



TENNESSEE DEPARTMENT OF
EDUCATION
DIVISION OF CAREER AND TECHNICAL EDUCATION

Division of Career & Technical Education

2014 Year in Review & Upcoming Initiatives for 2015

As we conclude 2014, and as part of my ongoing commitment to provide relevant, transparent communications to all of our CTE stakeholders, I present a snapshot of our accomplishments over the last 12 months, as well as a glimpse of some anticipated 2015 initiatives. It has been a very active 2014 for each Unit that makes up the Division of CTE. Notably, we concluded our robust revision of all existing CTE courses and accompanying standards, as well as programs of study. Those courses going forward into the 2015-16 school year are fully aligned with the academic, postsecondary, and career opportunities available in Tennessee. Additionally, we increased the number of early postsecondary credit opportunities available to all secondary students. Whether through our statewide dual credit pilot, TCAT pilot, or Advanced Placement (AP) pilot, the Department is committed to ensuring that all students in Tennessee have access to courses that provide postsecondary credit while in high school. The continued expansion of these opportunities will remain a critical priority for us.

I also want to highlight the tremendous work undertaken to revitalize and align our Department's statewide work-based learning program. If implemented with fidelity, districts and industry partners will have a more purposeful focus and intent when placing upper level students in job shadowing and internship opportunities, and students will be able to hone their interests and skills reflective of the learning in their courses. Lastly, undergirding all of this work is the continued regional expansion of the state's Pathways Tennessee initiative, which is committed to providing Tennessee students in grades 7th-14th/16th access to rigorous academic/career pathways, which are interlinked with local, regional, and state economic/labor market needs. The Pathways model is now operational in four regions with 2 more regions set to launch in 2015.

Our Mission is straightforward:

With One Common Culture, One Common Vision, and One Common Approach, the Division of Career & Technical Education shall be responsive, relevant, and innovative in the promotion of the nationally recognized 16 Career Clusters and the State's corresponding Programs of Study across Tennessee. In doing so, our efforts will be actionable, measurable, and ambitious and will complement the Department of Education's overarching Core Values and the larger belief that all students can achieve academically and be prepared appropriately for success at the postsecondary level and in their chosen careers.

With Our Mission and the Department's Core Values as our inspiration and our focused commitment, I am pleased to provide the 2014 Year in Review.

– Danielle Mezera, Assistant Commissioner

Accountability, Budget, Grants Management and Industry Partnerships

Accomplishments

- **Perkins Local Plans** were submitted through **ePlan** for the first time in the spring of 2014 and **Perkins Reimbursements** were submitted and processed through ePlan. Through these electronic processes, the submission and review of local plans and the processing of LEA reimbursements were less burdensome and more efficient than ever before.
- The 2014-15 **Perkins Reserve Grant** application was made available also through ePlan. LEAs submitted applications that focused on one of five focus areas: WBL, WBL for special needs students, teacher externships, academic/career learning pathways and rural regional consortiums. A total of **14 grants** were awarded for **\$1.9 million**.
- A total of **\$400,000** of **additional Perkins Basic Grant Funds** were awarded to all Perkins eligible LEAs in July 2014. These funds were available from a prior year grant. All awarded funds were obligated within the timeline in support of district CTE programs for students.
- **Perkins Equipment and Inventory policies** were revised to include an option that permitted the transfer of equipment from one LEA to another LEA through the *CTE Marketplace*. As a result of this option, several LEAs obtained quality equipment to enhance and expand their programs of study without additional cost, while allowing other LEAs to dispose of equipment no longer utilized.
- **Career Technical Student Organization (CTSO)** fiscal procedures were reviewed and updated and further streamlined to establish adequate controls and clear delineation of duties.
- New guidelines for the calculation of **2014-15 LEA Local Performance Targets** were published to provide parameters for districts when establishing targets for the Perkins Core Indicators.
- The **Federally Agreed Upon Performance Levels (FAUPL)** were negotiated successfully and all 2014-15 LEA Local Performance Level targets were uploaded to ePlan.
- A new annual **CTE Data Calendar** was developed for implementation, starting with the 2015 calendar year. The new annual calendar will consolidate CTE data entry and review, better align CTE data deadlines with department and federal data calendars, provide for a quicker release of CTE data to all stakeholders, and develop more accurate and relevant reports on student and teacher performance.

Upcoming in 2015

- The **2013-14 CTE Report Card** will be released in January 2015, making this data available to LEAs **six months earlier** than the previous year and within two months of the state's annual report card.
- A **new Division Data Calendar** will be implemented, requiring regular, end of grading cycle data entry by CTE teachers and earlier, segmented data reviews by LEAs. Effective implementation of the new data calendar will result in 2014-15 student and teacher performance reports and analysis available and published in October 2015.
- Creation and publication of a comprehensive, easy-to-use **Perkins Grant Manual**. This manual will bring together, in one location, all state and federal grant requirements governing the administration of the Perkins grant.

- The federal **Office of Career Technical and Adult Education (OCTAE)** will conduct a state-level **monitoring** of the administration of the Perkins grant in April 2015. This monitoring will include local level visits to several select LEAs and will provide important feedback to the Division and Department regarding the compliant and efficient management of grant funds.
- Consolidation and streamlining of **CTSO accounting processes** to increase efficiency and ensure consistency of services through cross-training and information sharing.

Early Postsecondary Coordination & Alignment

Accomplishments

- The statewide Dual Credit pilot served over **3,000 students across 102 high schools** during the 2013-14 school year. Three courses were offered during this first year of the pilot: Agriculture Business Finance, Greenhouse Management, and College Algebra.
- Participant feedback from the first year was used to make changes and improve course implementation, teacher training, and communication for the 2014-15 school year.
- During the summer, **over 100 high school teachers** participated in two-day professional development sessions specific to each course. The training was developed and facilitated by postsecondary and secondary faculty.
- A total of **five statewide Dual Credit courses** are being offered **during the 2014-15 school year**: Agriculture Business Finance, Greenhouse Management, College Algebra, Sociology, and Criminal Justice.
- Ongoing communication and collaboration with postsecondary and secondary systems has been used to enhance dual enrollment opportunities and streamline the reporting process.
- The first year of the **AP and Industry Certification Exam Fee** pilot initiative provided the full cost of AP exams for **1,128 students** and industry certification costs for **137 students**.
- The Division assumed responsibility for the **Federal AP Test Fee grant program** and worked to improve statewide implementation and communication of the grant. The grant is used to cover a portion of the exam costs for economically disadvantaged students taking AP, IB, or Cambridge exams for college credit.
- Development and planning of **additional statewide pilot programs** to expand student access and success in early postsecondary opportunities (**AP Expansion Pilot** and **CTE Early Postsecondary Pilot**).

Upcoming in 2015

- **Launch** a secure **statewide dual credit database** that will house challenge exam scores and provide necessary information to postsecondary institutions to ensure students receive credit earned through the exams.
- **Two new statewide Dual Credit courses**, Statistics and Health Information Technology, will be offered as part of the pilot for the 2015-16 school year.
- Development of a **complete industry certification list** for secondary students that reflects certifications leading to transferable postsecondary credits or hours.

- Improved process for **reporting dual enrollment courses** at the secondary level, which will include new course codes specifically for dual enrollment.
- Implementation of the **AP Expansion Pilot**, which will build out AP programs in rural and small districts for the 2015-16 school year. Participating districts/schools will receive technical assistance and funding for teachers to attend AP Summer Institutes.
- Implementation of the **CTE Early Postsecondary Pilot**, which will blend CTE secondary courses within a program of study with TCAT curriculum and instruction, allowing high school students to earn postsecondary credit while concentrating in a particular program of study. The pilot will launch for the 2015-16 school year. Targeted programs of study include, but are not limited to: Diesel Technology, Automotive Collision Repair, Mechatronics, and Cosmetology/Barbering. Based on the 2015-16 pilot year, additional offerings will be identified and promoted across the state.

Pathways TN/Pathways to Prosperity

Accomplishments

- Pathways Tennessee **expanded** from two regions to four. **Current regions** now include the Upper Cumberland, Southeast, Southwest, and Northwest.
- The Southeast region, specifically **Bradley County Schools**, received a **\$4.5 million** federal grant to create student pathways in high growth fields. Bradley County will share its discoveries and successes with other members of the region.
- All current Pathways regions were partner recipients in the state's **LEAP grant**:
 - Northwest Region - \$850,000
 - Southeast Region - \$946,280
 - Southwest Region - \$900,000
 - Upper Cumberland Region - \$684,000
- Tennessee hosted the **National Pathways to Prosperity Conference** where ten states gathered in Nashville for three days of planning and sharing. Teams from across Tennessee also gathered to collaborate and plan their own regional pathways initiatives. **Governor Haslam** addressed the audience, noting *"Making education more relevant to today's marketplace is critical to our state attracting the jobs of the future, and initiatives like Pathways match the skills employers need to the education and training our students receive, helping us provide the workforce the job market demands."*
- Completed an **Asset Map** of Northwest Tennessee's initiatives, strengths, barriers and opportunities. Report will be available early 2015.
- The Upper Cumberland implemented **grade 7 modules** that focus on careers in Health Science, Engineering and Advanced Manufacturing **across 10 schools**. The modules reached over 2,600 students. These modules reflect the initial academic grade of the Upper Cumberland pathways, which will lead to relevant career opportunities through their identified secondary-postsecondary-industry pathways.

- A sampling of **Pathways-related news** included:
 - http://www.clevelandbanner.com/view/full_story/25761215/article-Local-school--business-partnerships-praised-
 - <http://businessclarksville.com/news/tennessee-lauded-for-strong-partnerships-between-education-economic-development/2014/07/03/64770>
 - <http://tn.chalkbeat.org/2014/06/26/tn-leaders-showcase-career-preparatory-initiatives-at-conference-in-nashville/#.VJNDQDhOX4g>
 - <http://www.jacksonsun.com/story/news/local/2014/12/11/jackson-leaps-forward-grant/20282067/>

Upcoming in 2015

- **Focus** will be **around four areas**:
 - Convene and utilize state partnerships to champion the importance of regional academic/career pathways across Tennessee
 - Support regionally led and sustainable pathways initiatives that align with local industry needs
 - Align and expand resources across state agencies to assist regional pathways initiatives
 - Ensure continuous improvement of Pathways Tennessee opportunities through critical evaluation of processes and outcomes
- Continue **site visits** (at least two per year) with each current region to ascertain needs and opportunities for regional leaders and intermediaries.
- Conduct **Asset Maps** for two new regions, which will be launched in 2015.
- **Host** the **second annual Pathways TN Summit** in early summer for current and future Pathways regions.
- Create an **intermediary guide**, a **local metrics and benchmarks assessment** for all regions, and the development of **strategic plans** in partnership with the Northwest, East, and Northeast regions.
- Research and identify potential **funding sources** to assist the continued build out of local and regional pathways initiatives.

Student Success

Accomplishments

Career and Technical Student Organizations (CTSOs)

- **Two** state student officers from FFA and TSA were elected to **national officer positions**. In addition, dozens of student members across all CTSOs **placed first** and in the **top 10** during their respective 2014 national conferences. Tennessee also claimed **four World Skills candidates** in the SkillsUSA organization. Each candidate will have the opportunity in 2015 to compete in Sao Paulo, Brazil for the World's Skills Competition. Lastly, a Tennessee TSA received the 2014 Dr. Bob Hanson **Distinguished Student Award**, which is the highest national honor given to a student.

- **New competitive events** were launched to align to the CTE course standards, including a Food Science CDE in FFA – marking the first year Tennessee has had a team competing in every single National FFA CDE. Also, Tennessee FBLA successfully hosted the 2014 FBLA National Leadership Conference in Nashville.
- **New chapter recruitment packets**, one-pager **marketing tools**, **industry guidance materials**, and CTSO Competitive **Event/Standards crosswalks** were developed for each organization.
- **Additional regional coordinators** were established for several organizations to better support chapter advisor(ers).
- Multiple chapter visits were conducted across the state to ascertain specific advisor needs and opportunities. This will be continued into 2015.
- The tradition of Tennessee CTSO **Fall Leadership Conferences** were revitalized in each of the three grand divisions, benefiting over **2,500 student attendees**.

CTE Curriculum

- Conducted a **CTE Teacher Survey** on specific career clusters and courses, receiving input from nearly **200 CTE educators** across the state.
- An additional **200 stakeholders** submitted comments to the division through CTE.Questions@tn.gov during the division's fall open comment period for CTE course standards. These comments helped to shape revisions to the standards.
- Held **Industry Advisory Council meetings** for 11 different career clusters, gaining business and industry input on course standards and programs of study. Additional input and support was gained through meetings with **state legislators** and leaders of **statewide industry groups**, such as the Associated General Contractors, the Associated Builders and Contractors, the Masonry Institute of Tennessee, and the Plumbing, Heating, Cooling Contractors.
- Created either new or revised standards for **nearly 200 courses** for approval by the State Board of Education. Over 100 of these courses were implemented this school year. The remaining will be implemented for the 2015-16 school year.
- Complementary new and updated **resource lists**, **equipment lists**, **sample lesson plans**, and **teacher crosswalk** documents were published to assist teachers in implementing the new and revised course standards in their classrooms.
- Career Cluster Consultants conducted visits to high schools in **more than 20 different school districts** to see the implementation of new and revised standards and to hear from teachers about any additional support they need to continue to be successful.
- Conducted a suite of **in-person professional development sessions** for educators in all three grand divisions focused on *unpacking the standards* during the 2014 spring semester. Session materials were published online, as well as additional **digital professional development** for educators in *questioning*, *research*, and *content*.
- The **STEM Leadership Council** was convened and held two meetings. Membership includes K-12 teachers, administrators, postsecondary faculty, and business and industry leaders. The council drafted a statewide STEM strategy that included a common definition of STEM, along with a mission, vision, and core priorities targeted at increasing access to, and quality of, STEM education across the state.

Upcoming in 2015

- Conclude “Phase II” **course standards revision process** of existing CTE courses for 2015-16 school year.
- In partnership with the Talent Improvement unit, create and implement **regional professional development** events during the 2015 spring semester. The ongoing events will focus on content and instructional shifts for the new and revised course standards and will be followed by subject-specific professional development sessions during the summer **2015 Institute for CTE Educators**. Regional professional development will continue through the 2015-16 school year.
- Continue development and release of additional CTE educator **literacy lesson plans** aligned to the new and revised standards.
- Implementation of a statewide **STEM strategy** developed by the Department’s STEM Leadership Council that will include policy recommendations, support for school-level projects, and the evaluation of new STEM-related courses and programs of study.
- Research, develop, and pilot implement select **end-of-course assessments** and **student portfolios** reflective of student achievement in CTE-related courses.
- Streamline budget processes and funding for state supported CTSOs that will increase earned interest and **expand student scholarship opportunities**.

Talent Improvement

Accomplishments

- Implemented a new statewide **Professional Development Model** for CTE educators (teachers/directors). The model focused on yearlong (12 months) professional development for all CTE educators.
- Implemented new CTE Director Study Council professional development series on **data driven decision making**.
- Provided state-level and district-level data snap shots of CTE teacher and student performance across **TEAM and ACT indicators** for CTE Directors in order to promote thoughtful decision-making at the district level on course selection, student achievement, and teacher support.
- In partnership with the Student Success unit, created and implemented robust **regional professional development workshops** for CTE educators focusing on how to unpack and teach the new and revised CTE course standards, which rolled out this current school year.
- Refined the state’s **new teacher training program** for occupational licensed teachers. Achieving a participant satisfaction rating of 4.8 out of a possible 5.
- Expanded the Division’s summer **teacher externship program**, connecting general education and CTE teachers to various industries across the state in order to strengthen their collective awareness and instructional skills.
- Led by CTE CORE Consultants and CTE Leadership Council members, the division provided the Department’s **Leadership Course 202** to CTE Directors.
- Created and directed the development of **modules on literacy** in CTE subjects for teachers to complete online.

- Oversaw 2014 **Institute for CTE Educators**, which focused on developing more rigorous PD and training pathways focused on CTE content and instructional practices while providing quality time for educators to practice and develop learned skills.

Upcoming in 2015

- Continue to streamline the annual **Institute for CTE Educators** by developing more rigorous professional development and training pathways focused on CTE content and instructional practices, while providing quality time for educators to practice and develop learned skills.
- In partnership with the Student Success unit, continue to develop and offer robust **regional professional development workshops** for CTE educators focused on how to teach the new and revised CTE course standards and incorporate relevant literacy and math in instruction.
- Professional development sessions at monthly CTE Director Study Councils will focus on intentional practices of **coaching and developing** CTE teachers.
- Begin researching successful approaches and practices aimed at Tennessee CTE teacher **recruitment and retention**.
- Guide identification of key priorities of incoming members of **CTE Leadership Council**, starting new two-year term.
- Fold focuses of current yearlong (12-months) Professional Development initiative into the identified focuses set for the **2015-16 PD** year.
- **Regional conversations** with teacher preparation programs for CTE teachers on new standards and instructional strategies to prepare our teachers to enter the classroom.

Work-Based Learning

Accomplishments

- Conducted a **statewide assessment** to serve as the foundation for a fully aligned, redesigned statewide Work-Based Learning (WBL) program.
 - Through this process, **437 CTE Directors, counselors, and WBL Coordinators** participated in a survey to identify successful practices and opportunities for districts in offering and scaling up WBL experiences.
 - Over **225 administrators, teachers, counselors** and **76 industry partners** from all three grand divisions of the state participated in **focus groups** to identify and discuss critical employability skills valued most by Tennessee employers.
- On October 31, the State Board of Education **adopted revisions** to Rules and Policies in order to provide greater flexibility to the Department and districts in developing and delivering WBL. The Department's revised WBL Framework sets clear expectations for student learning and work-based learning experiences in Tennessee.
- **Launched** the **2014-15 WBL Pilot Program** with five school districts, which are providing critical feedback on all newly developed WBL tools, trainings, policies, and standards. Participating districts include Anderson County, Clarksville- Montgomery, Gibson SSD, Moore County, and Rutherford County Schools.

- Hosted a fall semester series of **WBL Preview Sessions** with **over 300 administrators, counselors, WBL Coordinators, and industry partners** to share information about the changes to WBL for the 2015-16 school year and seek input and feedback. Reception was overwhelmingly positive.
- Updated the **WBL Policy Guide** for the 2015-16 school year to provide (1) clearer requirements for WBL programs, (2) promote a model for sequenced WBL experiences, and (3) encourage greater industry engagement in WBL programs. Updated policies are customized for Tennessee but reflect national research and trends that have been incorporated through a contract with WestEd, a leading educational research institution in successful WBL practices.
- Created the first **WBL Implementation Guide** for the 2015-16 school year to serve as a professional development tool for district WBL Coordinators. This resource provides guidance through all steps of the coordinator's role, shares successful practices, and links to additional resources.
- Created standards for a **Work-Based Learning: Career Practicum course** for the 2015-16 school year. The course guides rigorous learning experiences and critical skill development for students through experiential learning. The course also provides consistency for all students, who engage in WBL for credit, and it allows greater flexibility for placing students.

Upcoming in 2015

- Assess and make **final revisions** to the Department's statewide WBL program based on results from the 2014-15 pilot.
- **Roll out** the statewide WBL program to all participating districts for the 2015-16 school year.
- Hold spring and summer **training sessions** in all CORE regions in order to prepare districts for the revised statewide WBL program.
- Create and roll out regional professional development "**study councils**" for WBL Coordinators to provide a conduit for ongoing training and to share successful practices.
- Establish a **WBL Task Force** with the Tennessee Department of Labor and Workforce Development, Economic and Community Development, Tennessee Board of Regents, and key industry stakeholders to identify and address barriers to student participation in WBL in high-wage, high-demand industry sectors in Tennessee.