



Education & Training and Human Services Standards Revision (Phase II): Frequently Asked Questions

Question	Answer
Will the standards dictate how a teacher is to teach a specific standard?	The standards are written to provide teachers with better direction as to the content and expectations of what the student should be able to do. This will allow the teacher to use the best method of instruction to enhance the student's learning experience.
Will a student need to complete all four levels of the POS to graduate?	No – Students will only need to complete three courses within a POS or career cluster to complete their elective focus and become a concentrator. We encourage students to complete all four courses to ensure they are best prepared for postsecondary and career opportunities.
My job depends on the number of students that sign up for courses. Is my school district's Carl Perkins IV funding affected by the number of student CTE Concentrators I identify every year in eTIGER?	No –Perkins funding is not calculated by the number of identified CTE Concentrators. Perkins funding is determined through a formula allocation to states. States then allocate funds to LEAs. Tennessee's allocation formula does not include CTE Concentrator in its calculation.
I can't find FACS as a program area on the CTE website. Where are my courses?	Current courses, which were formerly organized in the program area of Family and Consumer Sciences (FACS), are now organized within five of the sixteen Career Clusters. The new and revised course standards will be aligned within these clusters. The five clusters are: Architecture & Construction Arts, A/V Technology & Communications Education & Training Hospitality & Tourism Human Services
Will instruction in FCCLA be included in the courses?	Yes – FCCLA is an integral part of your courses. All CTE courses include alignment to their respective CTSOs. The CTE division in the Tennessee Department of Education will release materials aligning specific FCCLA competitive events with Common Core State Standards in Literacy for Technical Subjects. This will give teachers

	additional tools to help students meet the rigorous standards of the revised courses and CTSO competitive events.
The FACS course was a very beneficial course for my students, where is it?	The CTE Division retired some courses and programs of study that were either duplicative or no longer reflect the workforce needs of our state. Input from business and industry stakeholders also identified hard/soft skills that have become obsolete. New POS course sequences include less duplication of standards between courses, as well as performance expectations more aligned with postsecondary and industry employment opportunities. Tennessee teachers, postsecondary faculty, and business and industry personnel have reviewed and endorsed the new courses. The relevant standards from the retired courses are folded into the new and revised course standards. For example, FACS standards have been folded into the Foundations of Social and Mental Health introductory course in the Human Services cluster. Family & Parenting standards have been folded into the Family Studies course.
I do not see courses in the technical areas of fashion or interior design, were these courses retired?	No – The technical areas of fashion and interior design have been organized into different career clusters. Fashion design courses are now offered in the Arts, A/V Tech & Communications clusters and the Interior Design courses are organized into the Architecture & Construction cluster.
If I offer the Dietetics and Nutrition Counseling POS, do I have to team teach the Nutrition Science and Diet Therapy course with a Biology or Chemistry teacher?	No – If recommendations are approved by the State Board of Education, a teacher endorsed in 050, 051, and 450 will be able to teach the Nutrition Science and Diet Therapy course for a general education lab science credit without team teaching the course. Teachers will have the opportunity to attend professional development that highlights effective teaching practices in the area.
The majority of my students do not attend postsecondary after high school. How will these standards help prepare them to function in society and go directly into the workforce?	Data gathered from business and industry illustrates the skills and knowledge required for success in the workforce are identical to those required for success in postsecondary. Industry trends show the majority of current and future occupations will require some form of postsecondary training. It is our responsibility to prepare all students with the skills they need to be successful. These standards also ensure that students develop skills to be productive members

	of society by becoming more informed individuals.
What if I am concerned that my students are not able to do this level of work?	Standards are structured to develop conceptual understanding of both technical and literacy skills in a logical progression. All students can meet postsecondary and career readiness expectations embedded in these standards with the correct supports.
Are we now expected to be general education teachers in addition to teaching our CTE content?	These standards reflect support of general education standards through the instruction of CTE content. Teachers are not expected to teach general education standards; rather they should be able to show the application of these concepts in a contextual way.
Is there room in a high school student's schedule to complete a four-course Program of Study?	Most LEA's master schedules provide opportunities for students to receive elective credits in addition to the minimum credits required for graduation by State Board of Education policy. Most programs of study include at least one course required for graduation as part of the logical sequence, allowing a student to fulfill graduation requirements while progressing through a program of study. We strongly encourage students, parents, and administrators to select a student's elective focus during their freshman year.