

Tennessee Council for Career and Technical Education Biennial Report

2005/2006



STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
TENNESSEE COUNCIL FOR CAREER AND TECHNICAL EDUCATION
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NASHVILLE, TN 37243-0383
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June 30, 2008

Dear Tennesseans:

The Tennessee Council for Career and Technical Education is pleased to present the Biennial Report on Career and Technical Education programs conducted in Tennessee. The report provides an evaluation of Career and Technical Education funded through the Carl D. Perkins Vocational and Technical Education Act of 1998 and State and local funds.

It is intended that this report provide an overview of Federal, State and local funds expended in the various categories for support of Career and Technical Education throughout the state. The Council feels the citizens of Tennessee are fortunate to have the support of the Governor, the Tennessee General Assembly, the State Board of Education, Tennessee Board of Regents, the State Department of Education and the State Department of Labor and Workforce Development for providing high quality education and training.

Members of the Council are grateful for the opportunity to provide input into such an important facet of the lives of our citizens. The Council is dedicated to serving the best interests of students, business, industry, and labor in Tennessee.

Sincerely,

A handwritten signature in cursive script that reads "James G. Neeley".

James G. Neeley, Chairman

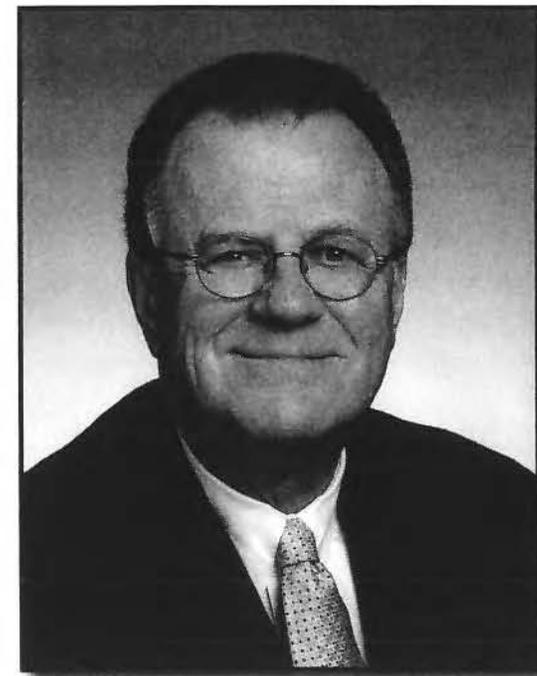


Table of Contents

	<u>Page</u>
Letter from the Commissioner	3
TCCTE Membership	6
The Tennessee Council for Career and Technical Education	7
Commendations	8
Recommendations	10
Education and Earnings	12
Strategic Planning	14
Tennessee Technology Centers	16
Career and Technical Education	18
Demographics	21
Enrollment	22
Carl D. Perkins Vocational and Applied Technical Education Act of 1998 for Tennessee, FY 2005–2006	27
Perkins Core Indicators of Performance	28
Tennessee Career and Technical Student Organizations	40
Jobs for Tennessee Graduates	41
High Schools That Work	41
Adult Basic Education	41
Publications	42
Webliography	43

TCCTE Membership

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Chattanooga, TN 37412

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Memphis City Schools
Memphis, TN 38116

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Training and Development Manager
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Trenton, TN 38382

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Diana Holland

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Nashville, TN 37214

Bill Lawson

Guidance
Hohenwald, TN 38462

Jimmy Long

Secondary, Agriculture
Director of Schools
Humphreys County
Waverly, TN 37185

Mission

The Tennessee Council for Career and Technical Education shall serve as an independent advocate of quality Career and Technical Education program and workforce development and shall function as an independent oversight body.

Marvin Lusk

Post-Secondary, TTC
Technology Ctr.—McMinnville
McMinnville, TN 37110



The Tennessee Council for Career and Technical Education

The Tennessee Council for Career and Technical Education Members (TCCTE) consists of thirteen members who serve in an advisory capacity to the Tennessee Board of Education, Tennessee Board of Regents, the Governor, and the General Assembly. Appointed by the Governor, members of the Council serve six-year terms.

Seven individuals are representatives of the private sector in the state and constitute a majority of the membership. Six individuals are representatives of secondary and post-secondary education, career and technical institutions, career guidance and counseling organizations within the state, and/or individuals who have special knowledge and qualifications with respect to the educational and career development needs of special populations.

The Council is active in the following capacities:

- An advocate for citizens' education and training needs;
- Conducts an annual public hearing on Career and Technical Education;
- Serves as an advocate for education and training needs of Tennessee citizens;
- Provides state-of-the-art curricular advice;
- Serves as an agent for information on curricular change;
- Reviews schools in action; meeting objectives as they implement change; and
- Integrates advisory and regulatory functions of oversight.

Vision

The Tennessee Council for Career and Technical Education will be a primary influence in visionary decision making for global workforce development.

Commendations

The Tennessee Council for Career and Technical Education would like to offer the following commendations to those whose efforts have made a positive impact on Career and Technical Education in our state.

Governor of Tennessee

- We commend you for encouraging cooperation and coordination among the levels of education in the state to provide special services to those in need as well as career and technical opportunities to students in our state.
- We commend you for supporting and encouraging educators to prepare students for the workforce and enhance economic development in the state.

General Assembly

- We commend you for your efforts in improving funding for all school districts in Tennessee through the BEP.
- We commend you for supporting program improvement for technical training at the post-secondary Tennessee Technology Centers.
- We commend you for your continued emphasis on improving education for all students in Tennessee.
- We commend you for the lottery scholarships providing post-secondary education and training to Tennessee students.

Commissioner of the Tennessee Department of Labor and Workforce Development

- We commend you for improving the capacity of local education agencies to prepare students for the world of work through job training efforts.
- We commend you for partnering with the Tennessee Department of Education in successful and innovative programs such as Jobs for Tennessee Graduates to capture and enhance the potential of at-risk students.



Commissioner of Education

- We commend you for your encouragement for collaboration between divisions within the Tennessee Department of Education to serve all students in preparation for post-secondary training or entrance into the workforce.
- We commend you for your commitment and support for the provision of approved curriculum standards for every career and technical program.

State Board of Education

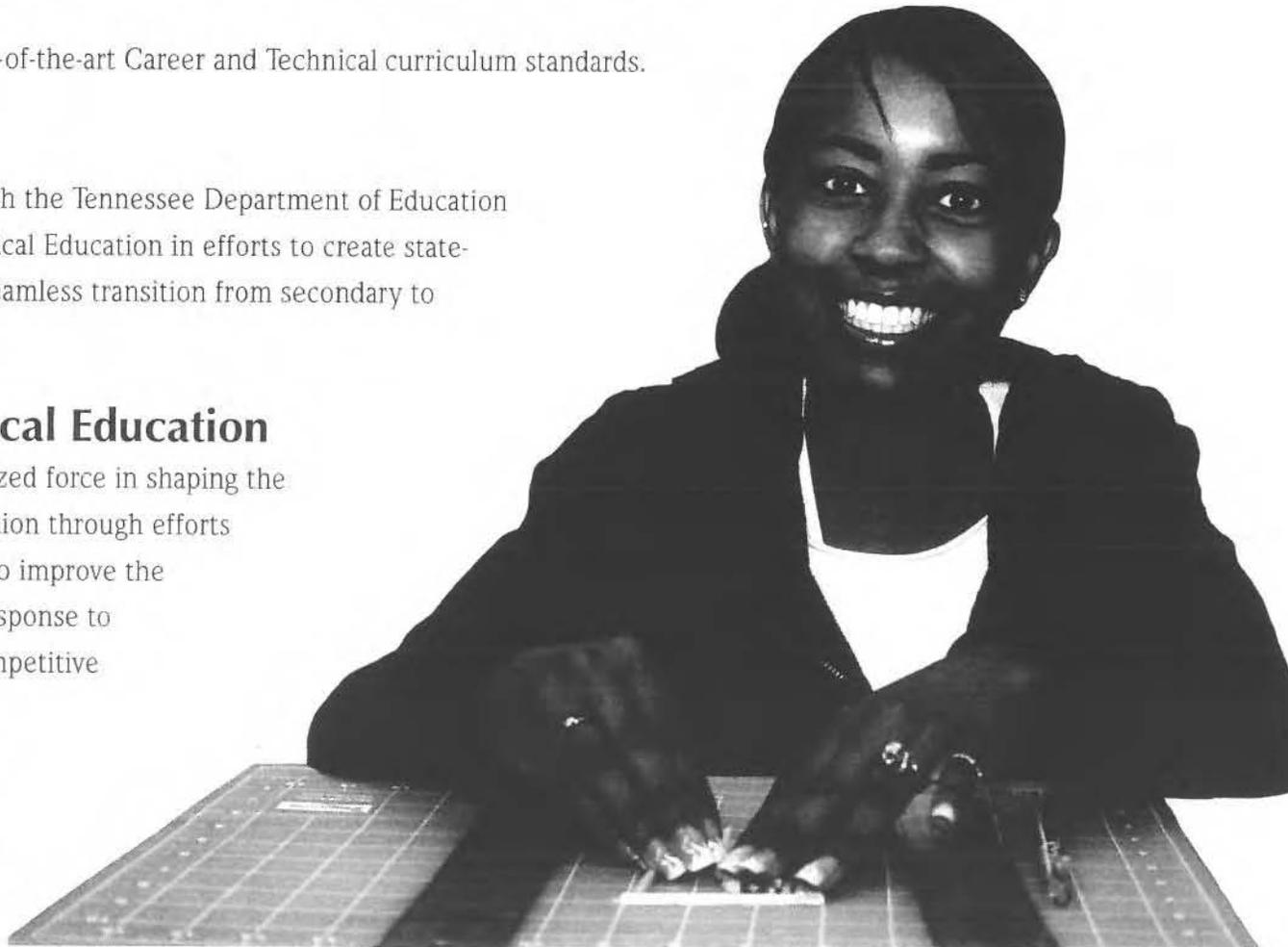
- We commend you for your dedication and commitment to improving education for all students in Tennessee.
- We commend you for approving state-of-the-art Career and Technical curriculum standards.

Tennessee Board of Regents

- We commend you for cooperating with the Tennessee Department of Education and the Division of Career and Technical Education in efforts to create state-wide articulation agreements and a seamless transition from secondary to post-secondary education.

Division of Career and Technical Education

- We commend you for being a recognized force in shaping the future of Career and Technical Education through efforts such as the 2020 Vision Committee to improve the scope and direction of programs in response to emerging technologies in a highly competitive global marketplace.
- We commend you for your continued leadership in fostering new and innovative programs and services for students in Tennessee.



Recommendations

1. Develop a comprehensive Career and Technical Education (CTE) communications plan to transmit information about opportunities to students and parents addressing employment needs and further training through technical institutes, technology centers, community colleges, and four-year colleges. Furthermore, consider publishing and/or posting CTE counseling materials in Spanish.

Rationale:

According to the results of market research and analysis done for the Division of Career and Technical Education, it was found that students, parents, and academic education partners do not understand or realize the educational and employment opportunities available through Career and Technical Education. There should be a comprehensive communications plan developed to address this issue. Additionally, the Spanish speaking student population is the largest growing sub-group of students in Tennessee. According to the Southern Region Education Board (SREB), communication needs to be provided to high school leaders, teachers, parents and students on what students must know and be able to do to be prepared for college and a good job and developing a system to inform all students about their level of preparedness (*Building Transitions from High School to College and Careers For Tennessee's Youth*, September 2005).

2. Develop and maintain rigor and relevance in Career and Technical Education courses including integration of academic competencies.

Rationale:

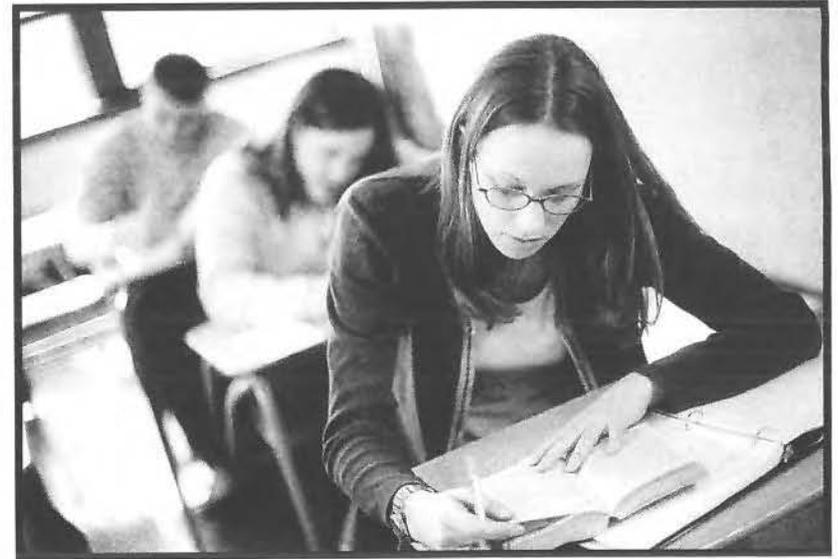
The No Child Left Behind Act of 2002 (NCLB) emphasizes academic achievement of all students. Research from SREB, International Center for Leadership in Education, and others, state that application of theory to real situations is one way to improve academic performance. Another is to improve student interest in subject matter. Career and Technical Education assists in accomplishing both of these findings. In a report from SREB addressing improving student achievement in Tennessee, the following recommendation is listed, "Require all students to take a rigorous, college preparatory curriculum" (*Building Transitions from High School to College and Careers For Tennessee's Youth*, September 2005). Academic integration into the CTE curriculum is highly recommended for students to be successful in post-secondary education as well as the workplace, and decreasing the need for remediation at the post-secondary level.



3. Increase the quality and quantity of state-wide articulation agreements.

Rationale:

It is recognized that students who enter post-secondary education with established credit tend to complete an industry certification, associate degree, or baccalaureate degree. Articulation agreements provide the means for secondary students to gain post-secondary credit. Additionally, articulation eliminates duplication of effort. Coupled with the articulation process, SREB states that Tennessee should implement an early assessment system that lets high school students know how prepared they are for post-secondary studies and careers and develop intervention strategies to help students prepare for their next steps. Furthermore, it is recommended for community colleges and technology centers to develop high school to college transition programs. (*Building Transitions from High School to College and Careers for Tennessee's Youth*, September 2005).



4. Continue to refine the reporting of student performance data and develop a method to use the results to improve Career and Technical Education at the local and state levels.

Rationale:

The reporting of student performance data is required by NCLB. To make data results more relevant, it is recommended that training be provided on reading, interpreting, and utilizing data results in decision-making to improve student achievement. Training should include state staff, school administrators, school counselors, and teachers.

5. Develop alternate licensure methods for future Career and Technical Education teachers addressing all program areas.

Rationale:

Most colleges and universities in Tennessee have eliminated teacher education preparation programs in Career and Technical Education. It is predicted that the shortage of teachers will be more challenging in the future. Alternative training and licensure in all Career and Technical program areas needs to be studied and addressed to ensure an ample supply of adequately trained teachers.

Education and Earnings

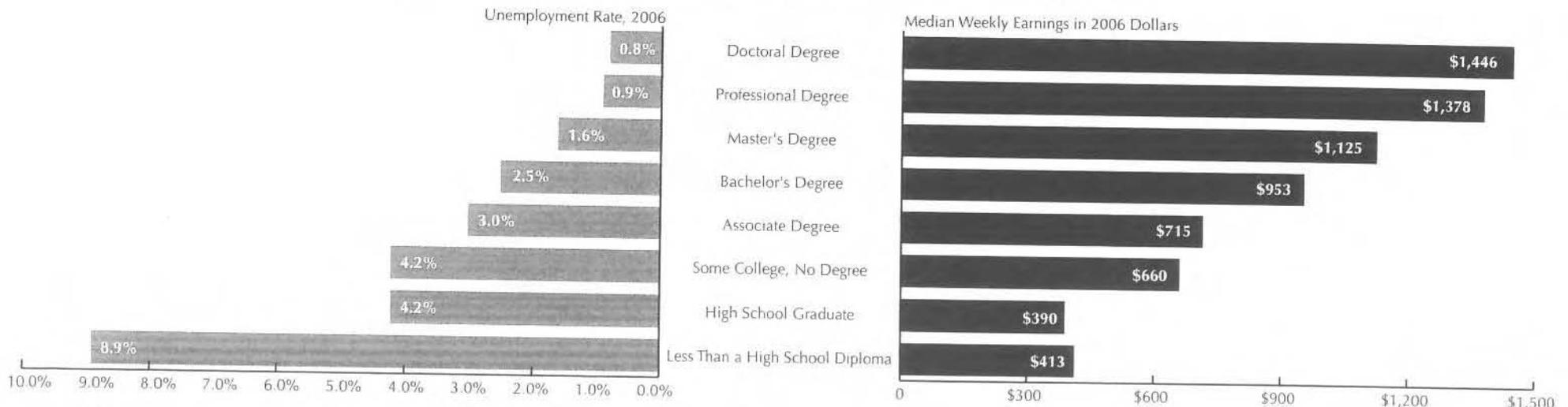
The Economic Impact of Secondary and Post-Secondary Career and Technical Education in Tennessee, December 2006

Career and Technical Programs	Total Output Impact	Labor Income Impact	Total Tax Impact	Job Impact
Workforce Investment Act	\$ 96,758,540	\$ 43,834,559	\$ 9,013,124	1,309
Secondary Career and Technical Education	\$ 52,851,513	\$ 23,943,341	\$ 4,923,155	715
Tennessee Technology Centers	\$390,853,369	\$176,761,775	\$36,468,796	5,280
Career and Technical Community Colleges	\$125,098,582	\$ 56,673,457	\$11,653,018	1,692
Total	\$665,562,004	\$301,213,132	\$62,058,093	8,996

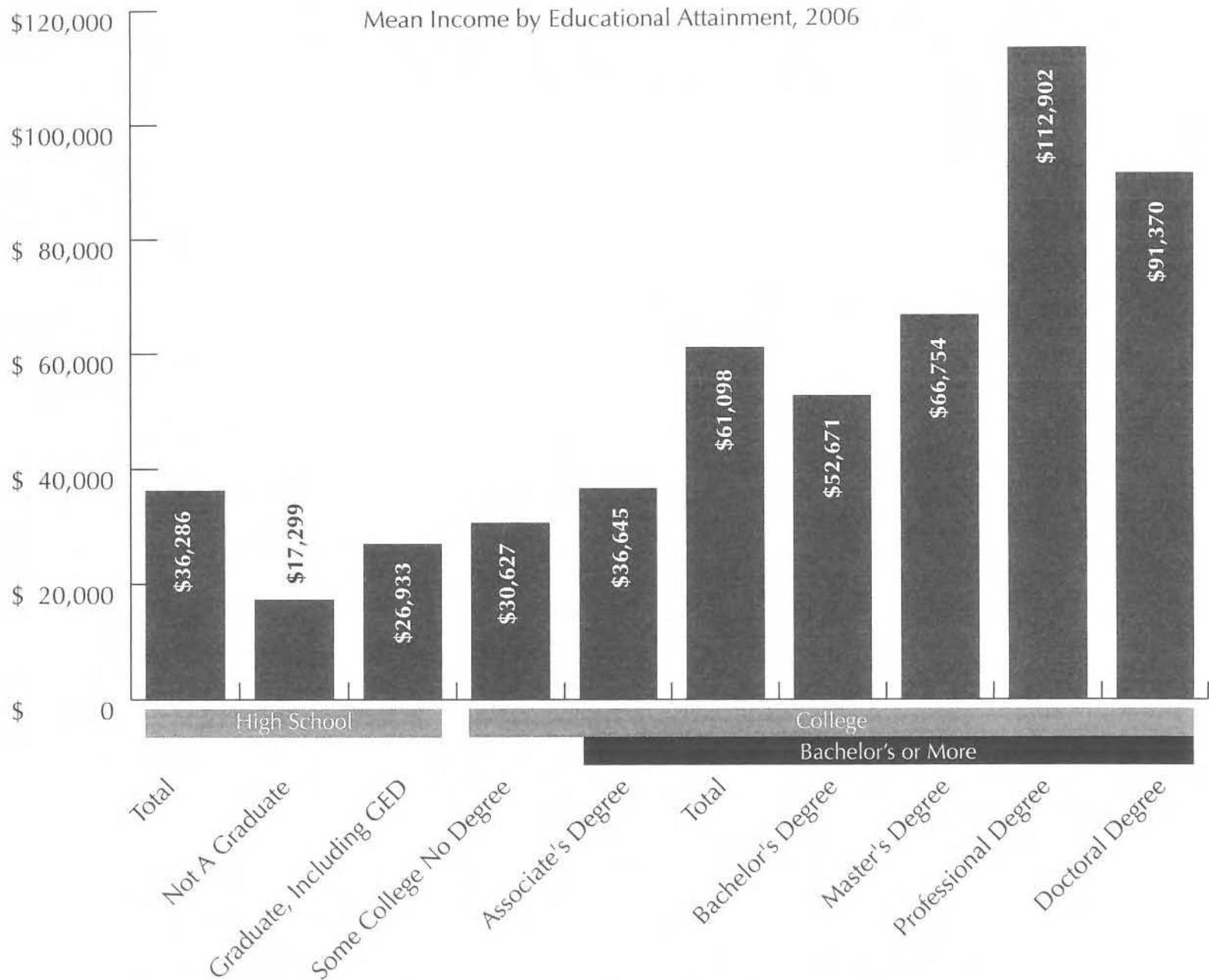
Source: Sparks Bureau of Business and Economic Research, *The Economic Impact of Secondary and Post-Secondary Career and Technical Education in Tennessee, December 2006*, <http://www.state.tn.us/education/cte_council/doc/econimpact.pdf>.

- Cost benefit ratio of 1:1.99, generating nearly double the benefits relative to the cost of operations.
- Cost benefit ratio produced by secondary and post-secondary expenditures and earnings was 1:5.37.
- For every \$1.00 expended on secondary and post-secondary education, \$5.37 is returned to the state economy.

Education Pays in Higher Earnings and Lower Unemployment Rates



Note: Data are 2006 annual averages for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: Bureau of Labor Statistics, Current Population Survey



Source: U.S. Census Bureau, Current Population Survey, 2006 Annual Social and Economic Supplement.

Strategic Planning

Capabilities for Strategic Planning

- Coordination
- Evaluation
- Oversight

TCCTE Services

- Oversight of program needs
- Coordination of process improvement
- Leadership for visionary ideas
- Research and development
- Information and referral
- Dissemination of information
- Technical assistance

Four-Year Strategic Planning

- Compare state needs to program capabilities
- Oversight of the adjustment process of Career and Technical Education in relation to global workforce development
- Determine whether career and technical services is meeting workforce development needs

Assumptions for Plan

- Workforce development and Career and Technical Education will integrate job search, job preparation, and job training
- The trend toward curriculum integration and collaboration will continue
- Evaluation of programs will be raised in benchmarks and measurable outcomes
- Career and technical education will be primarily state funded
- There will be federal initiatives in education and workforce development supported by federal grants
- Career and technical education will emphasize seamless articulation to the 13th and 14th years of schooling

Six Essential Elements to Effective Career and Technical Education (from the Tennessee Department of Education 2020 Strategic Plan)

- Communication and development of a comprehensive career development system
- Academic achievement through integrated, contextualized instruction
- Appropriate teaching and learning through professional development
- The use of technology in teaching and learning
- Data-driven decision-making and research-based application
- Transition to post-secondary education and the workforce

Three Roles for TCCTE in Career and Technical Education in Strategic Planning

- **Partnerships**
Coordinating education needs of business, education, labor, communities, families, and government
- **Assessments**
Advocating national occupational skill standards, exit testing, rigorous and relevant curricular standards, accountability, and professional development
- **Marketing**
Promote innovative career and technical education programs, industry certification, and student educational options.

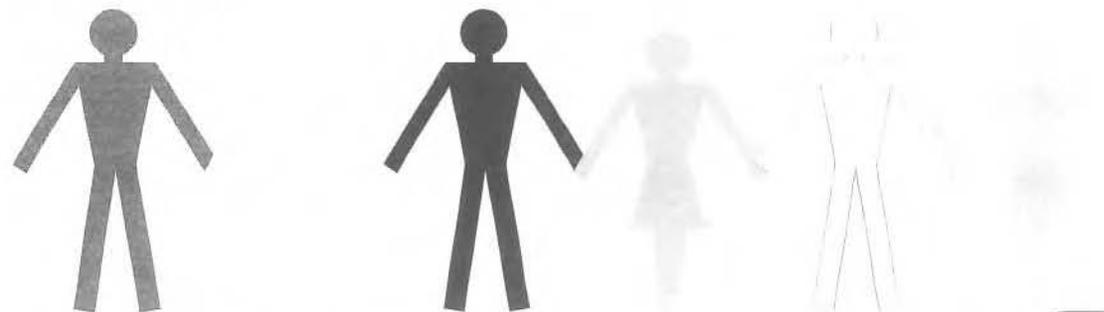
Strategic Objectives for TCCTE Oversight of Transition

- Review policy initiatives for accountability
- Oversee the service delivery process from conception to outcome
- Serve as a mandate for legislative coordination and integration of programs as education works with workforce development
- Vehicle for relevant curricular changes in critical areas, recognizing immediate and long-term needs

TCCTE in Action

- An advocate for all citizens' education and training needs
- Current and relevant curricular advice
- Agent for information on rigorous and relevant curricular changes
- Able to review schools ability to meet objectives as they implement change
- Integrate advisory and regulatory functions of oversight

Career and Technical Education in Tennessee is working at the secondary and post-secondary levels to develop a seamless approach to providing a well-trained workforce with strong academic and technical skills. A comprehensive occupational education system is necessary to support a thriving economy, expansion of business and industry, and for recruitment of new business and industry.



Tennessee Technology Centers

Credential opportunities available to TTC students:

- ▶ Commission on Accreditation of Allied Health Education Programs
- ▶ National Automotive Technical Education Foundation (NATEF)
- ▶ National Institution for Automotive Service Excellence (ASE)
- ▶ Aircraft Electronics Association (AEA)
- ▶ American Welding Association
- ▶ Automotive Youth Education Systems
- ▶ Professional Truck Driving Association
- ▶ HVAC Excellence
- ▶ International Electronics Technicians Association
- ▶ National Institute for Metalworking Skills
- ▶ American Design Drafting Association

All of the Technology Centers are accredited by the Council on Occupational Education.

Major Equipment Contributors/Partners:

- ☆ HAAS Automation
- ☆ Windsor Mold
- ☆ TGEC Associates
- ☆ Richland Steel Inc.
- ☆ Farmers Merchants Bank of Pulaski

Tennessee Technology Centers (TTC) are the key training and retraining resource not only for high school graduates, but also for businesses, and industries in need of capable employees. The Tennessee Technology Centers have taken the lead as the main technical training sites in Tennessee and are effective, state-of-the-art technical training facilities located within driving distance of every Tennessee citizen.

Within the twenty-seven Tennessee Technology Centers

- Seven state-wide articulation agreements (nine hundred coursework hours equal thirty hours credit at state community colleges toward an Associate of Applied Science Degree) in the following areas:
 - Automotive
 - Auto body
 - Drafting
 - Plumbing
 - Carpentry
 - Electrical
 - Diesel-powered engines
- Collaborative professional development between secondary and post-secondary teachers
- Regents online programs in:
 - Computer operations technology
 - Drafting/CAD
 - Business systems technology
 - Dietary management
 - LPN refresher course

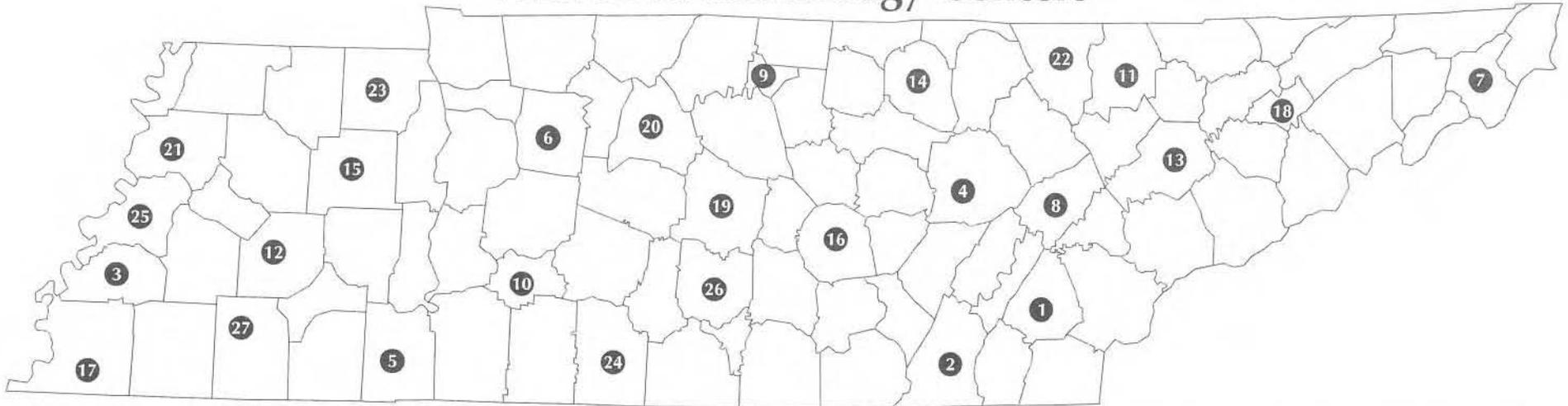
Within the TTC student body

- Ninety-six scholarships were awarded totaling \$283,000
- ATEA Outstanding Technical Student of the Year recipient
- Home to joint secondary adult training programs
- TTC high school dual enrollment increased 16 percent during 2005–2006
- At least 8,586 special industry students served 260,657 contact hours

Tennessee Technology Centers

Students Served	Completion Rate	Placement Rate	Licensure Exams Attempted	Licensure Granted	Pass Rate	Families First Students	Grants Secured to Train	Training in Hours
28,000	70%	87%	1,623	1,584	97.6%	5,000	1,300,000	1,000,000

Tennessee Technology Centers



Map: Sparks Bureau of Business and Economic Research, University of Memphis, 2008.

- | | | | | | | |
|----------------|-----------------|---------------|-----------------|------------------|-----------------------|-----------------|
| 1. Athens | 5. Crump | 9. Hartsville | 13. Knoxville | 17. Memphis | 21. Newbern | 25. Ripley |
| 2. Chattanooga | 6. Dickson | 10. Hohenwald | 14. Livingston | 18. Morristown | 22. Oneida/Huntsville | 26. Shelbyville |
| 3. Covington | 7. Elizabethton | 11. Jacksboro | 15. McKenzie | 19. Murfreesboro | 23. Paris | 27. Whiteville |
| 4. Crossville | 8. Harriman | 12. Jackson | 16. McMinnville | 20. Nashville | 24. Pulaski | |

Grants Received

Grant Source	Amount
U.S. Express	\$ 60,000
Upper Cumberland HRA	\$141,800
Tennessee Department of Labor	\$402,710
Delta Regional Authority	\$ 75,000
East Tennessee Human Resources Agency	\$ 55,000
Southwest HRA	\$ 47,000
U.S. Department of Agriculture, Rural Development	\$ 55,000
Incumbent Worker Grant	\$ 9,170

The TTCs have provided special industry training for companies such as:

- | | | |
|-----------------------------|---------------------------|--------------------------------------|
| ▶ Viskase, Inc. | ▶ Advanced Foods | ▶ Upper Cumberland Ambulance Service |
| ▶ Rose Integrated | ▶ Ford Motor Company | ▶ Spring Industries |
| ▶ Delfield | ▶ Denso North America | ▶ Nordyne Corporation |
| ▶ Ingram Micro | ▶ FedEx | ▶ Firestone Industrial Programs |
| ▶ Masterbrand Cabinets | ▶ Bridgestone/Firestone | ▶ Proctor & Gamble |
| ▶ Cumberland Medical Center | ▶ Toyota | ▶ Nissan |
| ▶ Graniti Fiandre USA | ▶ Eaton | ▶ Intier Automotive |
| ▶ Quebecor Printing | ▶ Hutchinson | |
| ▶ US Zinc, Pasminco | ▶ Oster Corporation | |
| ▶ Omega Cabinet Company | ▶ General Mills/Pillsbury | |

Students completing their coursework in the following programs can sit for the following national/state exams:

- ▶ Computer Operations Technology: MOUS (Microsoft Office User Specialist), A+ Hardware and Software exam, and the Network+ exam
- ▶ Practical Nursing: State LPN Exam
- ▶ Cosmetology: State Cosmetology License, Tennessee Board of Cosmetology
- ▶ Surgical Technology: National Surgical Technologists Certification Examination

Career and Technical Education

Mission

Preparing today's
students for tomorrow's
opportunities

General Secondary Information

- The major source of funding for Career and Technical Education at the secondary level is from federal legislation which is the Carl Perkins Act of 1998. (For additional information on Carl Perkins legislation: <http://www.tennessee.gov/education/cte/ad/perkins/PerkinsIV.shtml>.)
- \$18,711,264 in Perkins program improvement funds, and \$6,000,000 in Perkins re-appropriated funds distributed to the local systems by formula.
- One hundred twenty-two school systems and special school districts in Tennessee receive Perkins funding.
- Three state schools in Tennessee receive funding: York Institute (Jamestown), Tennessee School for the Deaf (Knoxville), and Tennessee School for the Blind (Nashville).
- Secondary student enrollment in CTE in Tennessee is 367,952.*
- Ninety-two percent of students who concentrate in a secondary CTE area continue into post-secondary education, the military or enter the workforce in the area of concentration.
- The 2020 Vision Committee continues to work toward major improvements in CTE (For the 2020 Vision Committee information: http://www.tennessee.gov/education/cte/ad/perkins/doc/CTE_Presentation_2020_complete.ppt.)
- Secondary education implementing Career Clusters. (For additional Cluster information: <http://pathways.tbr.edu/>.)
- Secondary CTE implements electronic data reporting, eTIGER, which was officially implemented in October 2005. It is a further development of the TN-TIGER system. The name eTIGER refers to the coordination in data collection between the state EIS (Education Information System) data and the state eTIGER system.

Beginning with the 2005-06 school year, the CTE staff pre-populate eTIGER with data reported to the EIS system. Access additional eTiger information: <http://www.tennessee.gov/education/cte/ad/tiger/>.

*Duplicate count. Some students are enrolled in more than one CTE program area.



Tennessee Career & Technical Education

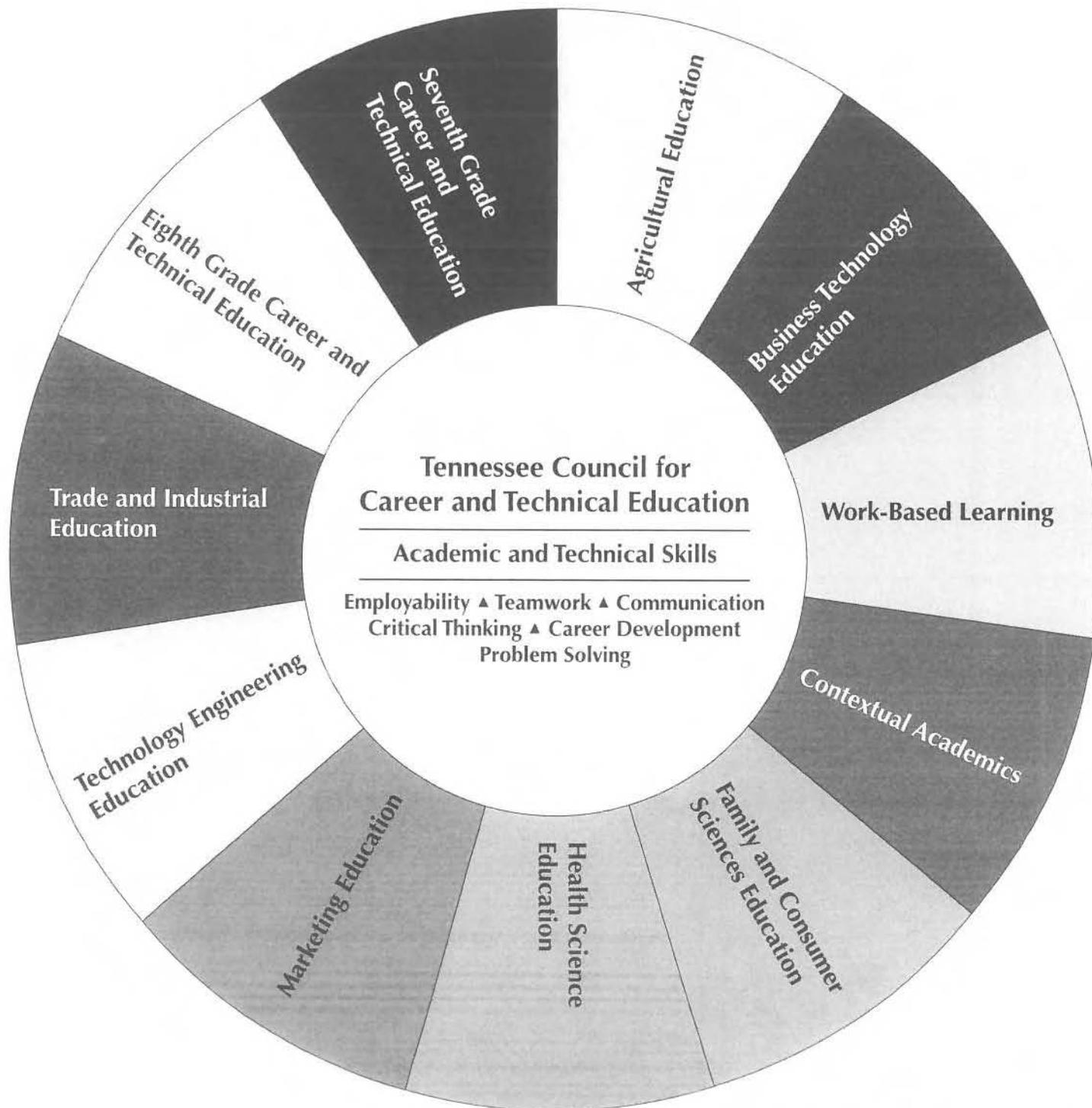
Rigor,

Reason to Achieve

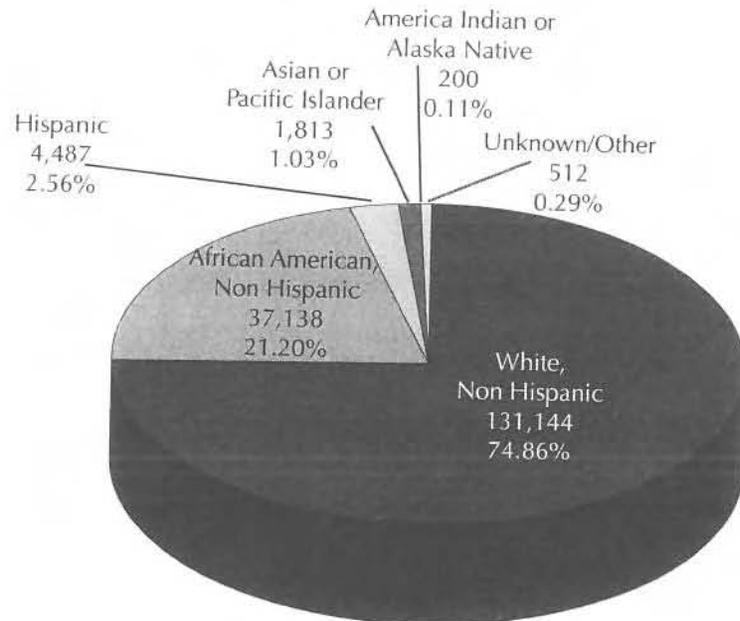
Tennessee Career and Technical Program Areas

- **Agriculture:** The mission of Agricultural Education is to prepare and support individuals for careers, build awareness and develop leadership for the food, fiber, and natural resource systems.
- **Business Technology Education:** The mission of the Business Technology Education program is to provide instruction for and about business. The program is designed as an avenue to prepare students to explore basic business skills, acquire knowledge for personal development and enrichment, supplement skills for other occupations, and prepare for a successful career in business technology.
- **Family and Consumer Sciences (FACS):** The FACS programs empower students to manage the challenges of living and working in a diverse, global, ever-changing society. Skills are learned in decision making, problem solving, managing work and family, communication, technology, leadership, citizenship, and workplace readiness. In addition to supporting and complementing the family's role, Family and Consumer Sciences programs offer students the opportunity to select and prepare for related careers.
- **Health Science Education:** A program designed to prepare students for careers in the health care industry. Health Science provides students an academic foundation that includes reading and writing, and the performance of mathematical operations, such as computations involving weights and measures. Standards also include the application of science knowledge, such as biology, chemistry and physics.
- **Marketing Education:** Marketing is a program of study designed to prepare individuals for initial and continuing employment and education in marketing, management and entrepreneurship. Marketing builds an understanding of the wide range of social and economic responsibilities that accompany the right to engage in marketing in a free enterprise system.
- **Technology Engineering Education:** Technology Engineering Education in Tennessee advances the technological capabilities for all students and nurtures and promotes the professionalism of those engaged in these pursuits. Tennessee Career and Technical Education seeks to meet the professional needs and interests of all teachers as well as to improve public understanding of technology, innovation, design, and engineering education and its contributions.
- **Trade and Industrial Education (T&I):** T&I prepares students for an increasingly demanding high skilled workplace in the U.S. Instruction has been aligned with industry standards. The program combines theory with application to develop technical skills, occupational judgments, and workplace ethics. Educational experiences promote teamwork, leadership, high work standards, and help develop a value for life-long learning.





Demographics



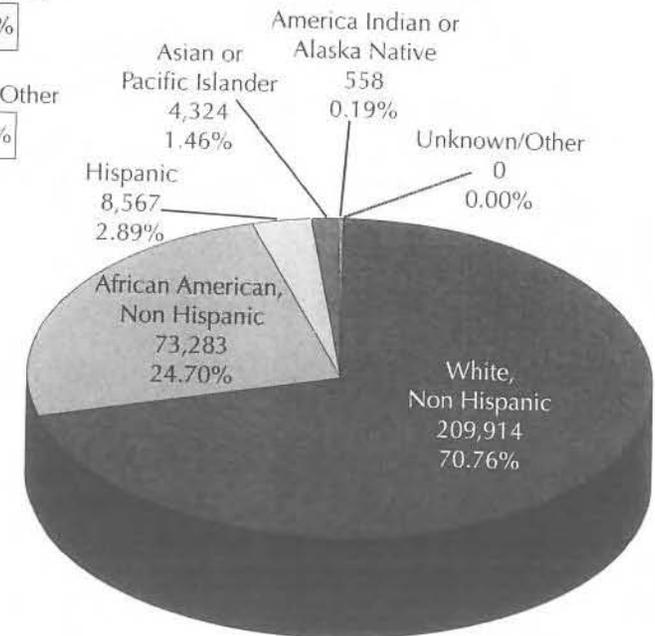
CTE Secondary



Ethnicity

Difference

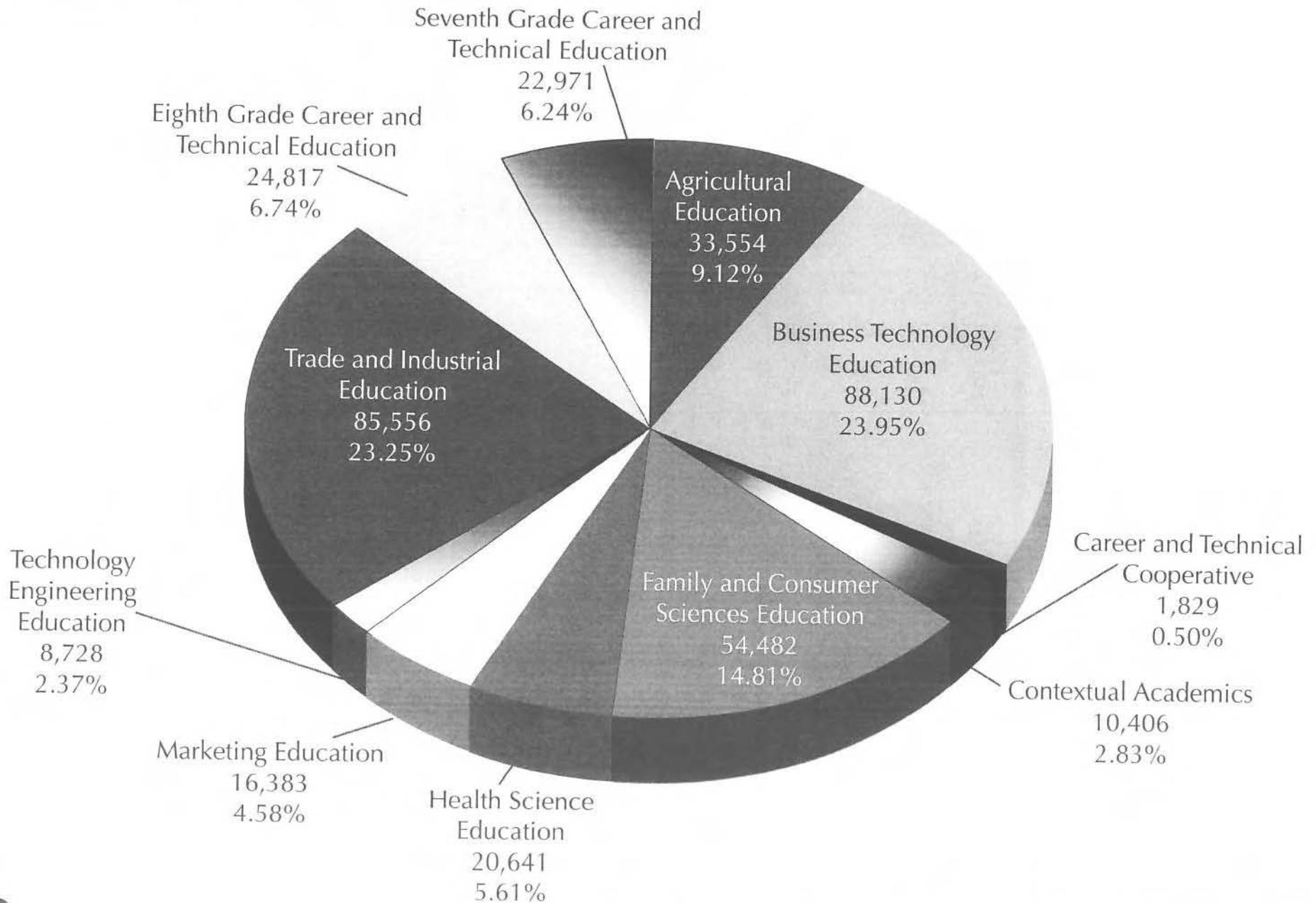
White, Non Hispanic	-4.10%	Asian or Pacific Islander	0.43%
African American, Non Hispanic	3.50%	America Indian or Alaska Native	-0.08%
Hispanic	0.33%	Unknown/Other	-0.29%



Total Secondary

Enrollment

Based on the
2005/2006 Report Card



CTE Course Enrollment by Program Area, 2005-2006

System	Course Enrollment	9-12 Secondary Enrollment	Average Courses Per Student
Alcoa	372	513	0.73
Alvin C. York Institute	1,252	—	—
Anderson County	5,553	2,443	2.27
Bedford County	2,019	2,063	0.98
Benton County	1,040	855	1.22
Bledsoe County	1,009	587	1.72
Blount County	5,615	3,364	1.67
Bradford	146	213	0.69
Bradley County	4,660	3,144	1.48
Bristol	2,165	1,342	1.61
Campbell County	3,781	1,768	2.14
Cannon County	867	622	1.39
Carroll County	1,021	—	—
Carter County	2,609	1,996	1.31
Cheatham County	2,291	2,379	0.96
Chester County	1,006	780	1.29
Claiborne County	2,265	1,577	1.44
Clay County	494	372	1.33
Cleaveland	2,148	1,385	1.55
Cocke County	2,272	1,725	1.32
Coffee County	2,340	1,692	1.38
Crockett County	1,917	784	2.45
Cumberland County	3,104	2,206	13.41
Davidson County	12,340	23,054	0.54
DeKalb County	1,345	881	1.53
Decatur County	1,228	452	2.72
Dickson County	4,062	2,609	1.56
Dyer County	2,034	1,089	1.87
Dyersburg	963	1,037	0.93
Elizabethton	1,414	800	1.77
Fayette County	1,191	979	1.22

System	Course Enrollment	9-12 Secondary Enrollment	Average Courses Per Student
Fentress County	633	262	2.42
Franklin County	2,523	1,845	1.37
Gibson County Sp. District	1,101	836	1.32
Giles County	1,904	1,517	1.26
Grainger County	1,985	1,077	1.84
Greene County	2,985	2,421	1.23
Greenville	2,373	948	2.50
Grundy County	1,357	748	1.81
H Rock Bruceton	311	263	1.18
Hamblen County	6,277	2,446	2.57
Hamilton County	13,622	12,942	1.05
Hancock County	640	330	1.94
Hardeman County	1,671	1,347	1.24
Hardin County	2,144	1,273	1.68
Hawkins County	1,800	2,550	0.71
Haywood County	1,402	981	1.43
Henderson County	2,178	1,389	1.57
Henry County	1,995	1,542	1.29
Hickman County	2,101	1,269	1.66
Houston County	702	452	1.55
Humboldt	706	475	1.49
Humphreys County	1,954	1,019	1.92
Huntingdon	737	428	1.72
Jackson County	1,354	523	2.59
Jefferson County	2,629	2,279	1.15
Johnson City	2,972	2,285	1.30
Johnson County	1,810	744	2.43
Kingsport	1,815	2,034	0.89
Knox County	27,163	17,530	1.55
Knox County	27,163	17,530	1.55
Lake County	389	269	1.45

System	Course Enrollment	9-12 Secondary Enrollment	Average Courses Per Student
Lauderdale County	2,416	1,397	1.73
Lawrence County	4,598	2,268	2.03
Lenoir City	1,037	1,291	0.80
Lewis County	711	610	1.17
Lincoln County	2,152	1,597	1.35
Loudon County	2,518	1,007	2.50
Macon County	951	1,159	0.82
Madison County	9,832	4,583	2.15
Manchester	199	161	1.24
Marion County	2,820	1,163	2.42
Marshall County	2,719	1,629	1.67
Maryville	1,525	1,496	1.02
Mauzy County	5,568	3,734	1.49
McKenzie	518	406	1.28
McMinn County	3,294	2,251	1.46
McNairy County	2,797	1,322	2.12
Meigs County	907	563	1.61
Memphis	24,279	36,028	0.67
Milan	1,225	654	1.87
Monroe County	2,156	2,313	0.93
Montgomery County	6,203	8,587	0.72
Moore County	614	311	1.97
Morgan County	1,917	1,067	1.80
Oak Ridge	2,453	1,542	1.59
Obion County	1,573	1,235	1.27
Oneida	775	417	1.86
Overton County	1,973	969	2.04
Perry County	649	373	1.74
Pickett County	281	222	1.27
Polk County	1,363	855	1.59
Putnam County	2,134	3,183	0.67

System	Course Enrollment	9-12 Secondary Enrollment	Average Courses Per Student
Rhea County	1,599	1,532	1.04
Roane County	3,256	2,414	1.35
Robertson County	5,820	2,906	2.00
Rutherford County	19,511	11,575	1.69
Scott County	1,051	832	1.26
Sequatchie County	440	698	0.63
Sevier County	4,312	4,527	0.95
Shelby County	8,642	14,081	0.61
Smith County	1,063	1,062	1.00
South Carroll	379	149	2.54
Stewart County	1,491	710	2.10
Sullivan County	6,211	4,167	1.49
Sumner County	13,784	8,045	1.71
Tennessee School for the Blind	80	116	0.69
Tennessee School for the Deaf	21	68	0.31
Tipton County	5,421	3,819	1.42
Trenton	530	421	1.26
Trousdale County	755	421	1.79
Tullahoma	1,527	1,283	1.19
Unicoi County	1,333	834	1.60
Union City	807	408	1.98
Union County	1,343	1,001	1.34
Van Buren County	295	250	1.18
Warren County	5,313	1,915	2.77
Washington County	4,520	3,137	1.44
Wayne County	1,550	854	1.81
Weakley County	2,296	1,519	1.51
West Varroll Special District	617	382	1.62
White County	1,537	1,329	1.16
Williamson County	6,132	9,223	0.66
Wilson County	8,370	5,391	1.55

Funded Teaching Positions

Department/Division/Center	Amount
Department of Education, Division of Career and Technical Education	\$ 18,711,274
Tennessee Technology Centers	\$ 6,000,000
LEA Contributions at the Local Level Above BEP Funding	\$ 52,979,490
State BEP Funding	
Total State Share	\$ 90,682,222
Total Local Share	\$ 41,086,137
Total BEP Funding Amount	\$131,768,358
Actual Total of All Funds (Fed, State, and Local)*	\$208,194,967

*Extracted from FY 2005/2006 annual expenditure report.

Secondary CTE Education Course information by Program Area

Grades 9-12 Program Areas	Number of Programs	Number of Faculty	Course Enrollment*	Articulation Agreements	
				Local	State- wide
Agriculture	196	314	33,554		9
Business Technology	353	1,094	88,130		1
CTE Cooperative Methodology			1,829		
Family & Consumer Sciences	356	541	54,481	7	
Health Science	270	197	20,641	270	
Marketing	155	206	17,227		
Technology Engineering	249	300	8,728		1
Trade and Industrial	1,095	1,319	86,160		43
Grades 7 and 8 Program Areas					
7 th Grade CTE**			24,817		
8 th Grade CTE**			22,971		

*Duplicate count; some students are enrolled in more than one CTE program area.

**Included with Technology Engineering and Family and Consumer Sciences totals listed above.

Career and Technical Programs Revenue Sources

Funding Source	Amount
Perkins Funding Distributed by Formula	\$ 18,711,274
Other (Reappropriated Amount)	\$ 6,000,000
LEA Contributions at the Local Level Above BEP Funding	\$ 52,979,490
State BEP Funding	
Total State Share	\$ 90,682,222
Total Local Share	\$ 41,086,137
Total BEP Funding Amount	\$131,768,358
Actual Total of All Funds (Fed, State, and Local)*	\$208,194,967
Tennessee Technology Centers	
Perkins Funding (Tech Prep)	\$ 1,938,000
Community Colleges	
Perkins Funding (Tech Prep)	\$ 2,233,311

*Extracted from FY 2005/2006 annual expenditure report.

Innovative Career and Technical Programs

Secondary CTE Program	Number of Programs
Aguaculture	100
Automotive Youth Educational Systems (AYES)	6
Bio Fuels	10
Ford Partnership for Advanced Studies (PAS)	16
Hydroponics	120
National Automotive Technicians Education Foundation (NATEF)	7
Project Lead the Way (PLTW)	33
Virtual Enterprise (VE)	40

For additional information on AYES, go to https://www.ayes.org/about/general_information.

For additional information on CICSOC, go to <http://www.cisco.com/web/learning/netacad/index.html>.

For additional information on Ford PAS, go to <http://www.fordpas.org/>.

For additional information on NATEF, go to <http://www.pltw.org/index.cfm>.

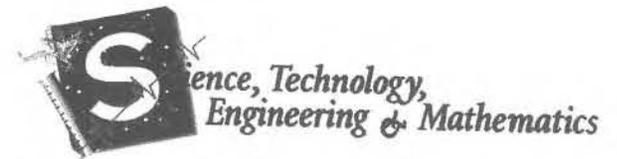
For additional information on PLTW, go to <http://www.cisco.com/web/learning/netacad/index.html>.

For additional information on VE, go to <http://www.virtualenterprisetrn.org/>.

Career Clusters

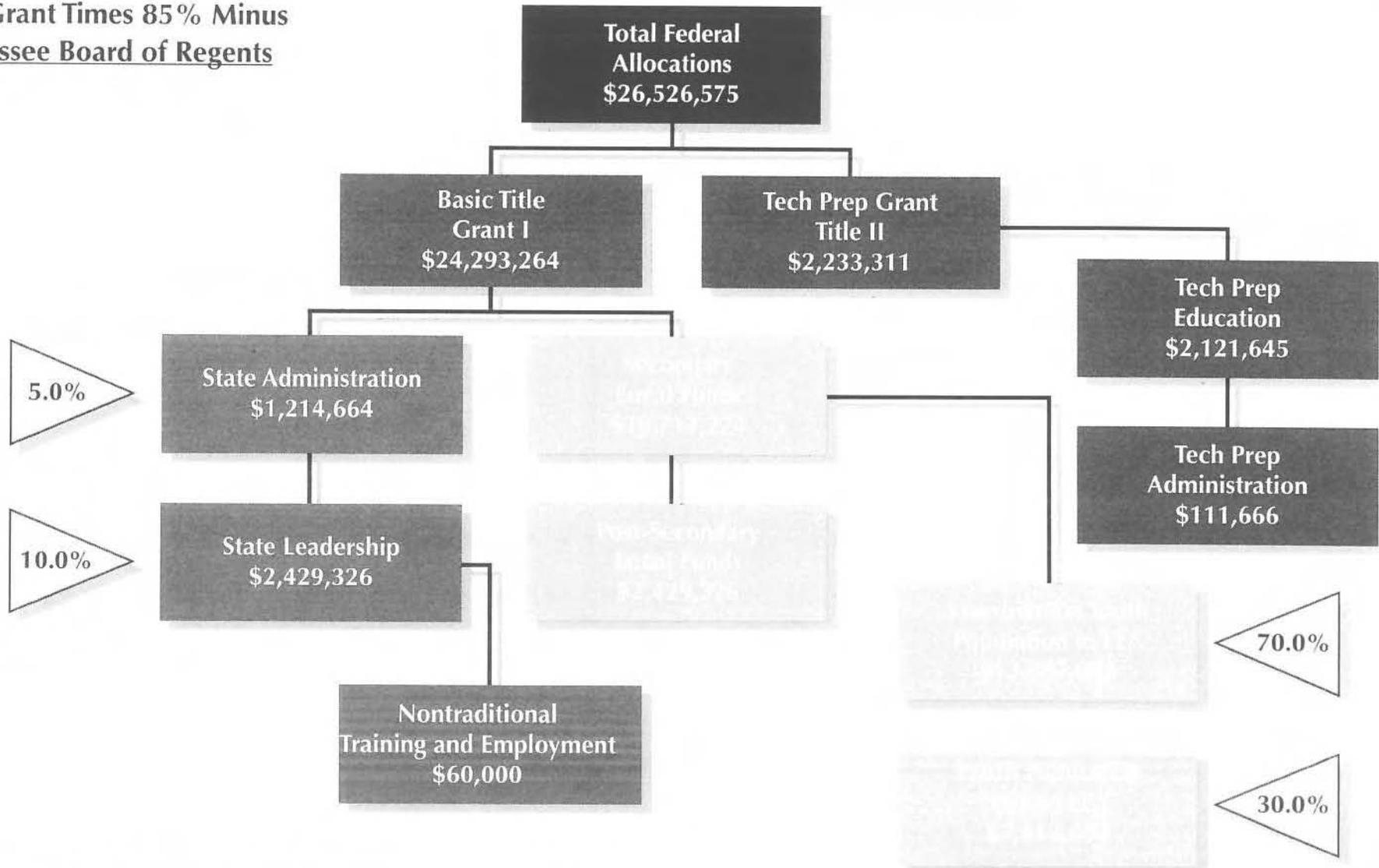
Tennessee's secondary Career and Technical Education (CTE) Division has adopted the National Career Clusters model of sixteen career clusters and will develop programs of study within these clusters. Technological advances and global competition have transformed the nature of work. Tomorrow's jobs will require more knowledge, better skills, and more flexible workers than ever before. Tomorrow's workers must be prepared to change jobs and careers several times, continually updating their knowledge and skills. One key approach to this goal is to provide students with relevant contexts for learning. Career clusters link what students learn in school with the knowledge and skills they need for success in college and careers.

Career clusters identify programs of study from secondary school to technology centers, community colleges, four-year colleges, graduate schools, and the workplace. Students learn in school what they can do in the future. This connection to future goals motivates students to work harder and enroll in more rigorous courses. The clusters embrace the state's major economic areas to better prepare students for success after high school into post-secondary education and high-skill, high-wage, and/or high-demand careers.



Carl D. Perkins Vocational and Applied Technical Education Act of 1998 for Tennessee, FY 2005–2006

Basic Grant Times 85% Minus
Tennessee Board of Regents



Perkins Core Indicators of Performance

1S1 Core Indicator: Academic Attainment

The measurement approach to be used for academic attainment in this core indicator is the high school graduation rate. Federal benchmarks as part of No Child Left Behind (NCLB) require that subgroups demonstrate required proficiency in math, English, and writing assessment. In addition, beginning with the 2004–2005 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 2004–2005, 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 in 2005 and thereafter.

Core Indicator	State					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
1S1: Academic Attainment						
Baseline 1999-2000	83.54%					
Negotiated Performance Level	84.04%	84.54%	85.04%	85.54%	86.71%	85.76%
Actual Performance Level	90.04%	86.06%	84.02%	87.20%	87.42%	91.51%
Change (+ or -)	6.00%	1.52%	-1.02%	1.66%	0.71%	5.75%
Status	A	A	B	A	A	A

Baseline Data 1999–2000

The Carl D. Perkins ACT of 1998, which is the source of funding for Career and Technical Education, requires states to collect data and report on four core indicators of performance. In FY 2000, Tennessee provided the U.S. Department of

Education (USDE) baseline data regarding each of the core indicators. This baseline database was derived from information reported by all local school systems. The USDE negotiates with each state on the percentage of acceptable performance levels for each core indicator. Tennessee, as a state, and each local system are required to meet or exceed these levels of performance each year.

Negotiated Performance Level

Negotiated performance levels are the percentage levels that Tennessee negotiates each year with the USDE, Office of Vocational and Adult Education. Tennessee provides baseline levels for each core indicator and is required to meet or exceed each negotiated level. Each local school system has the same requirement to meet or exceed the state's negotiated level. These percentages reflect the final agreed upon performance level percentage for each core indicator.

Actual Numerator (1S1)

Number of 12th grade secondary CTE concentrators graduating from high school.

Actual Denominator (1S1)

Total number of 12th grade secondary CTE concentrators.

Actual Performance Level

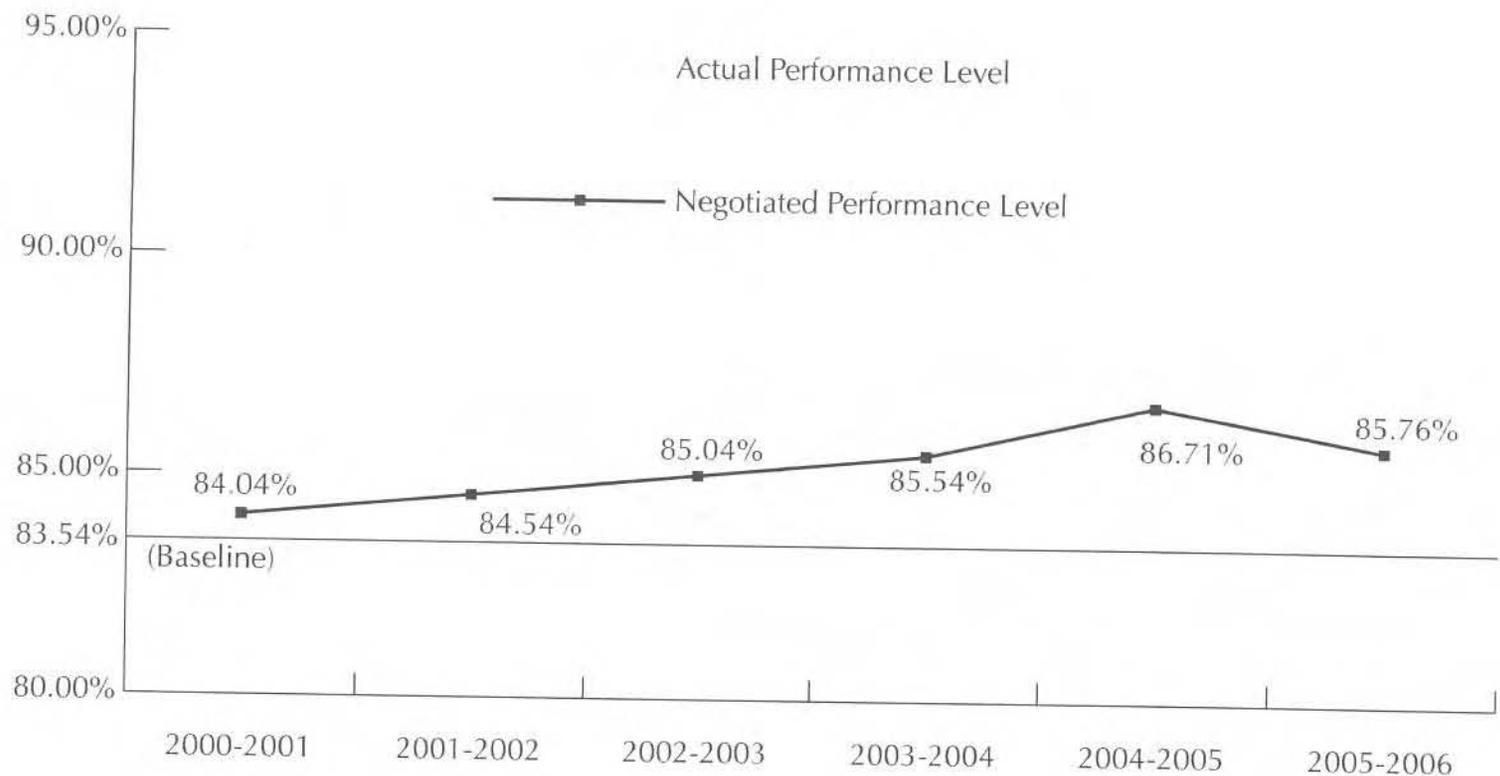
Percentage result of actual numerator divided by actual denominator.

Change (+ or -)

Difference between actual performance level and negotiated performance level.

Status

- A: Above performance level - actual performance level is greater than negotiated performance level, change > 0.
- M: Meet performance level - actual performance level is equal to negotiated performance level, change = 0.
- B: Below performance level - actual performance level is less than negotiated performance level, change < 0.



1S2 Core Indicator: Skill Proficiencies

Career and Technical Education course completion coupled with performance benchmarks will be used as the measurement approach for Career and Technical Education skill attainment in this core indicator. Occupational skill attainment of CTE concentrators shall be measured by using course competencies established for each Career and Technical Education course. Competency profiles correlated to each Career and Technical Education course will be provided to LEAs. As curriculum standards are revised, new competency profiles are developed and disseminated. As in the past, the revised standards will incorporate national and industry standards (where available) as well as input from business and industry representatives in the state.

Baseline Data 1999–2000

The Carl D. Perkins ACT of 1998, which is the source of funding for Career and Technical Education, requires states to collect data and report on four core indicators of performance.

In FY 2000, Tennessee provided the U.S. Department of Education (USDE) baseline data regarding each of the core indicators. This baseline database was derived from information reported by all local school systems. The USDE negotiates with each state on the percentage of acceptable performance levels for each core indicator. Tennessee, as a state, and each local system are required to meet or exceed these levels of performance each year.

Core Indicator	State					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
1S2 : Academic Attainment						
Baseline 1999–2000	93.15%					
Negotiated Performance Level	93.15%	90.00%	90.00%	90.00%	90.00%	95.86%
Actual Performance Level	93.10%	93.89%	96.29%	97.39%	96.63%	96.43%
Change (+ or -)	- 0.05%	3.89%	6.29%	7.39%	6.63%	0.57%
Status	B	A	A	A	A	A

Negotiated Performance Level

Negotiated performance levels are the percentage levels that Tennessee negotiates each year with the USDE, Office of Vocational and Adult Education. Tennessee provides baseline levels for each core indicator and is required to meet or exceed each negotiated level. Each local school system has the same requirement to meet or exceed the state's negotiated level. These percentages reflect the final agreed upon performance level percentage for each core indicator.

Actual Numerator (1S2)

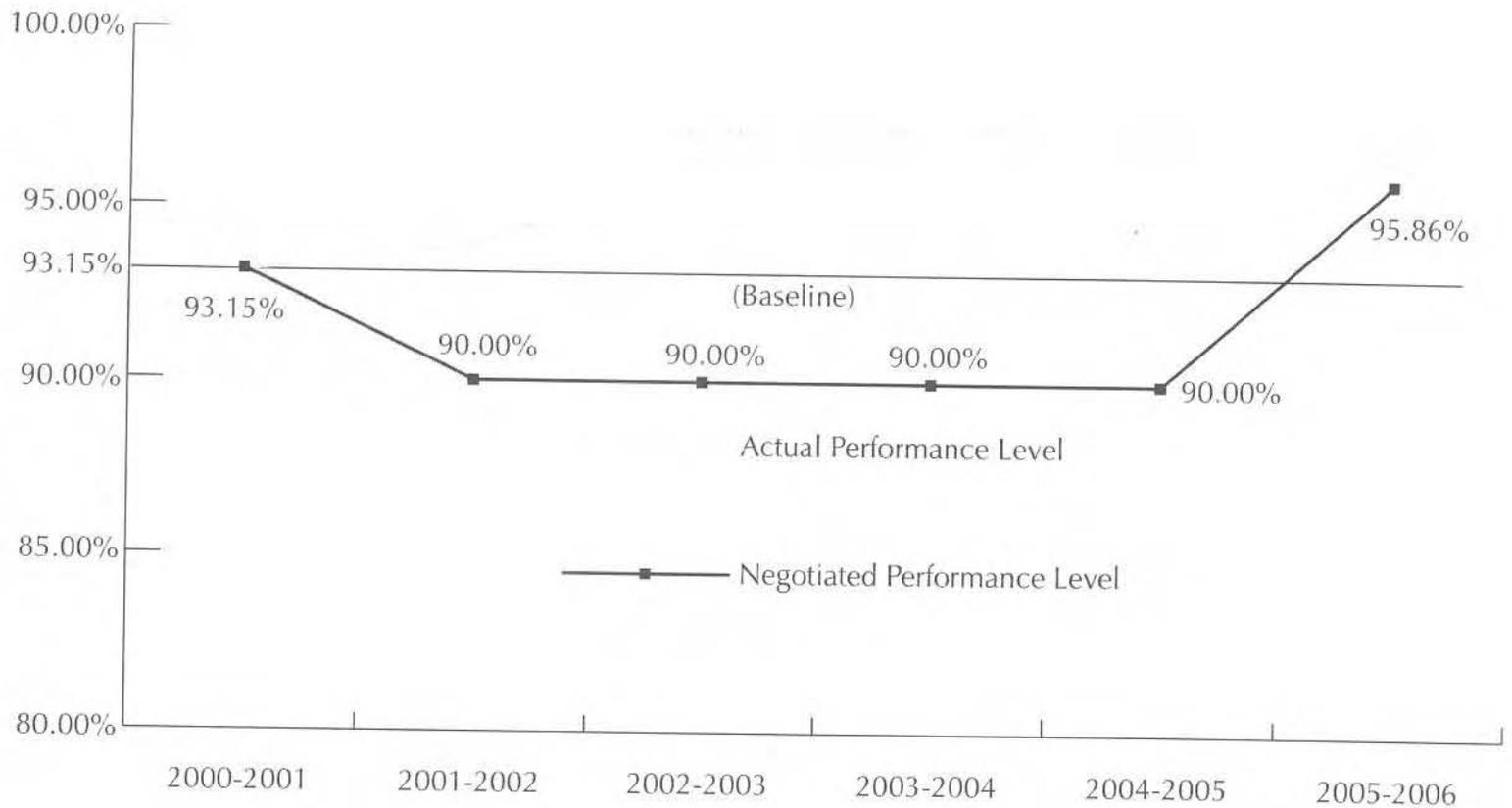
Number of 12th grade CTE concentrators who have met state-established, industry-validated career and technical standards.

Actual Denominator (1S2)

Total number of 12th grade secondary CTE concentrators.

Actual Performance Level

Percentage result of actual numerator divided by actual denominator.



Change (+ or -)

Difference between actual performance level and negotiated performance level.

Status

- A: Above performance level - actual performance level is greater than negotiated performance level, change is > 0.
- M: Meet performance level - actual performance level is equal to negotiated performance level, change is = 0.
- B: Below performance level - actual performance level is less than negotiated performance level, change is < 0.

2S1 Core Indicator: Completion

Secondary completion is the measurement approach to be used for this core indicator of performance. Completion rates defined as of those who have met all State Board of Education requirements to receive a high school diploma will be measured.

Baseline Data 1999–2000

The Carl D. Perkins ACT of 1998, which is the source of funding for Career and Technical Education, requires states to collect data and report on four core indicators of performance.

In FY 2000, Tennessee provided the US Department of Education (USDE) baseline data regarding each of the core indicators. This baseline database was derived from information reported by all local school systems. The USDE negotiates with each state on the percentage of acceptable performance levels for each core indicator. Tennessee, as a state, and each local system are required to meet or exceed these levels of performance each year.

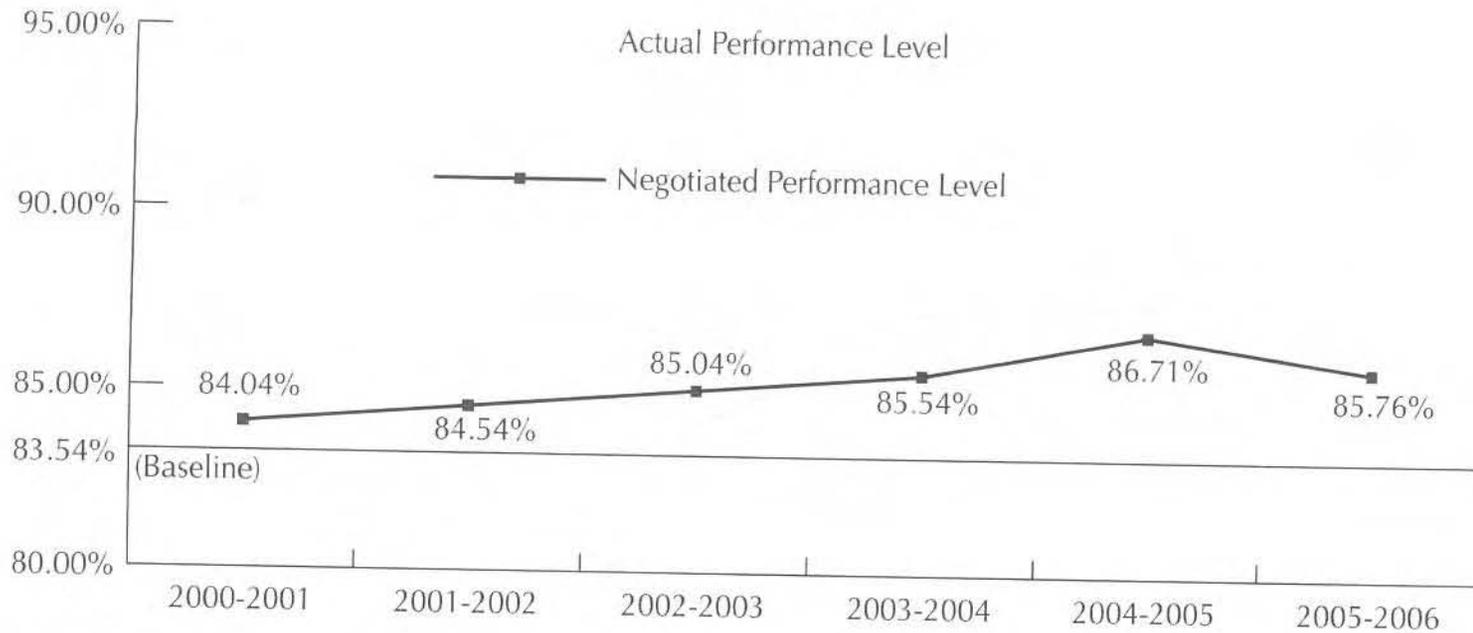
Core Indicator	State					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
2S1: Completion						
Baseline 1999–2000	83.54%					
Negotiated Performance Level	84.04%	84.54%	85.04%	85.54%	86.71%	85.76%
Actual Performance Level	90.04%	86.06%	84.02%	87.20%	87.42%	91.51%
Change (+ or -)	6.00%	1.52%	- 1.02%	1.66%	0.71%	5.75%
Status	A	A	B	A	A	A

Actual Numerator (2S1)

Number of 12th grade secondary CTE concentrators graduating from high school.

Negotiated Performance Level

Negotiated Performance levels are the percentage levels that Tennessee negotiates each year with the USDE, Office of Vocational and Adult Education. Tennessee provides baseline levels for each core indicator and is required to meet or exceed each negotiated level. Each local school system has the same requirement to meet or exceed the state's negotiated level. These percentages reflect the final agreed upon performance level percentage for each core indicator.



Actual Denominator (2S1)

Total number of 12th grade secondary CTE concentrators.

Actual Performance Level

Percentage result of actual numerator divided by actual denominator.

Change (+ or -)

Difference between actual performance level and negotiated performance level.

Status

- A: Above performance level - actual performance level is greater than negotiated performance level, change is > 0.
- M: Meet performance level - actual performance level is equal to negotiated performance level, change is = 0.
- B: Below performance level - actual performance level is less than negotiated performance level, change is < 0.

3S1 Core Indicator: Placement

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 will develop sample survey instruments and guidelines for implementing a follow-up system for CTE concentrators to be implemented and reported to the state by LEAs. Designed to determine if a student went into post-secondary education, apprenticeship program, employment, or the military, the surveys to determine placement will be conducted six months after concentrators have graduated from high school. LEAs will be required to monitor responses to the surveys, and follow-up telephone calls may be used to increase the response rate. Technical assistance will be provided to ensure that the follow-up system is implemented uniformly statewide.

Baseline Data 1999–2000

The Carl D. Perkins ACT of 1998, which is the source of funding for Career and Technical Education, requires states to collect data and report on four core indicators of performance.

In FY 2000, Tennessee provided the U.S. Department of Education (USDE) baseline data regarding each of the core indicators. This baseline database was derived from information reported by all local school systems. The USDE negotiates with each state on the percentage of acceptable performance levels for each core indicator. Tennessee, as a state, and each local system are required to meet or exceed these levels of performance each year.

Core Indicator	State					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
3S1: Placement						
Baseline 1999–2000	78.70%					
Negotiated Performance Level	79.70%	80.20%	80.70%	81.20%	81.70%	89.98%
Actual Performance Level	89.62%	88.65%	89.56%	91.45%	91.56%	92.14%
Change (+ or -)	9.92%	8.45%	8.86%	10.25%	9.86%	2.25%
Status	A	A	A	A	A	A

Negotiated Performance Level

Negotiated Performance levels are the percentage levels that Tennessee negotiates each year with the USDE, Office of Vocational and Adult Education. Tennessee provides baseline levels for each core indicator and is required to meet or exceed each negotiated level. Each local school system has the same requirement to meet or exceed the state's negotiated level. These percentages reflect the final agreed upon performance level percentage for each core indicator.

Actual Numerator (3S1)

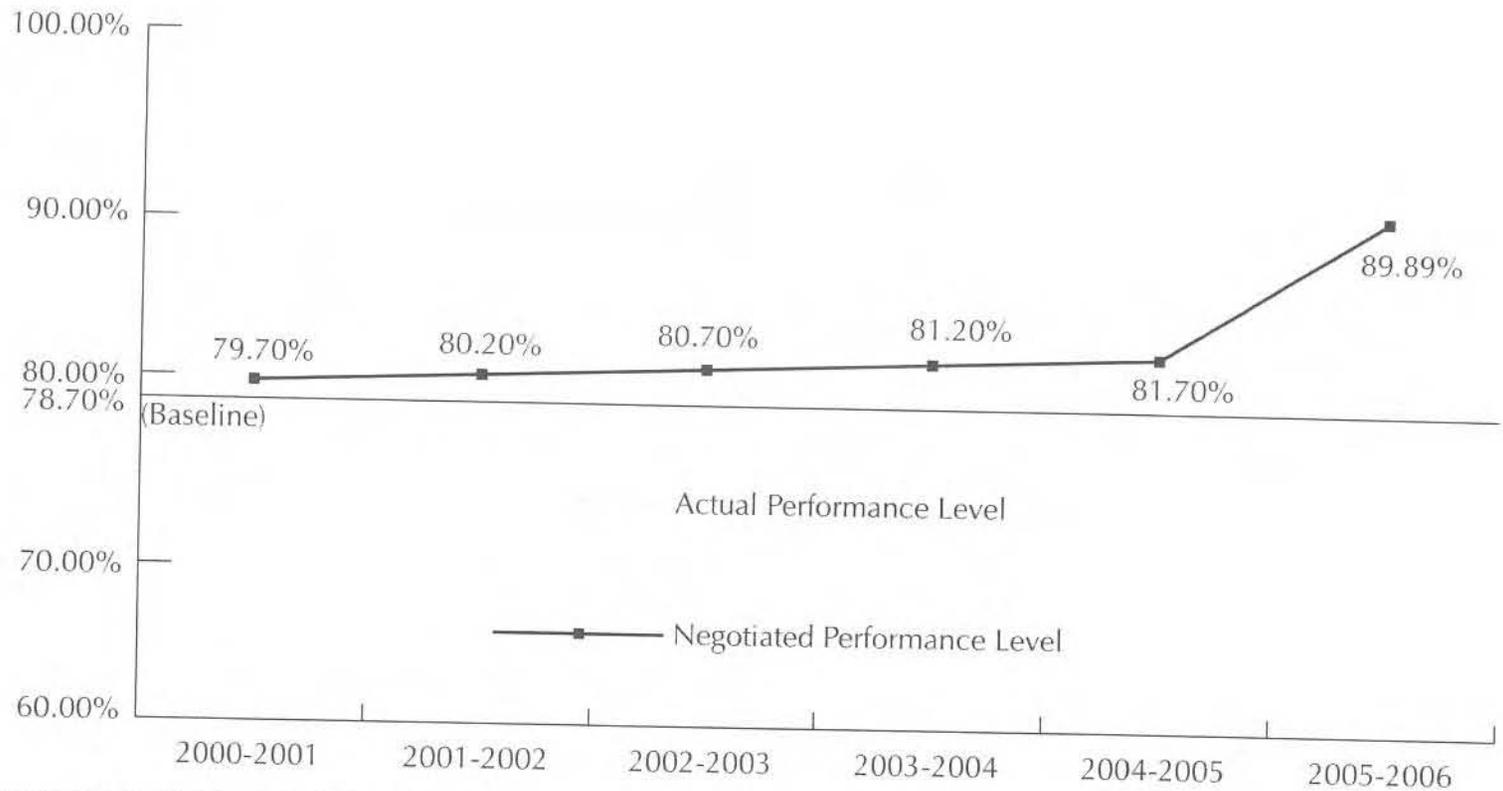
Number of concentrators who graduated in a year before the reporting year and were placed in post-secondary education or advanced training, employment, and/or military service within one year of graduation.

Actual Denominator (3S1)

Number of concentrators who graduated in the same year as the numerator.

Actual Performance Level

Percentage result of actual numerator divided by actual denominator.



Change (+ or -)

Difference between actual performance level and negotiated performance level.

Status

- A: Above performance level - actual performance level is greater than negotiated performance level, change is > 0 .
- M: Meet performance level - actual performance level is equal to negotiated performance level, change is $= 0$.
- B: Below performance level - actual performance level is less than negotiated performance level, change is < 0 .

4S1 Core Indicator: Participation Non-Traditional

State/local administrative data is the measurement approach to be used for this core indicator of performance. The Division of Career and Technical Education will target Career and Technical Education programs encompassing the greatest number of non-traditional occupations, disseminate this information to LEAs, and provide 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 will be utilized to determine enrollment changes by gender in the targeted areas.

Baseline Data 1999–2000

The Carl D. Perkins ACT of 1998, which is the source of funding for Career and Technical Education, requires states to collect data and report on four core indicators of performance.

In FY 2000, Tennessee provided the U.S. Department of Education (USDE) baseline data regarding each of the core indicators. This baseline database was derived from information reported by all local school systems. The USDE negotiates with each state on the percentage of acceptable performance levels for each core indicator. Tennessee, as a state, and each local system are required to meet or exceed these levels of performance each year.

Core Indicator	State					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
4S1: Participation Non-Traditional						
Baseline 1999–2000	21.19%					
Negotiated Performance Level	21.44%	21.69%	21.94%	22.19%	22.82%	21.48%
Actual Performance Level	26.08%	23.52%	20.48%	20.81%	23.53%	24.88%
Change (+ or -)	4.64%	1.83%	- 1.46%	- 1.38%	0.71%	3.40%
Status	A	A	B	B	A	A

Negotiated Performance Level

Negotiated performance levels are the percentage levels that Tennessee negotiates each year with the USDE, Office of Vocational and Adult Education. Tennessee provides baseline levels for each core indicator and is required to meet or exceed each negotiated level. Each local school system has the same requirement to meet or exceed the state's negotiated level. These percentages reflect the final agreed upon performance level percentage for each core indicator.

Actual Numerator (4S1)

Number of students in underrepresented gender groups who participated in a non-traditional secondary Career and Technical Education program in the reporting year.

Actual Denominator (4S1)

Number of students who participated in a non-traditional secondary Career and Technical Education program in the reporting year.

Actual Performance Level

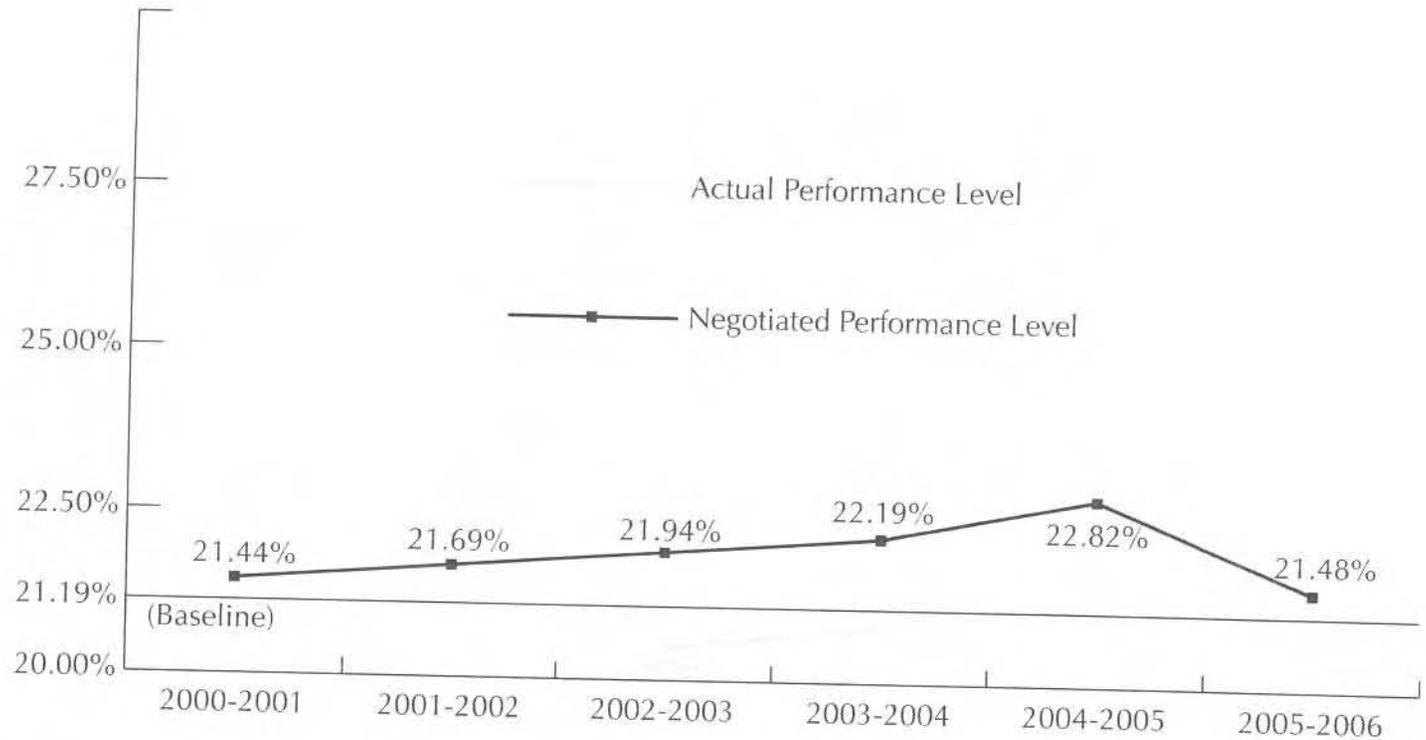
Percentage result of actual numerator divided by actual denominator.

Change (+ or -)

Difference between actual performance level and negotiated performance level.

Status

- A: Above performance level - actual performance level is greater than negotiated performance level, change is > 0 .
- M: Meet performance level - actual performance level is equal to negotiated performance level, change is $= 0$.
- B: Below performance level - actual performance level is less than negotiated performance level, change is < 0 .



4S2 Core Indicator: Completion Non-Traditional

State/local administrative data is the measurement approach to be used for this core indicator of performance. The Division of Career and Technical Education will target Career and Technical Education programs encompassing the greatest number of non-traditional occupations, disseminate this information to LEAs, and provide technical assistance to them in devising ways to encourage student participation in these programs. LEAs will report students who enroll in non-traditional Career and Technical Education programs, using data collection guidelines developed by the Division of Career and Technical Education.

Baseline Data 1999-2000

The Carl D. Perkins ACT of 1998, which is the source of funding for Career and Technical Education, requires states to collect data and report on four core indicators of performance.

In FY 2000, Tennessee provided the U.S. Department of Education (USDE) baseline data regarding each of the core indicators. This baseline database was derived from information reported by all local school systems. The USDE negotiates with each state on the percentage of acceptable performance levels for each core indicator. Tennessee, as a state, and each local system are required to meet or exceed these levels of performance each year.

Core Indicator	State					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
4S2: Completion Non-Traditional						
Baseline 1999-2000	23.84%					
Negotiated Performance Level	24.09%	24.19%	24.29%	24.39%	24.64%	24.02%
Actual Performance Level	27.25%	29.49%	25.64%	17.07%	26.33%	28.85%
Change (+ or -)	3.16%	5.30%	1.35%	- 7.32%	1.69%	4.83%
Status	A	A	A	B	A	A

Negotiated Performance Level

Negotiated Performance levels are the percentage levels that Tennessee negotiates each year with the USDE, Office of Vocational and Adult Education. Tennessee provides baseline levels for each core indicator and is required to meet or exceed each negotiated level. Each local school system has the same requirement to meet or exceed the state's negotiated level. These percentages reflect the final agreed upon performance level percentage for each core indicator.

Actual Numerator (4S2)

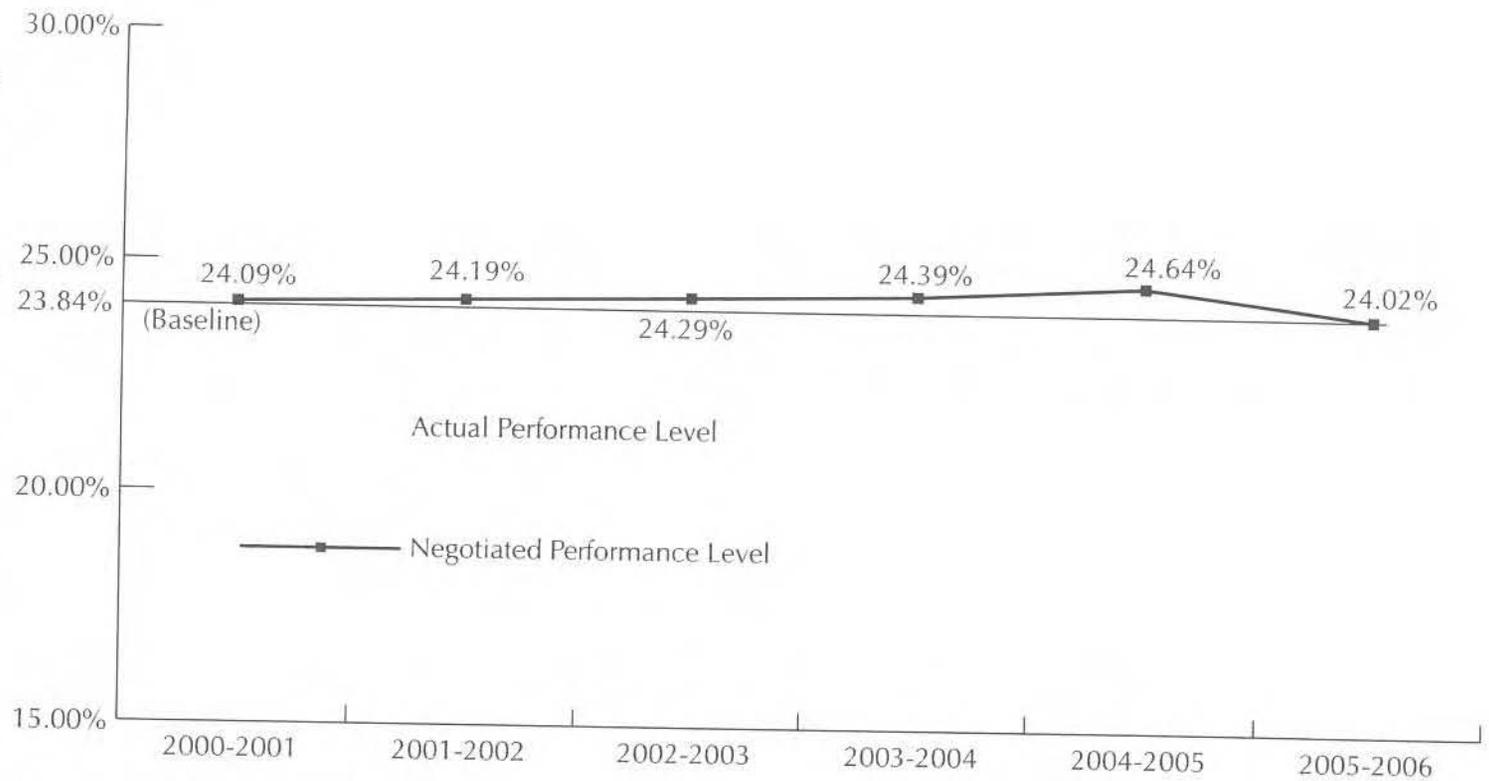
Number of concentrators in underrepresented gender groups who enrolled in a non-traditional secondary Career and Technical Education program in the reporting year.

Actual Denominator (4S2)

Number of concentrators who enrolled in a non-traditional secondary Career and Technical Education program in the reporting year.

Actual Performance Level

Percentage result of actual numerator divided by actual denominator.



Change (+ or -)

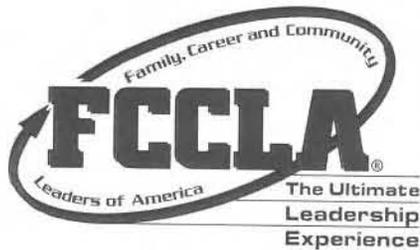
Difference between actual performance level and negotiated performance level.

Status

- A: Above performance level - actual performance level is greater than negotiated performance level, change is > 0 .
- M: Meet performance level - actual performance level is equal to negotiated performance level, change is $= 0$.
- B: Below performance level - actual performance level is less than negotiated performance level, change is < 0 .

Tennessee Career and Technical Student Organizations

Tennessee has seven active career and technical student organizations (CTSO) with [number of] chapters located throughout the state in junior high, high schools, and in Tennessee Technology Centers. Total membership is now more than [total number]. The seven Career Technical Student organizations are shown in the table below.



Tennessee Career Technical Student Organizations

Career and Technical Student Organizations	CTE Program Area	Number of Chapters	Active Members	Scholarships Received by Tennessee Students
DECA	Marketing	137	6,656	—
FFA	Agriculture	196	13,000	\$ 35,000
FBLA/BPA	Business	245	8,634	\$ 1,500
FCCLA	Family and Consumer Sciences	370	12,181	\$ 46,350
HOSA	Health Science	195	7,788	\$ 1,500
Skills USA	Trade and Industry	119	9,609	\$842,000
TSA	Technology Engineering	104	6,893	\$ 62,500
TCA	Jobs for Tennessee Graduates	38	952	\$ 500
Total		1,366	64,761	\$989,350



Jobs for Tennessee Graduates

Drop Out Prevention Initiative

	Sites	Participants	Total Program Funding Amount	Total CTE Funding Amount (State Funds)	Total Labor and WFD Amount (Federal Funds)
Jobs for Tennessee Graduates	37	1,027	\$1,153,473	\$815,973	\$337,500

High Schools That Work

School Improvement Initiative

	Sites	Total Program Funding Amount	Total CTE Funding Amount (State Funds)	Total Labor and WFD Amount (Federal Funds)
High Schools That Work	24	\$330,043	\$330,043	\$190,427

Adult Basic Education

Adult Education Information

Students Served	56,440
Students Continued into Post-Secondary Training	2,610
Actual Total of All Funds (Fed, State, and Local)*	61.0%

Publications

The following are publications developed by the Tennessee Council for Career and Technical Education, which may be accessed at http://www.state.tn.us/education/cte_council/publications.shtml:

Research Studies

- *Economic Impact of Secondary and Post Secondary Technical Education*
- *Systemic Impact Of Secondary Career and Technical Education*
- *Executive Summary—The Economic Impact of Secondary and Post Secondary Career and Technical Education in Tennessee*
- *Local Advisory Panel/Committee Information Handbook*

Studies of School Dropouts in Tennessee

- *A Contextual Analysis of the Dropout Problem in Tennessee*
- *Student Dropout Focus Group Study*
- *Career and Technical Education: Alternative Strategies to Reduce the Dropout Rate*

Study on Methods of Curriculum Integration in Tennessee

- *A Study on Proper and Effective Methods of Academic and Career/Technical Curriculum Integration*
A Study for the General Assembly of Tennessee (Public Chapter No. 354; HB 1225, SB 1385)

Surveys

- *Employer Expectations Report*
- *Retiring Teacher Survey* (a survey of CTE teachers leaving the profession within five years)

Biennial Reports Archive

- *TCCTE 2001/2002 Biennial Report*
- *TCCTE 2003/2004 Biennial Report*

Webliography

- Tennessee State Board of Education: <http://state.tn.us/sbe/>
- Department of Education: <http://www.tennessee.gov/education/>
- Division of Career and Technical Education: <http://www.tennessee.gov/education/cte/>
- Tennessee Council for Career and Technical Education: http://www.tennessee.gov/education/cte_council/
- Tennessee Board of Regents: <http://www.tbr.state.tn.us/>
- Tennessee Technology Centers: http://www.state.tn.us/thec/2004web/division_pages/institution_pages/thecp1_4.html
- Tennessee Community Colleges: http://www.tbr.state.tn.us/schools/default.aspx?id=2650&ekmense1=e2f22c9a_12_1200_btnlink
- Carl Perkins Act of 2006: <http://www.tennessee.gov/education/cte/ad/perkins/PerkinsIV.shtml>
- Tennessee School Report Card: <http://www.tennessee.gov/education/reportcard/>
- Local Directors of Career and Technical Education: <http://frank.mtsu.edu/~cte/directors.htm>
- Association for Career and Technical Education: <http://www.acteonline.org/>
- U.S. Department of Education Office of Vocational and Adult Education: <http://www.ed.gov/about/offices/list/ovae/index.html>

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