

III.

CONSOLIDATED ANNUAL REPORT (CAR) INSTRUMENT AND INSTRUCTIONS

Lead Individuals Completing This Report

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

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

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

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PART B: NARRATIVE PERFORMANCE INFORMATION

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

1. Implementation of State Leadership Activities

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

a. Required Uses of Funds

- **Conducting an assessment of the vocational and technical education programs that are funded under Perkins IV.**
 - All CTE students are assessed using competency mastery assessments and mastery percentages are recorded on individual student profiles. In 2007-08, students in selected program areas were given the opportunity to take one or more industry certification exams.
 - Selected LEAs are monitored on an assessment cycle that allows for twenty percent of all LEAs' career and technical programs to be assessed using the Local Career and Technical Plan as a guide for this monitored assessment. Assessment teams include members from business and industry, state program consultants, and representation of teachers and administration from adjacent school systems. Onsite monitoring for 2007-08 included 52 risk-based visits, 612 programs, 1,110 teachers and 27 follow-up visits from previous monitoring. Tennessee will move to joint risk-based monitoring in 2008-09.
 - Tennessee uses the Gateway assessments in Algebra I, English II, and Biology that students must pass in order to graduate with a regular high school diploma. CTE students take the same tests as all students. Special populations are assessed as all students, with the exception of students with an Individual Education Plan (IEP) that may exempt them from state tests and allow them to graduate with a certificate.
 - All 120 systems submitted a self-assessment through its annual improvement report. LEAs were asked to assess the effectiveness of their local transition plan for career and technical education (CTE) for 2007-08 by analysis of performance data to document the degree for which federal Perkins funds improved programs.
 - An online Perkins Report Card, which is included as a component of the State Report Card, provided an assessment of how LEAs performed on the Core Indicators for Performance. This performance assessment data are disaggregated by special populations and address final agreed-upon performance levels (FAUPL), agreed to by individual systems based on previous baseline performance.
 - The Office of Academic Affairs (OAA) is currently collecting data related to the assessments required of health care professionals for certification of license. This constitutes assessment of approximately 18% of all community college graduates and approximately 23% of the programs of study.

- Trade and Industrial provided a series of online automotive technology CDX curriculum in all automotive programs.
- Lessons for Reading in the Classroom using T&I standards and competencies were provided to all T&I teachers to support academic integration activities. Online industry certifications for teachers were provided at the annual conference.
- All required reporting for Perkins compliance are reported electronically. These electronic submissions include all student and teacher demographics, performance reporting, monitoring reporting, Local Plan and Budget submission, and Annual Improvement Reporting.
- The OAA oversees the Perkins IV grant process. Through the grant process the community colleges under the TBR provide professional and technical programs that allowed students the opportunity to prepare for careers relevant to the local, state, regional and global economies. In accordance with accreditation standards of the Southern Association of Colleges and Schools, and in accordance with program specific program accreditation agencies when appropriate, the eligible institution provided curriculum that includes coherent and rigorous content and access to appropriate technology. Through provision of reserve grant funds, and in partnership with local schools and school systems, community colleges have trained secondary faculty and provided new or updated equipment. Examples of this include the development of CISCO academies in the 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. At the post-secondary level, the effective use of technology in the classroom and for online instruction will continue.
- In addition to the Perkins IV process, the OAA assisted community colleges to seek extra-budgetary opportunities and resources to help improve technology within the professional and technical classroom. With the economic downturn, partnerships with business and industry and other state agencies became more important. Colleges primarily seek resources through non-Perkins sources for the development, improvement or expansion of technology in the classroom due to the limited amount available to them through the Perkins process.
- Tennessee Technology Center (TTC) activities are designed to assess the 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 the state leadership of the Tennessee Technology Center Central Office, institutions were informed that career and technical education programs must keep pace with industry, and this cannot be done without continually upgrading equipment. The availability of high tech, state-of-the-art equipment is necessary to ensure that programs teach competencies for high-skill, high-wage, and high-demand occupations. In 2007-2008, the Tennessee Technology Centers provided funding to offer post-secondary opportunities to underserved rural populations in Fayette, Macon, and Jackson counties. The funds designated to these areas introduced state-of-the art technology concepts and increased dual enrollment opportunities. This year the TTCs received a special state funded appropriation to upgrade technology and equipment in every program across the state. In addition, the Tennessee Technology Centers are expanding student opportunities through online and hybrid courses. This year the Tennessee Technology Centers piloted online dual enrollment courses.

- **Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels.**
 - A statewide career and technical education conference provided up-to-date techniques for integrating academics into CTE technology through hands-on workshops, best practices, new trends, legislative requirements, and program of studies implementation. The 2007-08 conference theme was *Building Academic and Technical Skills Through CTE*. Major strands included Making Math Work, a research-based approach to integrating math skills into CTE, training special populations for high-skill, high-wage, or high-demand careers, academic integration, parental and community involvement, effective skills based on research supporting education programs for career and technical teachers.
 - Program area specialists provided extensive professional development support within the seven program areas during the 2007-2008 school year to both new and experienced teachers. New instructional tools and strategies for academic integration were the focus of these activities.
 - Business Technology provided seven American Career Trainings, Virtual Enterprise International workshops, and a two-day trade fairs for teachers and students.
 - Agriculture education provided recruitment and retention workshops, career cluster and program of study professional development, and workshops to agricultural education teachers and administrators on secondary to postsecondary transitions for dual credit/enrollment at the four major universities that provide agricultural education degrees.
 - Family and Consumer Sciences education provided extensive staff development for 254 CTE teachers. New teacher sessions were also offered.
 - Health Science education provided a two-day fall symposium on Medical Therapeutics, a five-day training session for new CTE Health Science teachers, and a two-day training for teachers who were hired after summer training.
 - All new Technology Engineering education instructors were required to attend a forty hour training prior to entering the classroom. All new instructors were assigned mentors. The statewide conference provided technology engineering instructors' professional development for integration of academics with CTE, as well as new techniques and curriculum ideas that help students develop skills necessary to meet changing workforce needs.
 - Trade and Industrial teachers who were employed during 2007-08 were required to attend a five-day professional development training session to prepare them for classroom instruction and management. The 2007 Summer Conference offered a week of professional development including industry certifications for T&I teachers. In addition, certification training and testing was provided in eight areas: using technology in the classroom, reading initiatives, integrating math, working with counselors, increasing non-traditional participation, and project based curriculum.
 - Marketing Education offered professional development on Virtual Enterprise; sales marketing, management, tourism and personal finance.

- The CTE regional service center staff provided extensive statewide professional development and technical assistance to teachers and administrators throughout the state as follows:
 - Regional Director Meetings: Total = 50
 - In-Service Support: Total = 58
 - Technical Assistance Visits: Total = 182
 - Teacher Orientations: Total = 31
 - New Director Orientations: Total = 24

- The community colleges provided comprehensive professional development to their faculty based upon the need of the individual and institution. The OAA required each college to develop a professional development plan and maintain the plan on file. This is verified through a monitoring system. In addition, the OAA provided leadership funds to the campuses for the training of college personnel in career guidance. Eight of the thirteen campuses utilized the sub-grant funds to assist personnel to gain training for the person to sit for Career Development Facilitator certification.

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

- **Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education.**
 - State Leadership provides the support for career and technical programs that improve the academic and career and technical skills for secondary and postsecondary students.

 - All students, including career and technical students, must now take three units in math and incoming ninth graders (2008-09) must complete four required units. Four English credits and three science credits are required for graduation.

 - All students must take the same No Child Left Behind (NCLB) Gateway exams.

 - All CTE curriculum is reviewed by academic consultants and business industry partners using the DACUM process to ensure content academic rigor and inclusion of the most up-to-date technical skills. The integration of academic standards is imbedded into CTE course standards. Professional development is provided to teachers to best maximize use of academic integration within program content areas.

 - The Technology Engineering curriculum has integrated STEM throughout all courses to help students apply mathematics, science, social studies, language arts, and reading across subject disciplines.

- Working lesson plans from teachers in each of the seven program areas have effectively provided program integration strategies for science and math in CTE and are posted on the State's website.
- No leadership funds were utilized but Perkins IV Basic Grant funds assisted individual colleges to better integrate academic concepts within professional and technical courses.
- The success of the 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, language arts, and science concepts are core competencies in all occupational programs. Student mastery of these foundational competencies has been proven to be more achievable when taught within a framework of occupational skills. In addition, the Technology Foundations program is available to every student that needs to improve these skills outside of the classroom. Curriculum development is a statewide collaboration between faculty and input from occupational advisory committees who ensure the relevancy of the academic and technical skill competencies to the occupational area or career cluster. The curriculum is reviewed by curriculum specialists and approved by the governing board.
- **Providing preparation for non-traditional fields in current emerging professions, and other activities that expose students, including special populations, to high-skill, high-wage occupations, except that one-day or short-term workshops or conferences are not allowable.**
 - Each program area provided non-traditional training and information as part of the non-traditional strand at the summer conference. Teachers were provided strategies for increasing non-traditional participation and concentrators in their classes. Non-traditional careers were presented, based on current data, for both male and female that focused on high-skill, high-wage and/or high-demand careers.
 - Project Lead the Way (PLTW) has experienced significant growth in Tennessee with thirty-three sites. This program has been a model for non-traditional participation. The national average for females enrolled in PLTW is 14%. In Tennessee, PLTW enrollment for females is 48%.
 - Tennessee chose to implement reserve grants totaling \$1.74 million. Twenty-four LEAs were awarded a grant for the 2007-08 school year. Each of these grants included a goal related to establishing innovative programs of study based on high-skill, high-demand and high-wage information.
 - In 2007-08, Tennessee recognized two students in a non-traditional field of study through the Breaking Traditions Award Program. The two students were highlighted in American Careers Student Planner that was provided to every eighth grader in the State.
 - As part of the online Career Information System in Tennessee, both KUDER and the Tennessee Career Information System (TCIDS) addressed non-traditional fields of study for students and counselors to assist with four-year planning activities.
 - Leadership funds were utilized to provide general technical assistance to the colleges. The principle means was through the sharing of information concerning professional development opportunities.

- During the TTC annual counselor professional development training, counselors were provided with training and materials for implementing non-traditional workshops for high school females. As a result of this training, other non-traditional workshops were held across the state to introduce high school females to non-traditional high-skill, high-wage, and high-demand careers.
- **Supporting partnerships among local educational agencies, institutions of higher education, adult education providers and, as appropriate, other entities such as employers, labor organizations, intermediaries, parents, and local partnerships to enable students to achieve State academic standards and career and technical skills, or complete career and technical programs of study.**
 - Supporting partnerships with those involved in developing the future workforce in Tennessee is a priority for the Division of Career and Technical Education.
 - The Tennessee Department of Education (TDOE) required each local system that received Perkins funds to become a partner in the Tennessee Comprehensive System-wide Planning Process (TCSPP). Each local education agency brought special education, federal programs, academic education, and Career and Technical Education into a partnership to develop the system-wide annual plan for improvement based on current data analysis. The TCSPP was used to integrate activities within the 2007-08 Perkins local transition plan, the special education improvement plan, and the NCLB annual improvement plan. This was the third year for this process that requires systems to partner with all departments to plan together for continuous improvement.
 - Through the Reserve Grant, both secondary and postsecondary have partnered to provide grants to LEAs, post secondary technology centers, and community colleges. A total of \$2,232,602 was awarded in 2007-08 to grant recipients for programs that provided transition and joint partnerships between secondary and postsecondary.
 - Individual program areas involved industry partners for certifying student mastery at specified levels. Partnerships include Automotive Youth Educational Systems (AYES), Associated Builders and Contractors, Inc. (ABC), Tennessee Automotive Dealers, and Tennessee Department of Labor and Workforce Development (TDOL/WFD) Bureau of Apprenticeship and Training. Each program area has developed partnerships with colleges, universities and technology centers to address program needs; such as youth leadership, teacher mentoring, and transition activities for programs of study.
 - Tennessee has designed Programs of Study within the sixteen national Career Clusters for full implementation in 2008-09. The Programs of Study are required courses within a career cluster sequence that lead to postsecondary education and industry certification, where appropriate. The postsecondary alignment is with Tennessee's technology centers, community colleges, and four-year universities. During the 2007-08 development stage, planning meetings were held with the TDOL/WFD, teacher educators, CTE and academic teachers, counselors, college and university deans, and CTE program consultants to develop Tennessee's Programs of Study model.
 - OAA personnel are active in the P-16 initiative of the state, including speaking at various regional or local P-16 programs. The OAA also works with a state initiative (PC 459) that seeks to develop transition opportunities for students from secondary to postsecondary through concurrent enrollment and credit by assessment.

- The Tennessee Technology Centers and Southwest Community College have partnered to bring post-secondary opportunities to the Fayette County Community Center. This center will provide post-secondary opportunities from sub-baccalaureate to baccalaureate programs, which assist in overcoming barriers to post-secondary participation for rural and special population students. Partnerships have been developed with secondary programs which have given students greater access to higher education and have established programs of study that build a transition bridge from high school to the post-secondary diploma, associate and baccalaureate degrees. From dual enrollment programs to apprenticeship and special industry training, TTCs across the state formed partnerships with LEAs and local industry to meet the workforce development needs of their local communities.
- **Serving individuals in state institutions**
 - Tennessee provides Perkins federal support for Tennessee School for the Blind and Tennessee School for the Deaf. These institutions are required to submit an application for Perkins financial support which includes goals, strategies, timelines and budget. This support is a required activity through State Leadership funding.
 - During the year, CTE staff and teacher educators at Tennessee State University have provided professional development for instructors in the Tennessee prison system; both public and private correctional facilities. The CTE Career Management for Success (CMS) course was taught as the final course prior to prisoner release from the correctional facility. The courses provided job attainment skills and job retention soft skills needed for successful re-entry into the workforce.
- **Providing support for programs for special populations that lead to high-skill, high-wage or high-demand careers.**
 - Special population students have equal access to all career and technical courses and use the same curriculum and assessment as other students.
 - Special population students are included in career and technical student organizations (CTSO) youth leadership activities and events competitions. Special competitions for special populations are available at both state and national levels for most CTSO organizations. In 2007-08, Tennessee special population students received gold medals and placed first in the categories of Employment Application and Action Skills at National SkillsUSA.
 - HOSA provides four (4) competitive events for special needs students at local, regional, state, and national levels. In 2008, we had 32 special needs students compete at regional; 18 at state; and 5 at national.
 - Alternative methods of instruction were provided through staff development to CTE teachers to reach special populations. In many of the courses, learning activities are tiered to allow for individual special populations' growth at their own pace.
 - Each LEA within their local plan had to develop goals and strategies for addressing special populations within their school system that focused on high-skill, high-wage, and/or high-demand careers. An annual report and the Perkins Report Card documented the progress toward meeting the established goals.

- **Offering technical assistance for eligible recipients.**
 - Technical assistance to local systems was provided during the 2007-08 school year to address local plan development, data analysis and reporting, program of study implementation and secondary to postsecondary opportunities.
 - Technical assistance to LEAs was provided on a needs basis as requested through telephone calls, email messaging, and on-site contact.
 - Nine regional service centers serve as direct line support. The field service center staff provided 87 technical assistance and teacher/administrator orientation visits this year to LEAs.
 - During the FY 07 – 08 fiscal year this was the primary utilization of Perkins IV leadership in relation to the community colleges. With this being the first year in ten years that the community colleges received Title I funds, OAA provided several technical assistance opportunities to the colleges, both on-site and on-line.
 - This was the first year that the Tennessee Technology Centers utilized competitive grants for basic and reserve funds. Technical assistance was provided to the TTCs through workshops, emails, conference calls, and site visits to address grant development, program of study implementation, dual enrollment and dual credit opportunities, and appropriate uses of Perkins funds.

b. Permissible Activities [Section 124]

- **Improving career guidance and academic counseling programs.**
 - Tennessee supports the KUDER Career Planning System, which is available in all middle and high schools.
 - A four or six year plan of study document is provided through the American Careers magazine. The student planner edition was provided to all eighth grade students for use in developing their plan of study in high school.
 - TCIDS has been completely revised and is now housed at the Tennessee Board of Regents (TBR).
 - A career guidance committee was established to verify career counseling delivery of services. The committee is comprised of K-16 counseling representatives.
 - The CTE division worked jointly with the Director of School Counseling to host the 2007-08 School Counselors Institute. Keynote presentations and break-out sessions placed emphasis on career decision making
 - The CTE division developed a brochure, folder, and individual program inserts entitled, *Discover Your Talents*, to assist counselors, students and parents in a better understanding for a focused plan of study in CTE. These brochures and posters were distributed in the fall/spring of 2007.
 - Career cluster guide information packets containing the sixteen career clusters were distributed to school counselors and CTE administrators in the spring of 2007.

- **Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students.**
 - Technology Engineering Education worked with Pellissippi and Walters State Community Colleges to develop honors and AP credits for CTE.
 - Agriculture Education has established articulation agreements with four major universities. As a result of this pilot program, over 400 agriculture education students are participating in dual credit/enrollment.
 - Trade and Industrial Education and Business Education have developed 45 statewide articulation agreements with postsecondary institutions.
 - Family and Consumer Sciences provided support for existing articulation agreements and met with teacher educators to increase dual credit/enrollment opportunities.
 - Health Science Education developed dual enrollment opportunities for bio-medical assistant program and emergency medical responder at area technology centers and colleges.
 - Articulation Agreements with the Tennessee Technology Centers include Computer Application: 96 hours articulated to Computer Concepts; 30 hours for Desktop Publishing; and Interactive Multi Media; and 25 hours, articulated to PowerPoint.
 - The OAA continues to provide technical assistance to the colleges concerning the establishment of articulation agreements between secondary and postsecondary institutions. In addition the OAA actively leads a state initiative based upon Public Chapter 459 that seeks to expand early college credit opportunities to secondary students through concurrent enrollment and credit by assessment.

- **Supporting initiatives to facilitate the transition of subbaccalaureate career and technical education students into baccalaureate programs.**
 - The OAA placed an emphasis on beginning a process to actively align programs of study at all levels of postsecondary. TTC students can transfer credits to the community colleges and the community colleges to the universities. This holds particularly true of general education courses (i.e. academic). OAA has begun to work on alignment and articulation between the community colleges and universities in the area of business programs of study.
 - The Tennessee Technology Centers and Southwest Community College have partnered to bring post-secondary opportunities to the Fayette County Community Center. This center will provide post-secondary opportunities from sub-baccalaureate to baccalaureate programs, which assist in overcoming barriers to post-secondary participation for rural and special population students.

- **Supporting career and technical student organizations.**
 - Tennessee provides youth consultants who assist in the management, coordination, and implementation of the state youth leadership program.
 - An annual state conference is held within each of the seven CTSOs that includes skills competition and student and advisor leadership development.

- Tennessee has an active youth leadership camp, Camp Clements, that provides opportunities for chapter leadership development and growth. Over 1,200 students attended Camp Clements Leadership Camp during 2007-08. Over 19,000 students were involved in Leadership Conferences at district, region, state and national levels. There were 54,084 students in Tennessee involved with CTSO activities through youth club participation at the local level.

Tennessee CTSO 2007-08

	<u>Chapters</u>	<u>Students</u>	<u>Advisors</u>
Leadership Development Conference	134	1,266.....	201
Fall Leadership	180	2,150.....	239
Regional Conference	575	7,244.....	802
State Leadership Conference.....	620	6,668.....	522
National Leadership Conference	191	2,024.....	275

- The Tennessee Technology Center Central Office provided funding for every Tennessee Technology Center (TTC) student to become a member of SkillsUSA. The TTCs provide a state director whose sole responsibility is to work with students and advisors to improve the quality of the post-secondary SkillsUSA program. A state-wide SkillsUSA Advisory Committee was formed in 2007-08 to assist in the continued success of the Tennessee post-secondary SkillsUSA program. Each year, the TTCs provide support for a SkillsUSA legislative and leadership conference for advisors and students. In addition, the TTCs are involved in the SkillsUSA regional, state, and national competitions.
- **Supporting public charter schools operating career and technical education programs.**
 - There are currently twelve (12) charter schools in Tennessee. Nine are in Memphis and three are in Nashville. Career and Technical Education opportunities are open and available to charter school students, as requested.
- **Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter.**
 - Tennessee curriculum standards and mastery of specific competencies were required for students to gain understanding of all aspects of industry. Standards include planning, management, financial, technical and production skills, underlying principles of technology, labor and community issues related to the industry. These soft skills are required to be taught in all program areas and are an on-going part of competency assessment mastery.
 - The OAA provides technical assistance to the community colleges in the Associate of Applied Science degree, and other professional-technical, programs of study.
 - Curriculum development is a statewide collaboration between faculty with input from occupational advisory committees, which include industry leaders, who ensure the relevancy of the academic and technical skill competencies to the occupational area or career cluster. Students are required to master competencies to ensure that they have an understanding of all aspects of the industry for which they are preparing to enter.
- **Supporting family and consumer sciences program.**
 - Family and Consumer Sciences program and instruction are supported in Tennessee through Perkins allocations which provided support for curriculum alignment; program of

study development; youth leadership development, linkages with teacher educators for mentoring, recruitment, and retention of FACS teachers.

- **Supporting partnerships between education and business or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels.**

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

- Tennessee has an active statewide council for CTE, which includes business and industry representation.
 - Each CTE program is required to have an active advisory council comprised of business, industry and postsecondary partners.
 - Numerous statewide dual enrollment agreements are in place for adjunct faculty to offer technology center and college classes on high school campuses.
 - A SDE representative serves on the State Workforce Development Board.
 - Through the P-16 initiative the OAA provided continuous support of partnerships between colleges and business and industry, including cooperative education. In order to maintain currency in the field, business/industry personnel are utilized as adjunct faculty at the colleges.
- **Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education.**
 - The six-year development cycle for updating and expanding all curricular in career and technical education is in place. Family and Consumer Sciences, Technology Engineering Education and Agriculture Education are currently involved in this development cycle, which began in 2007-08, for revised programs of study to be implemented in 2009-10.
 - LEAs have indicated the intent to offer 2,984 state developed programs of study and 42 locally developed and state approved programs of study beginning with the 2008-09 school year.
 - In 2007--08, new Project Lead the Way programs were started and ten PLTW teachers received training. In addition, a PLTW counselors' conference was held in 2008.
 - Reserve grant awards focused support for development of career academies and small learning academies as part of the RFP process.
 - Online courses in selected CTE programs have been made available for LEAs.
 - The OAA, Regents Online Degree Program (RODP), is one of the primary providers in the state for distance education opportunities for postsecondary education. In partnership with the Department of Education, RODP also provides on-line career guidance information through the TCIDS web site at <http://tcids.tbr.edu/>

- **Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under section 135(c)(19) of Perkins IV.**
 - For the 2007-2008 fiscal year, incentive funds in the amount of \$451,502 were provided through the USD/LWFD for Perkins IV Incentive Grants. The Tennessee Department of Education (TDOE), Division of CTE awarded 19 grants on an RFP basis. The grants that were awarded focused on one of the following: academies; small learning communities; transition programs from middle to high school and high school to post secondary; distance learning and virtual classrooms; development of career and technical POS that address economic development needs for training-retraining for new and emerging careers; development of improvement plans by sites that do not generate adequate Perkins funds (less than \$15,000); and improvement of system performance percentages for three consecutive years.

- **Providing activities to support entrepreneurship education and training.**
 - Tennessee CTE provided training for new work-based learning teachers. Entrepreneurship standards and competencies are incorporated in the Marketing Education program curriculum. The course content of the Virtual Enterprise program has a strong entrepreneurial focus.

 - Training was provided for staff in Virtual Enterprise International.

- **Providing career and technical education programs for adults and school dropouts to complete their secondary school education.**
 - LEAs may offer services for adults and drop-outs. This is a local decision. Several Middle College and Adult High Schools have been implemented in selected LEAs. All LEAs are required to have alternative schools.

- **Providing assistance to individuals who have participated in Perkins-assisted services and activities in continuing their education or training or finding appropriate jobs.**
 - N/A

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

 - A small amount of Perkins IV leadership funds is being utilized to assist the technology deans of the colleges to attempt to integrate existing program performance funding assessments into the Perkins IV process.

- **Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes.**
 - Tennessee has a unique CTE eTIGER data system reporting process that is electronic and secure for all CTE reporting. This year, eTIGER merged data with the state's EIS system. Tennessee has built a statewide data warehouse whereby all career and technical current and historical data are stored.

 - This is the first year for implementation of a web-based reporting system for the community colleges. Beginning in the spring of 2008, Institutional Research personnel from the colleges were included in the development and structuring of the fields. With the OVAE

not releasing the final form until Fall 09, there are still some sub-elements deficiencies in the system, such as in retention/transfer and placement. Gender, ethnicity and special population data are present for each PI.

- The Tennessee Technology Centers added new data fields to the Student Information System (SIS) to improve data collection and reporting and to enhance program monitoring of Perkins recipients.
- To improve data quality and to ensure consistency in reporting performance for each core indicator, the Tennessee Technology Centers reviewed each measurement approach for alignment with recommendations of the Data Quality Institute and the Next Steps Work Group.
- **Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career and guidance and academic counselors, and the transition to teaching from business and industry, including small business.**
 - Tennessee CTE supported a comprehensive statewide teacher mentoring program through contracts with local teacher education universities to improve recruitment and retention of career and technical teachers.
 - Each program area provided new teacher training at summer conference or during the school year that included on-site visits and support.
- **Supporting occupational and employment information resources.**
 - The Source jointly supported by CTE and the Tennessee Department of Labor and Workforce Development (TDLWD) provided employment information to all local LEAs and SDAs for program planning and local plan development.
 - The OAA is developing a web site, unique to the community colleges, that will allow business and individual access to occupational, educational and labor information resources through the colleges. It will be functional by the end of the next fiscal year.

2. Progress in Developing and Implementing Technical Skill Assessments

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

- 2S1- Technical Skill Assessment – Course competency proficiency assessment will be used as the measurement approach for technical skill attainment. This core indicator for concentrators will determine mastery at proficient and advanced levels and is measured by:

Numerator: The number of secondary concentrators who have mastered industry validated career and technical proficiency standards in the reporting year.

Denominator: The total number of secondary concentrators in the reporting year who have left the system.

Measurement – The percentage of mastery for each program concentrator at proficient levels will be determined by the completed course competency assessment document established for each student enrolled in a CTE program. Within the transition year, Tennessee will identify valid and reliable program assessments to determine competency in technical skills.

- Validated standards, which must be SBE approved, are established for each program along with individual competencies identified to determine course completion levels. The competencies are aligned to business and industry standards. As curriculum standards are revised using the DACUM process, competency assessments are also revised to align with the standards. The profiles must incorporate national and industry standards, where available, and reflect current labor market trends and required validation process by business and industry representatives. This is to assure that the competencies and standards meet current labor market needs. The competencies and percentage of mastery of each concentrator enrolled in the CTE programs are reported and attested by each LEA via an electronic data reporting system. Data derived from the competencies and assessments are analyzed for program improvement planning within the local application. In programs where mastery percentages are not at acceptable levels, a plan for action must be addressed. Rubrics for skill attainment monitoring and review will also be developed for use at the local level and monitoring of LEAs.
- The Division had requested, within the TDOE budget, financial support for developing and expanding technical skill assessments so that all concentrators will be assessed to gold standards. Due to Tennessee's economic decline, funding was not awarded. The Division now plans to field test two program areas; marketing and health, in the fall or spring of 2009. The five remaining program areas will be phased into a Perkins IV assessment cycle so that by FY 2013, one hundred percent (100%) of all concentrators will be assessed to a gold standard that can lead to postsecondary opportunities including technology center credential/diploma, community college associate degree, and four-year college/university baccalaureate degree.
- Progress: All competency standards for every concentrator will be reported online for 2007-08 by each individual CTE teacher using the criteria established and detailed and approved in Tennessee's State Plan.
- To insure validity and reliability, the Division has implemented a process to develop a rubric for competency attainment. The rubric will align to NCLB benchmarks for proficiency determination.
- Competency skill attainment is required in all CTE programs for each CTE student for 2007-08 reporting. All CTE concentrators will be included in the numerator and denominator.

- The Tennessee Higher Education Agency has a process for performance funding that includes relevant assessments of programs. The community colleges are exploring means by which to integrate existing program performance funding assessments into the Perkins IV process. Minor amounts of Perkins leadership funds from the Office of Academic Affairs (OAA) were utilized for meetings on the subject.

3. Implementation of State Program Improvement Plans

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

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

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

- Tennessee is proud to announce that it met the 90% threshold for all agreed upon levels of performance for the academic core indicators: 1S1-Language Arts, 1S2-Mathematics, and 4S1-Graduation.
- Tennessee not only has met the 90% threshold requirement but it exceeded the final agreed upon performance levels as follows:

	<u>FAUPL</u>	<u>Actual</u>
1S1	87.87%	91.53%
1S2	83.50%	95.60%
4S1	80.00%	84.40%

- Postsecondary/Adult education was not subject to this provision for the FY 07 – 08 transition year.

4. Implementation of Local Program Improvement Plans

Section 123(b)(1) of Perkins IV requires each state to evaluate annually, using the local adjusted levels of performance described in section 113(b)(4) of Perkins IV, the career and technical education activities of each eligible recipient receiving funds under the basic grant program (Title I of the Act). Section 123(b)(2) of Perkins IV further requires that if the State, after completing its evaluation,

determines that an eligible recipient failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators of performance described in section 113(b)(4) of Perkins IV, the eligible recipient shall develop and implement a program improvement plan with special consideration given to performance gaps identified under section 113(b)(4)(C)(ii)(II) of Perkins IV. The local improvement plan must be developed and implemented in consultation with appropriate agencies, individuals, and organizations. It must be implemented during the first program year succeeding the program year for which the eligible recipient failed to meet its local adjusted levels of performance for any of the core indicators of performance.

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

- # of eligible recipients – 120. There were 360 individual FAUPL negotiated performance levels with LEAs for the three academic performance indicators.
- # of eligible recipients who failed to meet at least 90% of the agreed upon adjusted level of performance- 1S1 – one (1); 1S2 – zero (0), 4S1 – fourteen (14)
- # of eligible recipients that will be required to implement a local plan for improvement – fifteen (15).
- Analysis of trend data that supports gaps in performance of disaggregated categories of students. An analysis of data for 2007-08 for special population performance on the Core Indicators are as follows:

1S1 – Language Arts

Tennessee's composite LEA performance for the 1S1 indicator was 91.53%. Four (4) sub-group populations exceeded performance levels – Female (94.52%); American Indian/Alaska Native (91.78%); White (92.32%). Three (3) sub-groups, Disabled (78.14%); LEP (80.41%) and Migrant populations (80.00%), showed the greatest disparity for performance when compared to the entire cohort population on 1S1.

1S2 – Mathematics

Tennessee's composite LEA performance for the 1S2 indicator was 95.60%. Seven (7) sub-group populations exceeded performance levels – Female (96.13%); American Indian/Alaska Native (100%); Asian or Pacific Islander (98.92%); White (96.63%); and Non-traditional (95.76%) and Tech Prep. Two (2) sub-groups, Disabled (84.45%) and Migrant (87.80%) populations, showed the greatest disparity for performance when compared to the entire cohort population on 1S2.

4S1 – Graduation

Tennessee's composite LEA performance for 4S1 Indicator was 84.40%. Four sub-group populations exceeded the state's performance level – Female (86.97%); Asian/Pacific Islander (85.57%); White (85.15%); and Non-traditional (91.95%). Three sub-group populations, American Indian/Alaska Native (64.29%); Single Parent (71.19%); and Migrant (55.56%) showed the greatest disparity for performance when compared to the entire cohort population on 4S1.

Graduation rates are perhaps the greatest challenge for LEA performance. Out of the 119 local systems, 76 performed at or above the state's performance level, or 64% performed at the

agreed upon performance level. Fourteen LEAs, or almost 12% of the systems, did not meet their performance level. Tennessee will move to the National Governor's Association graduation calculation in 2010. This new method of calculation will negatively impact the current graduation rate and may require renegotiation with local systems once data analysis and comparisons with the new system are completed. For the 2007-08 school year, LEA's were provided calculations based on both methods in order to begin analysis for them to include in their local plan. Students who have left the system other than through graduation continue to be the greatest data issue for tracking and reporting.

LEA's that did not meet the benchmarks for 2007-08 graduation rates are mostly from small rural counties with moderate to low economic growth.

- Sample of Improvement Plan (attachment 1)

Postsecondary/Adult education was not subject to this provision for the FY 07 – 08 transition year.

The OAA is in the process of reviewing current accountability data in relation to interval data requested of the community colleges. While not binding, adjusted levels of performance were established for FY 2007– 08 and the OAA will determine in consultation with the eligible institution:

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

Technical assistance will be provided to the institutions.

5. Tech Prep Grant Award Information

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

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

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

Tennessee Local Education Agency Improvement Plan

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