questions - Narrative Response Required</b>
--

Are we targeting funds and resources effectively to meet the needs of our schools?
--

<b>Curriculum Reflective Questions - Narrative Response Required</b>
--

Based on the data, are we accurately meeting the needs of students in our schools?
--

# TCSPP TEMPLATE 4.1d

## CURRICULUM SUMMARY QUESTIONS

The following summary questions are related to **Curriculum**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings regarding this area.

<b>Curriculum Summary Questions- Narrative Response Required</b>
--

What are our major strengths and how do we know?
--

<b>Curriculum Summary Questions- Narrative Response Required</b>
--

What are our major challenges and how do we know? Place in prioritized order, based on data from Component 3.
---

<b>Curriculum Summary Questions- Narrative Response Required</b>
--

How will we address our challenges?
-------------------------------------

## TCSPP TEMPLATE 4.2a

<b>Current Instructional Practices</b>	<u>                    </u> (identify practice)						
Evidence of Practice							
Is the current practice research-based?							
Is it a principle & practice of high-performing school systems?							
Has the current practice been effective or ineffective?							
What data source(s) do you have that support your answer? (identify all applicable sources)							
Evidence of effectiveness or ineffectiveness							
Evidence of equitable system support for this practice							
Next Step (changes or continuations)							

## **TCSPP TEMPLATE 4.2b INSTRUCTIONAL GAP ANALYSIS**

The following are related to **Instruction**. The process will identify the discrepancy, or the gap, between the current state – “What Is” – and the desired future state – “What Ought To Be.” The information for “What Is” should be in Component 1 and will be reviewed at this time.

<b>Instructional TIME Gap Analysis - Narrative Response Required</b>
--

<b>“What is” The Current Use of: TIME</b>
---

(How are we currently allocating our time as central office employees in providing assistance to schools and building capacity around understanding and implementing research-based instructional practices?)
---

<b>“What Ought to Be” – How Should we be Using Our: TIME</b>
--

<b>Instructional MONEY Gap Analysis - Narrative Response Required</b>
---

<b>“What is” The Current Use of: MONEY</b>
--

(How are we currently allocating our funds in providing assistance to schools and building capacity around understanding and implementing research-based instructional practices?)
--

<b>“What Ought to Be” – How Should we be Using Our: MONEY</b>
---

**TCSPP TEMPLATE 4.2b  
(continued)  
INSTRUCTIONAL GAP ANALYSIS**

**Instructional PERSONNEL Gap Analysis - Narrative Response Required**

**“What is” The Current Use of: PERSONNEL**

(How are we currently allocating personnel in providing assistance to schools and building capacity around understanding and implementing research-based instructional practices?)

**“What Ought to Be” – How Should we be Using Our: PERSONNEL**

**Instructional OTHER RESOURCES Gap Analysis - Narrative Response Required**

**“What is” The Current Use of: OTHER RESOURCES**

(How are we currently allocating other resources in providing assistance to schools and building capacity around understanding and implementing research-based instructional practices?)

**“What Ought to Be” – How Should we be Using Our: OTHER RESOURCES**

TCSPP TEMPLATE 4.1c  
CURRICULUM REFLECTIVE QUESTIONS

The completed **Curriculum** gap analysis should enable the Systemwide Leadership Team to answer the following reflective questions relative to curriculum practices.

<b>Curriculum Reflective Questions - Narrative Response Required</b>
Are we providing equity and adequacy to all our schools?

<b>Curriculum Reflective Questions - Narrative Response Required</b>
Are we targeting funds and resources effectively to meet the needs of our schools?

<b>Curriculum Reflective Questions - Narrative Response Required</b>
Based on the data, are we accurately meeting the needs of students in our schools?

**TCSPP TEMPLATE 4.1d**

**CURRICULUM SUMMARY QUESTIONS**

The following summary questions are related to **Curriculum**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings regarding this area.

**Curriculum Summary Questions- Narrative Response Required**

What are our major strengths and how do we know?

**Curriculum Summary Questions- Narrative Response Required**

What are our major challenges and how do we know? Place in prioritized order, based on data from Component 3.

**Curriculum Summary Questions- Narrative Response Required**

How will we address our challenges?

## TCSPP TEMPLATE 4.2a INSTRUCTIONAL PRACTICES

<b>Current Instructional Practices</b>	_____	_____	_____	_____	_____	_____	_____
	(identify practice)						
Evidence of Practice							
Is the current practice research-based?							
Is it a principle & practice of high-performing school systems?							
Has the current practice been effective or ineffective?							
What data source(s) do you have that support your answer? (identify all applicable sources)							
Evidence of effectiveness or ineffectiveness							
Evidence of equitable system support for this practice							
Next Step (changes or continuations)							

**TCSPP TEMPLATE 4.2b  
INSTRUCTIONAL GAP ANALYSIS**

The following are related to **Instruction**. The process will identify the discrepancy, or the gap, between the current state – “What Is” – and the desired future state – “What Ought To Be.” The information for “What Is” should be in Component 1 and will be reviewed at this time.

**Instructional TIME Gap Analysis - Narrative Response Required**

**“What is” The Current Use of: TIME**

(How are we currently allocating our time as central office employees in providing assistance to schools and building capacity around understanding and implementing research-based instructional practices?)

**“What Ought to Be” – How Should we be Using Our: TIME**

**Instructional MONEY Gap Analysis - Narrative Response Required**

**“What is” The Current Use of: MONEY**

(How are we currently allocating our funds in providing assistance to schools and building capacity around understanding and implementing research-based instructional practices?)

**“What Ought to Be” – How Should we be Using Our: MONEY**

TCSPP TEMPLATE 4.2b  
(continued)  
INSTRUCTIONAL GAP ANALYSIS

**Instructional PERSONNEL Gap Analysis - Narrative Response Required**

**“What is” The Current Use of: PERSONNEL**

(How are we currently allocating personnel in providing assistance to schools and building capacity around understanding and implementing research-based instructional practices?)

**“What Ought to Be” – How Should we be Using Our: PERSONNEL**

**Instructional OTHER RESOURCES Gap Analysis - Narrative Response Required**

**“What is” The Current Use of: OTHER RESOURCES**

(How are we currently allocating other resources in providing assistance to schools and building capacity around understanding and implementing research-based instructional practices?)

**“What Ought to Be” – How Should we be Using Our: OTHER RESOURCES**

**TCSPP TEMPLATE 4.2c**  
**INSTRUCTIONAL REFLECTIVE QUESTIONS**

The completed **Instructional** gap analysis should enable the Systemwide Leadership Team to answer the following reflective questions relative to instructional practices.

<b>Instructional Reflective Questions - Narrative Response Required</b>
Are we providing equity and adequacy to all our schools?

<b>Instructional Reflective Questions - Narrative Response Required</b>
Are we targeting funds and resources effectively to meet the needs of our schools?

<b>Instructional Reflective Questions - Narrative Response Required</b>
Based on the data, are we accurately meeting the needs of students in our schools?

TCSPP TEMPLATE 4.2d  
INSTRUCTIONAL SUMMARY QUESTIONS

The following summary questions are related to **Instruction**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings regarding this area.

**Instructional Summary Questions- Narrative Response Required**

What are our major strengths and how do we know?

**Instructional Summary Questions- Narrative Response Required**

What are our major challenges and how do we know? Place in prioritized order, based on data from Component 3.

**Instructional Summary Questions- Narrative Response Required**

How will we address our challenges?

## TCSPP TEMPLATE 4.3a ASSESSMENT PRACTICES

<b>Current Assessment Practices</b>	_____	_____	_____	_____	_____	_____	_____
	(identify practice)						
Evidence of Practice							
Is the current practice research-based?							
Is it a principle & practice of high-performing school systems?							
Has the current practice been effective or ineffective?							
What data source(s) do you have that support your answer? (identify all applicable sources)							
Evidence of effectiveness or ineffectiveness							
Evidence of equitable system support for this practice							
Next Step (changes or continuations)							

**TCSPP TEMPLATE 4.3b**  
**ASSESSMENT GAP ANALYSIS**

The following are related to **Assessment**. The process will identify the discrepancy, or the gap, between the current state – “What Is” – and the desired future state – “What Ought To Be.” The information for “What Is” should be in Component 1 and will be reviewed at this time.

**Assessment TIME Gap Analysis - Narrative Response Required**

**“What is” The Current Use of: TIME**

(How are we currently allocating our time as central office employees in providing assistance to schools and building capacity around understanding and implementing research-based assessment practices?)

**“What Ought to Be” – How Should we be Using Our: TIME**

**Assessment MONEY Gap Analysis - Narrative Response Required**

**“What is” The Current Use of: MONEY**

(How are we currently allocating our funds in providing assistance to schools and building capacity around understanding and implementing research-based assessment practices?)

**“What Ought to Be” – How Should we be Using Our: MONEY**

**TCSPP TEMPLATE 4.3b  
(continued)  
ASSESSMENT GAP ANALYSIS**

**Assessment PERSONNEL Gap Analysis - Narrative Response Required**

**“What is” The Current Use of: PERSONNEL**

(How are we currently allocating personnel in providing assistance to schools and building capacity around understanding and implementing research-based assessment practices?)

**“What Ought to Be” – How Should we be Using Our: PERSONNEL**

**Assessment OTHER RESOURCES Gap Analysis - Narrative Response Required**

**“What is” The Current Use of: OTHER RESOURCES**

(How are we currently allocating other resources in providing assistance to schools and building capacity around understanding and implementing research-based assessment practices?)

**“What Ought to Be” – How Should we be Using Our: OTHER RESOURCES**

**TCSPP TEMPLATE 4.3c**  
**ASSESSMENT REFLECTIVE QUESTIONS**

The completed **Assessment** gap analysis should enable the Systemwide Leadership Team to answer the following reflective questions relative to instructional practices.

<b>Assessment Reflective Questions - Narrative Response Required</b>
--

Are we providing equity and adequacy to all our schools?
--

<b>Assessment Reflective Questions - Narrative Response Required</b>
--

Are we targeting funds and resources effectively to meet the needs of our schools?
--

<b>Assessment Reflective Questions - Narrative Response Required</b>
--

Based on the data, are we accurately meeting the needs of students in our schools?
--

**TCSPP TEMPLATE 4.3d**  
**ASSESSMENT SUMMARY QUESTIONS**

The following summary questions are related to **Assessment**. They are designed as a culminating activity for your self-analysis, focus questions discussions and findings regarding this area.

<b>Assessment Summary Questions- Narrative Response Required</b>
--

What are our major strengths and how do we know?
--

<b>Assessment Summary Questions- Narrative Response Required</b>
--

What are our major challenges and how do we know? Place in prioritized order, based on data from Component 3.
---

<b>Assessment Summary Questions- Narrative Response Required</b>
--

How will we address our challenges?
-------------------------------------

## TCSPP TEMPLATE 4.4a ORGANIZATIONAL PRACTICES

<b>Current Organizational Practices</b>	_____	_____	_____	_____	_____	_____	_____
	(identify practice)						
Evidence of Practice							
Is the current practice research-based?							
Is it a principle & practice of high-performing school systems?							
Has the current practice been effective or ineffective?							
What data source(s) do you have that support your answer? (identify all applicable sources)							
Evidence of effectiveness or ineffectiveness							
Evidence of equitable system support for this practice							
Next Step (changes or continuations)							

**TCSPP TEMPLATE 4.4b**  
**ORGANIZATIONAL GAP ANALYSIS**

The following are related to **Organization**. The process will identify the discrepancy, or the gap, between the current state – “What Is” – and the desired future state – “What Ought To Be.” The information for “What Is” should be in Component 1 and will be reviewed at this time.

**Organizational TIME Gap Analysis - Narrative Response Required**

**“What is” The Current Use of: TIME**

(How are we currently allocating our time as central office employees in providing assistance to schools and building capacity around understanding and implementing research-based organizational practices?)

**“What Ought to Be” – How Should we be Using Our: TIME**

**Organizational MONEY Gap Analysis - Narrative Response Required**

**“What is” The Current Use of: MONEY**

(How are we currently allocating our funds in providing assistance to schools and building capacity around understanding and implementing research-based organizational practices?)

**“What Ought to Be” – How Should we be Using Our: MONEY**

**TCSPP TEMPLATE 4.4b**  
**(continued)**  
**ORGANIZATIONAL GAP ANALYSIS**

**Organizational PERSONNEL Gap Analysis - Narrative Response Required**

**“What is” The Current Use of: PERSONNEL**

(How are we currently allocating personnel in providing assistance to schools and building capacity around understanding and implementing research-based organizational practices?)

**“What Ought to Be” – How Should we be Using Our: PERSONNEL**

**Organizational OTHER RESOURCES Gap Analysis - Narrative Response Required**

**“What is” The Current Use of: OTHER RESOURCES**

(How are we currently allocating other resources in providing assistance to schools and building capacity around understanding and implementing research-based organizational practices?)

**“What Ought to Be” – How Should we be Using Our: OTHER RESOURCES**

**TCSPP TEMPLATE 4.4c**  
**ORGANIZATIONAL REFLECTIVE QUESTIONS**

The completed **Organizational** gap analysis should enable the Systemwide Leadership Team to answer the following reflective questions relative to instructional practices.

<b>Organizational Reflective Questions - Narrative Response Required</b>
--

Are we providing equity and adequacy to all our schools?
--

<b>Organizational Reflective Questions - Narrative Response Required</b>
--

Are we targeting funds and resources effectively to meet the needs of our schools?
--

<b>Organizational Reflective Questions - Narrative Response Required</b>
--

Based on the data, are we accurately meeting the needs of students in our schools?
--

**TCSPP TEMPLATE 4.4d**  
**ORGANIZATIONAL SUMMARY QUESTIONS**

The following summary questions are related to **Organization**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings regarding this area.

**Organizational Summary Questions- Narrative Response Required**

What are our major strengths and how do we know?

**Organizational Summary Questions- Narrative Response Required**

What are our major challenges and how do we know? Place in prioritized order, based on data from Component 3.

**Organizational Summary Questions- Narrative Response Required**

How will we address our challenges?

## **COMPONENT 5**

### **COMPREHENSIVE SYSTEMWIDE ACTION PLAN DEVELOPMENT**

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# COMPONENT 5

## COMPREHENSIVE SYSTEMWIDE ACTION PLAN DEVELOPMENT

### Part I. Introduction

You have completed the first four components of the Tennessee Comprehensive Systemwide Planning Process (TCSPP). Your findings direct you to the development of your school system's action plan. "The incorporation of the findings from the four components into the action plan will yield a data-driven, research-based plan focused on improving student learning. The action plan is to be driven by goals that address the needs identified as you analyzed the academic and non-academic data and the effectiveness of your instructional practices and organizational procedures (NSSE, 1997)." Additionally, you should incorporate requirements of the Reflective Matrix findings to ensure all program area needs are satisfied. This supports the one plan, one process concept.

As you begin the process of developing your Comprehensive Systemwide Action Plan, it is imperative that the process is collaborative; your system's beliefs, mission, and vision are reflected in your goals; and the implementation plan serves to build capacity at the local school level. A key indicator of success is that system level program personnel must collaborate for the plan to be successful.

In addition to establishing goals, your system personnel will identify action steps that address the stated goal. These action steps should be aligned with the needs/challenges determined through the detailed analysis of all data and the overall review of system effectiveness pertaining to instructional practices and organizational procedures. The action plan's implementation phase should include timeline, person(s) responsible, projected costs(s)/required resources, funding source, evaluation strategies, professional development, parent and community involvement, technology, communication, and measures of success/evaluation tools.

The format for the Comprehensive Systemwide Action Plan is a combination of the formats used in the Title I/Federal Programs Consolidated Plan and the Tennessee School Improvement Plan. To assist you in your work, the following definitions are given (Tennessee Consolidated Plan).

1. Goal – Goals are statements of desired student performance with the amount of expected, measurable growth and a reasonable end date. Therefore, they are measurable, data driven, specifically based on identified needs, linked to a reasonable timeframe, and express desired results. They should be written in student terms. "The students will..."
2. Action Steps – Action steps are interventions, objectives, activities, programs, and/or strategies to be taken to address the identified goals/needs. The major criterion for high-quality interventions is that they are research-based. These define what the teacher does and are written in teacher terms. "The teachers will..."

3. Timeline – The beginning and ending dates should be specified for each action. Be realistic when assigning the dates. Ongoing is not realistic as a timeline.
4. Person(s) Responsible – Much thought should be given to naming the person(s) responsible for ensuring the timely and complete work schedule of each action step.
5. Projected Cost(s)/Required Resources – Resources needed for each action step must be budgeted. This may possibly bring the most challenging decisions. You may wish to take an inventory of all available resources and how they are currently used. If gaps appear between what resources are available and what is needed, school system personnel must address availability of funding for conducting the action plan. Also, refer to the Tennessee Department of Education budgetary process, Federal Application Consolidated Tracking System (FACTS). FACTS does not alter the process of securing your federal dollars. It simply allows for a more efficient and effective method for the disbursement and tracking of funds. It is designed to reduce errors and expedite the procurement of your funds through an electronic process. In looking at your prioritized needs, the expenditures of your system should align themselves so that it is evident that you are addressing your identified needs adequately to improve achievement for all students.
6. Funding Sources – Various revenues available for conducting the specific action steps.
7. Evaluation Strategy – Define how you will know that the action step has been successful or there is a need to re-evaluate/redesign the action step.
8. Professional Development – Many of the action steps will require varying degrees of professional development and training. State how your school system will establish professional development to meet the diverse needs of teachers, administrators, paraprofessionals, and possibly others.
9. Parent and Community Involvement – Research indicates that the support of parents, guardians, and community members is important to school and school system improvement while parental involvement is a critical influence on the academic success of their students. (Tennessee Consolidated Plan, 19). Describe how your school system will promote parent and community involvement.
10. Technology Plan – State how your school system will use technology planning to meet the needs of teachers, administrators, paraprofessionals, and possibly others.
11. Communication Plan – State how your school system will use the communication plan to provide for effective communication between and among school system personnel and all stakeholders.

## **Part II. Action Plan Development**

Begin work on your Action Plan through the development of **goals** based on prioritized challenges/needs identified in Component 3. Template 5.1 will be used to define each goal and action plan.

## **Part III. TCSPP Compliance Matrix**

The TCSPP Compliance Matrix found in Component 5 of the TCSPP Framework/Guide should be used to ensure that all required areas have been addressed in the TCSPP where applicable.

The following Template should be completed and submitted to the Tennessee Department of Education as a result of the work completed in Component 5.

### TCSPP TEMPLATE 5.1

## GOAL 1 – Action Plan Development

Revised DATE: \_\_\_\_\_

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal

Which need(s) does this Goal address?

How is this Goal linked to the system’s Five-Year Plan?

#### ACTION STEPS

#### IMPLEMENTATION PLAN

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives as applicable.

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
Action Step						
Action Step						
Action Step						

Action Step						

### Part III. TCSPP Compliance Matrix

The TCSPP Compliance Matrix should be used to ensure that all required areas have been addressed in the TCSPP where applicable. Answer each question in the appropriate column using the legend to indicate if the question has been addressed for each program area. In the large cell indicate where in the plan, or in other documentation, the information can be found. The “Systemwide” column should be marked to indicate that the question has been addressed on a systemwide level. Use the example below as a guide for completing the matrix. (When asked, “did you” describe, or include a description, the expectation is that a brief, concise, succinct paragraph was included in the plan or other system documentation.)

#### Example of Completed Matrix

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Include on your leadership team – teachers, principals, administrators, other appropriate school personnel, parents (including a parent with a child with disabilities), and students?	+	+	+	NA	+	NA	+	F S C A
Component 1, Template 1.1, pages 83 – 85								
Use a collaborative process to develop your program goals/objectives?	+	+	+	+	+	+	+	F S C E A T
Component 1, Template 1.1, page 87								
Define your beliefs?	+	+	+	NA	+	NA	+	F S C A
Component 2, Template 2.1								
Describe how the LEA will provide training to enable teachers to involve parents in their child’s education? (Title II A, Sec 2122)	+	NA	NA	NA	NA	NA	+	F
Component 5, Goal 3, Action Step 2								
Prioritize your goals?	+	+	+	+	+	NA	+	F S C E A
Component 3, Table 3.6, pages 219 Component 3, Template 3.1, pages 224								
Define data collection and analysis processes?	+	+	+	+	+	NA	+	F S C E A
Component 1, Template 1.1, pages 86 – 87 Component 3, Template 3.1, pages 222 – 224								

(The cells identifying each program area are color coded and can be seen when viewing the document on screen or when printing in color. If the matrix is printed in black and white, the shading will appear in different tones of gray.)

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Establish annual measurable objectives for each school that – a) include an annual increase in the percentage of highly qualified teachers at each local school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-06 school year; and b) include an annual increase in the percentage of teachers who are receiving high-quality professional development?								F S
Include a description of the applicant’s specific goals for using advanced technology to improve student academic achievement, aligned with challenging State academic content and student academic achievement standards? (Title II D, Sec 2414 & Erate)								F T
Include a description of the steps the applicant will take to ensure that all students and teachers in schools served by the LEA involved have increased access to educational technology, especially students in high poverty, high need, or high priority schools? (Title II D, Sec 2414)								F
Include a description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging State academic content and student academic achievement standards? (Title II D, Sec 2414)								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Include a description of how the applicant will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center? (Title II D, Sec 2414 & Erate)								F  T
Include a description of how the applicant will integrate technology (including software and other electronically delivered learning material) into curricula and instruction, and a timeline for such integration? (Title II D)								F
Describe how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources? (Title II D)								F
Describe how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school? (Title II D)								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology? (Title II D)								F
Describe the process and accountability measures that the applicant will use to evaluate the extent to which activities funded are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards? (Title II D)								F
Describe the actions the LEA will take to assist high priority schools? (Title I, Sec 1112) <b>High Priority LEA Requirement</b> —The LEA’s revised TCSPP includes the LEA’s responsibilities for improvement.								F S  A
Describe how the eligible entity will hold elementary schools and secondary schools receiving funds accountable for: <ul style="list-style-type: none"> <li>• annually measuring the English proficiency of LEP students (by use of the CELLA.)</li> <li>• meeting Title III English proficiency annual measurable objectives; and making AYP for LEP students. (Title III, Sec 3116)</li> </ul> <b>Title III Accountability LEA Requirement</b> —The LEA will develop Title III “improvement” strategies to address the Title III benchmark(s) not met.								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

<p>Describe how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State’s challenging student academic achievement standards for students classified as LEP, IDEA, Migrant, Neglected and Delinquent, Indian children served under Title VII, Homeless, and Immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of services? (Title I, Sec 1112)</p>	+	+						F S
<p>Describe the strategy the LEA will use to coordinate programs with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including LEA level staff in accordance with sections 1118 and 1119? (Title I, Sec 1112)</p>	+							F
<p>Describe how the LEA will coordinate and integrate services provided with other educational services at the LEA or individual school level such as: Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, as well as, services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, homeless children, and immigrant children? (Title I, Sec 1112)</p>	+							F
<p>Describe how the LEA will ensure that all paraprofessionals and all teachers of core academic courses are highly qualified by the end of 2005-06? (Title I, Sec 1119) <b>Title IIA Accountability LEA Requirement</b>—The LEA has developed Title IIA “improvement” strategies to increase the percentage of core academic courses taught by highly qualified teachers.</p>	+	+	+					F S C
<p>Describe the services the LEA will provide homeless children? (Title I, Sec 1112)</p>	+							F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

<p>Describe the strategy the LEA will use to implement effective parental and community involvement, including parents of LEP students? (Title I, Sec 1112)  <b>High Priority LEA Requirement</b>—The LEA's revised TCSPP includes strategies to promote effective parental involvement in the schools.</p>								F
<p>Describe the professional development activities and how these activities will be aligned with challenging State academic content standards and the curricula and programs tied to the standards? (NCLB)  <b>High Priority LEA Requirement</b>—The LEA's revised TCSPP provides for high-quality staff development for instructional staff that focuses primarily on improved instruction (includes the results of the district's professional development survey and an explanation of how the district used the required 10% set aside in Title I for professional development as required by NCLB.)</p>								F
<p>Describe how the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement? (NCLB)  <b>High Priority LEA Requirement</b>—The LEA's revised TCSPP incorporates strategies grounded in scientifically based research (SBR) that will strengthen instruction in core academic subjects.</p>								F
<p>Describe how the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students? (NCLB)</p>								F
								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

Describe how the LEA will coordinate professional development activities provided through Federal, State, and local programs? (NCLB)								
Describe the professional development activities that will be made available to teachers and principals and how the LEA will ensure that the PD (which may include teacher mentoring) needs of teachers and principals will be met? (Title II A, Sec 2122) <b>Title IIA Accountability LEA Requirement</b> —The LEA has developed Title IIA “improvement” strategies to increase the percentage of teachers reporting high quality professional development.								F
Describe how the LEA will train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy? (Title II A, Sec 2122 & Title II D, Sec 2414)								F
Describe how the LEA will provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency? (Title II A, Sec 2122)								F
Describe how the LEA will provide training to enable teachers to improve student behavior in the classroom and identify early and appropriate interventions to help students? (Title II A, Sec 2122)								F
Describe how the LEA will provide training to enable								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

teachers to involve parents in their child’s education? (Title II A, Sec 2122)								
Describe how the LEA will provide training to enable teachers to understand and use data and assessments to improve classroom practice and student learning? (Title II A, Sec 2122)								F
Conduct a needs assessment with the involvement of teachers and did it take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students the opportunity to meet challenging State and local student academic achievement standards? (Title II A, Sec 2122)								F
Include on your planning committee, parents and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)? (Title IV A, Sec 4114)								F
Collect relevant objective data which also includes participating private schools and community data so you can determine the prevalence of factors that put students at risk of using illegal drugs or engaging in undesirable behaviors? (Title IV A, Sec 4114)								F
Collect relevant objective data which also reflects protective factors, assets, or buffers that promote positive youth development? (Title IV A, Sec 4114)								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

<p>In the selected programs or activities, address the risk and protective factors based on scientific research that provides evidence that the program to be used will reduce violence and illegal drug use? (Title IV A, Sec 4114)</p>	+							F
<p>Include measurable indicators for risk and protective factors that the system will address and target services to schools and students with the greatest need? (Title IV A, Sec 4114)</p>	+							F
<p>Include a plan to have meaningful and ongoing consultation with the planning committee to seek advice regarding how best to coordinate the LEA's activities with other related strategies, program, and activities being conducted in the community? (Title IV A)</p>	+							F
<p>Develop your application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)? (Title IV A)</p>	+							F
<p>On an ongoing basis, consult with such representatives and organizations in order to seek advice regarding how best to coordinate such agency's activities under this subpart with other related strategies, programs, and activities being conducted in the community? (Title IV A)</p>	+							F
<p>Include an assessment of the telecommunication</p>	+					-		F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

services, hardware, software, and other services that will be needed to improve education or library services? (Title II D & Erate)										T
Provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy? (Title II D & Erate)										F
										T
Include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise? (Erate)										T
										T
Provide a complete description of the extended learning program content, grade level, subject area, and timeframe (summer and school year)?										E
										E
Include at least one concrete, quantifiable measure related to the SBE Master Plan and any other appropriate measures related to how well the objective has been met?										E
										E
Describe the process for evaluating the work you have done?										E
										E
Include an extended contracts employment summary?										E
										E
Define your leadership team?										F S C
										A
Include on your leadership team – teachers, principals,										F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

administrators, other appropriate school personnel, parents (including a parent with a child with disabilities), and students?								S C A
Define your subcommittees?	+	+	+	+	+			F S E A
Define significant system and common factors?		+			+			S A
Profile your system and community?	+	+		+	+			F S E A
Use a collaborative process to develop your program goals/objectives?	+	+	+	+	+	+		F S C E A T
Define your beliefs?	+	+	+		+			F S C A
Define your mission?	+	+	+	+	+			F S C E A
Define your vision?	+	+	+	+	+			F S C E A
Identify academic and non-academic assessment	+	+	+	+	+			F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

measures?								S C E A
Define data collection and analysis processes?								F S C E A
Include report card results?								F S C E A
Explain what you learned from all of the data?								F S C A
Prioritize your goals?								F S C E A T
Indicate that procedures are in place to identify and correct non-compliance issues in a timely manner? (i.e. through monitoring, complaints, mediations, and hearings.) <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) at: <a href="http://www.state.tn.us/education/speced/sereports.php">http://www.state.tn.us/education/speced/sereports.php</a> , SPP/APR Indicators # 15-19.								F S C
Indicate that system procedures and practices ensure collection and reporting of accurate and timely data? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 20.								F S C A
								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

Identify strengths and weaknesses based on the data?								S C A
Compare the graduation rate for 12 <sup>th</sup> grade career-technical concentrators to the graduation rate of 12 <sup>th</sup> grade academic graduates?								C
Compare the performance results for special population, 12 <sup>th</sup> grade career-technical concentrators with non-special population, 12 <sup>th</sup> grade career-technical concentrators?								C
Determine the percentage of 12 <sup>th</sup> grade career-technical concentrators achieving academic attainment for graduation?								C
Determine the percentage of 12 <sup>th</sup> grade career-technical concentrators attaining 75% of career-technical competencies?								C
Determine the percentage of 12 <sup>th</sup> grade concentrators graduated from the previous year, employed in the program area or related field; enrolled in a post-secondary institution; or a member of the military?								C
Determine the percentage of non-traditional students enrolled in a career-technical program?								C
Determine the percentage of non-traditional students								

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

classified as concentrators in a career-technical program?								C
Describe the results derived from analyzing the state assessment by student subgroup? <b>High Priority LEA Requirement</b> —The LEA's revised TCSPP defines specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the AYP determination.	+	+	+		+			F S C A
Identify and describe additional types of academic assessments, beyond the state assessment, used by the system?	+	+		+	+			F S  E A
Analyze disaggregated high school graduation rates and define what was determined?	+	+	+		+			F S C A
Analyze disaggregated elementary/middle attendance rates and define what was determined?	+	+			+			F S  A
Indicate that Parent Notification of assessment data has been disseminated to parents in a uniform format and provided in a language understood by all parents?	+	+	+					F S C
Define the current reality of student learning?				+	+			E A
Analyze faculty perception of your system?		+		+	+			

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

								S E A
Analyze parent perception of your system?								S E A
Analyze community perception of your system?								S E A
Analyze student perception of your system? (if applicable)								S E A
Identify your Component 3 priorities of need?								F S C A
Identify the strengths and weaknesses of your decision-making process?								S C E
Define how material, human services, and funding sources are used to ensure school improvement?								F S C E A
Identify what programs and processes are in place for curriculum analysis and support?								F S C E A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

Identify what programs and processes are in place for analyzing and supporting the instructional process?							F S C E A
Indicate that the system reviews data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if significant disproportionality is identified, does the LEA review and as appropriate revise policies, procedures and practices?							S C
Determine the needs of children with disabilities based on information from an appropriate evaluation?							S E
Indicate that the provision of a free appropriate public education to children with disabilities is facilitated through parent involvement, i.e. through parent training, dissemination of information (newsletters, pamphlets, surveys, number of parents reached/trained, etc.)?							S
Define how you will assist career-technical students in meeting or exceeding academic graduation requirements?							C
Define how you will assist career-technical students in mastering occupational skill competencies?							C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

Determine how to ensure programs are of sufficient size, scope, sequence to improve career-technical education students' performance in a coherent sequence of subjects (both academic and career-technical) leading to higher learning and/or placement in a high skill, high wage occupation?								S C
Define how you will meet the needs of special population students preventing discrimination and assisting in their attainment of academic and career-technical skills?								S C
Determine how you will promote non-traditional enrollment in career-technical programs?								C
Determine how you will ensure the annual developing and updating of 4 & 6 year plans as required by the high school policy? (Initial 8 <sup>th</sup> grade student and parent meetings to develop 4 & 6 year plans and process for making revisions to 9-12 <sup>th</sup> grade plans.)								S C
Determine how the system will provide additional educational assistance to low-achieving students? <b>High Priority LEA Requirement</b> —The LEA's revised TCSPP addresses the fundamental teaching and learning needs of schools in the district, especially the needs of low-achieving students.								F S C E A
Describe the actions the system will take to assist low-achieving schools identified as in need of improvement?								F S  E A
Provide the system plan of action to offer school choice and supplemental services for those schools that qualify?								F S

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

If applicable, in Targeted Assisted Schools identify eligible children most in need of services?		F S
Describe how the system will coordinate and integrate services to include: - transition from Head Start, or other similar program, to elementary school?		F S
If applicable, describe the activities funded by the system which support preschool programs?		F S  E
Describe the system strategy to implement the Parent Involvement Policy found in NCLB 1118?		F  E
If applicable, describe the system's extended learning time programs (after or before school, or extended school year)? <b>High Priority LEA Requirement</b> —The LEA's revised TCSPP includes, as appropriate, student learning activities before school, after school, during the summer, and during any extensions of the school year.		F S  E
Determine the effectiveness of your curriculum, instruction, assessment, and organizational structure?		F S C  A
Determine to what degree you meet SACS standards?		A
Determine to what degree the stakeholder perception		

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

matches your current reality?								S A
Identify your Component 4 priority of needs?	+	+	+		+			F S C A
Define your goals? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)		+	+	+	+	+		S C E A T
Define your action steps? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)		+	+		+	+		S C A T
Define your implementation plans?		+	+	+	+			S C E A
Address in your action plan the required clusters for your program area?			+					C
Based on data, determine how the system goals include and address continuous career-technical program improvement?			+					C
Determine how the system addresses plans for meeting performance levels on the core indicators of performance? (must address each deficient core)		+	+					S C
Define what staff development your system will provide			+					

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

for career-technical teachers to assist them in exceeding the core indicators of performance?								C
Define what summative assessment will be used?								S
								A
Describe how you will evaluate the SIP process?								S
								A
Determine how you will address monitoring recommendation found in the systems' most recent career-technical and special education program evaluations?								S
								C
Address in the action plan the evaluation process required for each question within each cluster area?								S
								C
Determine how you will evaluate the system assessment process of career-technical programs that is used to ensure continuous program improvement?								C
Discuss the Review/Revision Process of your comprehensive systemwide plan? <b>High Priority LEA Requirements</b> — The LEA's revised TCSPP includes the SEA's responsibilities for improvement. The LEA's revised TCSPP includes a determination of why the district's previous plan did not bring about increased student academic achievement.								F
								S
Define your plans for implementation and evaluation of								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

your action plan?		S C A
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	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
The percent of youth with IEPs graduating from high school with a regular high school diploma are comparable to the percent of all youth in your LEA graduating with a regular diploma? <b>SPED State Measurement:</b> Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation. SPP/APR Indicator # 1/CPR # 1 (20 U.S.C. 1416 (a)(3)(A))	+	+	+					S C
The percent of youth with IEPs dropping out of high school are comparable to the percent of all youth in your LEA dropping out of high school? <b>SPED State Measurement:</b> Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation. SPP/APR Indicator # 2/ CPR # 2 (20 U.S.C. 1416 (a)(3)(A))	+	+						S
	+	+						

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
Participation and performance of children with disabilities on statewide assessments: <ul style="list-style-type: none"> <li>A. Percent of schools meeting the State's AYP objectives for progress for disability subgroup.</li> <li>B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternative assessment against grade level standards; alternate assessment against alternate achievement standards.</li> <li>C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards?</li> </ul> <p><b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 3/ CPR # 3</p> <p>(20 U.S.C. 1416 (a)(3)(A))</p>								S

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
<p>Rates of suspension and expulsion:</p> <p>A. Percent of schools identified by the LEA as having a significant discrepancy in the rates of suspensions &amp; expulsions of children with disabilities for greater than 10 days in a school year; and</p> <p>B. Percent of school identified by the LEA as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity?</p> <p><b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 4/ CPR # 4 (20 U.S.C. 1416(a)(3)(A); 1412(a)22))</p>								S
<p>The number and percent of children with IEPs ages 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day</p> <p>B. Removed from regular class greater than 60% of the day</p> <p>C. Served in either public or private separate schools, residential placements, or homebound or hospital placements?</p> <p><b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 5/ CPR # 5 (20 U.S.C. 1416(a)(3)(A))</p>								S

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
The number and percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g. early childhood settings, home, and part-time early childhood / part-time early childhood special education settings)? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 6/ CPR # 6 (20 U.S.C. 1416(a)(3)(A))								S
The percentage of preschool children with IEPs who demonstrate improved: A. Positive social-emotional skills (including social relationships); B. Acquisition and use knowledge and skills (including early language/communication and early literacy); and C. Use of appropriate behaviors to meet their needs? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 7/ CPR # 7 (20 U.S.C. 1416 (a)(3)(A))								S
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 8/ CPR # 8 (20 U.S.C. 1416 (a)(3)(A)) *LEA may use State parental survey or develop one of their own for the TSCPP.								S
The percentage of schools identified by the LEA as								

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
having disproportionate representation of racial and ethnic groups identified for special education and related services that is the result of inappropriate identification? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 9 & State Indicator – Intellectually Gifted. (20 U.S.C. 1416(a)(3)(C))								S
The percent of schools identified by the LEA with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) Indicator 10 and State Indicator for Intellectually Gifted. (20 U.S.C. 1416(a)(3)(C))								S
Percent of children with parental consent to evaluate, who where evaluated and eligibility determined within 60 days (or State established timeline)? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 11. (20 U.S.C. 1416(a)(3)(B))								S
The number of children referred by Part C prior to age 3 who are found eligible for Part B services and who have an IEP developed & implemented by their third birthday? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 12. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B))								S

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
The number and percentage of youth with disabilities age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 13. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B))								S
The number and percentage of youth with disabilities who had IEPs, are no longer in secondary school and who are competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school as compared to nondisabled youth no longer in secondary school? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 14. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B)) * LEA can use state transition survey (in process of development) or develop own procedure for TCSPP								S

**As you implement your TCSPP, it is imperative that you monitor and review your Compliance Matrix regularly to ensure that all programmatic needs are being met. These needs should be embedded into your Component 5 Action Plan where possible to create a seamless and comprehensive approach to student achievement.**

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

## **COMPONENT 6**

### **PROCESS EVALUATION, IMPLEMENTATION, AND MONITORING/ADJUSTING PLAN FOR ACHIEVING RESULTS**

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## **COMPONENT 6**

### **PROCESS EVALUATION, IMPLEMENTATION, AND MONITORING/ADJUSTING PLAN FOR ACHIEVING RESULTS**

#### **Part I. Introduction**

The Tennessee Comprehensive Systemwide Planning Process (TCSPP) is scientifically research based and designed to be a continuous improvement planning process for use in all Tennessee school systems. It is a method for analyzing the current level of capacity building, provision of support to all schools from system personnel, and effectiveness of central office personnel. The purpose of the process is to positively impact student achievement by asking the following questions of central office personnel:

1. Are we being effective as administrators in supporting our schools and how do we know?
2. Are we building capacity in our schools and closing achievement gaps for all students and how do we know?

It is essential that system central office personnel address the issues posed by these two questions. Two times a year, at a minimum, system personnel should meet to ask themselves these questions. In this way, system personnel are continuously reviewing, analyzing, and synthesizing all types of data in order to review the effectiveness of their TCSPP, rather than waiting for a year with no evaluation of progress to determine effective implementation of the plan.

Component 6 focuses on four objectives: 1) the review of the TCSPP process, 2) the implementation of the TCSPP action steps, 3) a projected plan for monitoring and adjusting that includes reflection on the two questions above, and 4) the ongoing monitoring and adjusting of the system plan.

The first objective is the focus of Part II, which provides a structure for reflecting on the results of the planning process to date. Part III guides the Component 6 Leadership Team in the development of a plan for implementation of the Component 5 Action Steps. Part IV directs the process of creating a plan for monitoring and adjusting with a focus on evaluation of results. Part V outlines the process for submission to the Tennessee Department of Education.

#### **Part II. Review of the TCSPP Process**

Reflection is an important part of planning, and generally central office personnel are too busy to take the time necessary for collegial reflection. As is stressed throughout the TCSPP Framework/Guide, collaboration with the entire leadership team will guarantee that all involved central office personnel are engaged in planning for systemwide improvement for its schools, will ensure the redundancy in staff time and additional costs for data collection are reduced, and will minimize turf issues with improved collaboration and communication using this suggested reflection and evaluation process. The Component 6 Leadership Team can address the executive

reflection questions found in Part II, Component 6 of the TCSPP Framework/Guide as part of their reflection on the entire planning process.

### **Part III. TCSPP Implementation**

An implementation plan has been written using an array of systemwide data. The implementation plan consists of action steps that should lead the system to increased student achievement. What are the next steps? The plan must now become a living document. There must be a continuous cycle to implement, monitor, adjust, and sustain the systemwide planning process. The reflection questions found in Part III, Component 6 of the TCSPP Framework/Guide may be used in the creation of a process to implement the TCSPP.

### **Part IV. Process for TCSPP Monitoring and Adjusting**

The process for initiating improvement is not an event; it is a continuous cycle that was defined many years ago by W. Edwards Deming. The cycle includes planning, doing, checking, acting (PDCA). The planning leads to doing which leads to checking which leads to acting and then back to planning. The process never ends. You are beginning the implementation (doing). The monitoring (checking) and adjusting (acting) must follow. The executive reflection questions found in Part IV, Component 6 of the TCSPP Framework/Guide may be used to guide the Component 6 Leadership Team as they make decision to create the monitoring and adjusting process.

### **Part V. TCSPP Monitoring and Adjusting (by the Systemwide Leadership Team)**

This portion of Component 6 will not be complete when the initial TCSPP is submitted to the Tennessee State Department of Education. Part V, Component 6 of the TCSPP Framework/Guide may be referred to for more guidance.

### **Part VI. Evaluation of Implementation Results**

Refer to Part VI, Component 6 of the TCSPP Framework/Guide for reflection questions to assist in evaluating the impact of the implementation of your goals and action steps.

The following Templates should be completed and submitted to the Tennessee Department of Education as a result of the work completed in Component 6.

## **TCSPP TEMPLATE 6.1 TCSPP PROCESS EVALUATION**

The following summary questions are related to **Process**. They are designed as a culminating activity for you to analyze the process used to develop this systemwide improvement plan.

<b>Evidence of Collaborative Process - Narrative Response Required</b>
--

What evidence do we have that shows that a collaborative process was used throughout the entire planning process?
---

<b>Evidence of Alignment of Data and Goals - Narrative Response Required</b>
--

What evidence do we have that proves alignment between our data and our goals?
--

<b>Evidence of Communication with All Stakeholders- Narrative Response Required</b>
---

What evidence do we have of our communication of the TCSPP to all stakeholders?
---

<b>Suggestions for the Process- Narrative Response Required</b>
---

What suggestions do we have for improving our planning process?
---

## **TCSPP TEMPLATE 6.2**

### **TCSPP IMPLEMENTATION EVALUATION**

The following summary questions are related to **TCSPP Implementation**. They are designed as a culminating activity for you to plan the monitoring process that will ensure that the action steps from Component 5 are implemented.

<b>Evidence of Implementation - Narrative Response Required</b>
---

What is our plan to begin implementation of the action steps?
---

<b>Evidence of the Use of Data - Narrative Response Required</b>
--

What is the plan for the use of data?
---------------------------------------

### **TCSPP TEMPLATE 6.3**

## **TCSPP MONITORING AND ADJUSTING EVALUATION**

The following summary questions are related to **TCSPP Monitoring and Adjusting**. They are designed as a culminating activity for the system to plan the monitoring process that will ensure that the systemwide improvement plan leads to effectively supporting local schools and building capacity for improved student achievement for all students.

<b>Evidence of Monitoring Dates – Listing Required</b>
--

<p>What are the calendar dates (Nov/Dec and May/June) when the Systemwide Leadership Team will meet to sustain the Tennessee Comprehensive Systemwide Planning Process? <i>Identify the person(s) responsible</i> for monitoring along with their position and the role they will play in the monitoring process.</p>
---

<b>Evidence of a Process for Monitoring Plan - Narrative Response Required</b>
--

<p>What will be the process that the Systemwide Leadership Team will use to review the analysis of the data from the assessments and determine if adjustments need to be made in our plan?</p>
--

**TCSPP TEMPLATE 6.3  
(continued)  
TCSPP MONITORING AND ADJUSTING EVALUATION**

**Evidence of a Process for Adjusting Plan- Narrative Response Required**

What will be the process that the Systemwide Leadership Team will use for adjusting our plan (person(s) responsible, timeline, action steps, resources, evaluation strategies) when needed?

**Evidence of a Plan for Communicating To All Stakeholders- Narrative Response Required**

How will the Systemwide Leadership Team communicate success/adjustments of the plan to stakeholders?

## TCSPP TEMPLATE 6.4 TCSPP EXECUTIVE SUMMARY (ES)

All systems will submit the following Executive Summary to the Tennessee Department of Education. (Note: High priority systems will submit the entire TCSPP.)

<b>What's working?</b>	<b>Evidence</b>

<b>What deficiencies do we have? Why did we receive the deficiencies?</b>	<b>Evidence</b>

<b>How are we addressing the deficiencies? What changes are we making?</b>	<b>Evidence</b>

**TCSPP TEMPLATE 6.5**

**EVALUATION OF IMPLEMENTATION RESULTS**

	<b>FULLY Implemented Yes or No</b>	<b>PARTIALLY Implemented Yes or No</b>	<b>GOAL MET Yes or No</b>	<b>If met, how do we know?</b>	<b>If not met, what are next steps?</b>
Goal 1					

**SECTION 1  
COMPLIANCE  
2006-2007 ADDENDUM**

**COMPLIANCE**

**2006-2007**

**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 and 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:
- a. curriculum modification;
  - b. equipment modification;
  - c. classroom modification;
  - d. supportive personnel; and/or
  - e. 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 and 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 and 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 and Technical Education programs will be submitted in a timely manner.

15. Provisions will be made for including appropriate representation of Career and 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 and 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. The quality program indicators are:

- Programs having a certified teacher (for T& I teachers, industry certification must be held, if applicable),
- Programs Using state approved curriculum frameworks,
- Programs having articulation agreements with post-secondary institutions, where possible,
- Programs being supported by current labor market data,
- Programs having an active and affiliated vocational student organization per teacher,
- Programs having advisory committee showing support for the program, and

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- Programs having a sufficient scope of courses to allow for a student to earn a minimum of three credits in a sequenced program of study.

**COMPLIANCE**  
**2006-2007**

**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: \_\_\_\_\_

LOCAL PLAN CONTENTS

SECTION 1

**COMPLIANCE**  
**2006-2007**

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

Name:

Date Hired for Career-Technical Director Position:

Career-Technical Endorsements Held:

Completing Matrix: Yes  No

Teacher # or Social Security #:

**LOCAL PLAN CONTENTS SECTION 1  
COMPLIANCE  
2006-2007 ADDENDUM**

D. As a result of your proposed activities in 2006-2007, 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)*

**SECTION 2  
PROGRAM IMPROVEMENT  
2006-2007 ADDENDUM**





**LOCAL PLAN CONTENTS SECTION 2  
PROGRAM IMPROVEMENT  
2006-2007 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  
2006-2007 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.)*

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

SECTION 3  
PROFESSIONAL DEVELOPMENT:  
TECHNOLOGY  
INTEGRATION  
ARTICULATION  
2006-2007 ADDENDUM

LOCAL PLAN CONTENTS SECTION 3  
**PROFESSIONAL DEVELOPMENT  
TECHNOLOGY  
2006-2007 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  
 2006-2007 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  
2006-2007 ADDENDUM**



**SECTION 5  
EVALUATION  
2006-2007 ADDENDUM**

**LOCAL PLAN CONTENTS**

**SECTION 5  
EVALUATION  
2006-2007 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 (E, D or M) (indicate if this is the second year for this status)</b>	<b>Activities targeted for next year to improve performance (Must spend funds to address deficiencies)</b>	<b>Staff Development (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  
2006-2007 ADDENDUM**

**LOCAL PLAN CONTENTS SECTION 6  
COORDINATION  
2006-2007 ADDENDUM**

A. If your LEA has formed a consortium with another system, please address the following:

*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  
2006-2007 ADDENDUM**

**LOCAL PLAN CONTENTS SECTION 7  
BUDGET  
2006-2007 ADDENDUM**

**BUDGET JUSTIFICATION  
2006-2007**

A. Describe how the local Career-Technical Education programs funded under the Act for the 2006-2007 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 and 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, and career 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 and Technical Education.
4. To provide professional development programs for teachers, counselors, and administrators.
5. To develop and implement evaluations of Career-Technical Education programs.
6. To initiate, improve, expand, and modernize quality Career 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 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 and 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 and 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 and 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 and 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 and Technical Education programs in finding an appropriate job and continuing their education.
14. Support nontraditional training and employment.
15. Support other Career and Technical Education activities consistent with the Act.

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

**B. 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, Cross reference with The TCSPP Compliance Matrix)</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
	\$				
	\$				
	\$				
	\$				
	\$				
	\$				
<b>TOTAL</b>					

\*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**

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**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 STATE AGENCIES

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

Section  
2

## 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;

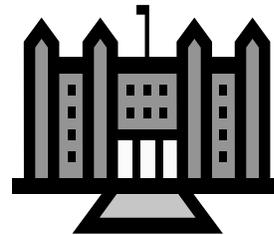
`(2) describe how the vocational and technical education activities will be carried out with respect to meeting State adjusted levels of performance established under section 113;

`(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 post-secondary.

**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.

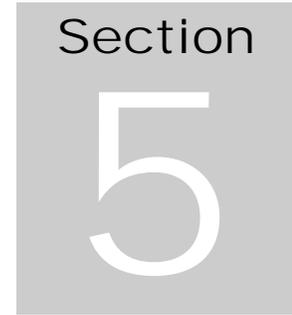
### ACCOUNTABILITY

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.

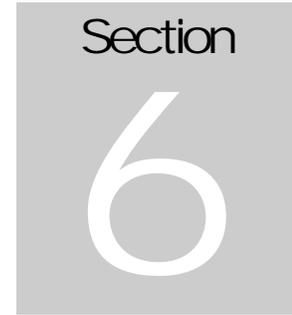
### DATA VERIFICATION

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
<p><b>1P1</b> <b>Academic Attainment</b></p>	<p><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</p>	<ul style="list-style-type: none"> <li>• Student Progress Reports</li> <li>• Transcripts</li> </ul>	<p>80%</p>
<p><b>1P2</b> <b>Licensure Attainment</b></p>	<p><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</p>	<ul style="list-style-type: none"> <li>• Certifying/Licensing Agency Reports</li> <li>• Student Credential</li> </ul>	<p>93%</p>
<p><b>2P1</b> <b>Completion</b></p>	<p><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)</p>	<ul style="list-style-type: none"> <li>• COE Completion, Placement &amp; Licensure Report</li> </ul>	<p>66%</p>
<p><b>3P1</b> <b>Placement</b></p>	<p><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</p>	<ul style="list-style-type: none"> <li>• COE Completion, Placement &amp; Licensure Report</li> </ul>	<p>90%</p>
<p><b>3P2</b> <b>Retention</b></p>	<p><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</p>	<ul style="list-style-type: none"> <li>• Alumni Surveys</li> <li>• Employer Surveys</li> </ul>	<p>85%</p>
<p><b>4P1</b> <b>Participation Non-traditional Training</b></p>	<p><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</p>	<ul style="list-style-type: none"> <li>• Enrollment Reports</li> <li>• SIS Data</li> </ul>	<p>15%</p>
<p><b>4P2</b> <b>Completion Non-traditional Training</b></p>	<p><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</p>	<ul style="list-style-type: none"> <li>• Enrollment Reports</li> <li>• SIS Data</li> </ul>	<p>66%</p>



## Tech Prep

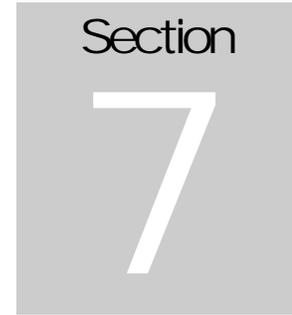
The Tennessee Technology Centers support the intent of the Perkins Act to link secondary vocational and technical education and post-secondary vocational and technical education, including the implementation of tech-prep programs. During the 2005 year, the Tennessee Board of Regents initiated statewide 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>	
<p>10) Describe how comprehensive professional development for vocational and technical personnel ( faculty, administrative and support staff) will be provided.</p>	



Tennessee Technology Center at \_\_\_\_\_  
PERKINS FUND EXPENDITURE PROPOSAL  
2005-06

<b>Program/Activity to receive Perkins Funds and Rationale for Expenditure</b>	<b>Amount Budgeted for Expenditure</b>	<b>Expected Outcomes Of Proposed Expenditure</b>	<b>Indicate which Core Indicator is being addressed (Attachment B) Example: 3P2--Retention</b>	<b>Indicate Use of Funds as described in Section 135 (b): Requirements for Uses of Funds Example: (6)</b>	<b>Indicate Use of Funds as described in Section 135 (c): Permissive Use of Funds</b>

**Tennessee Technology Centers**  
**POST-SECONDARY MEASUREMENT DEFINITIONS AND PERFORMANCE LEVELS**

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%

**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%		