



College, Career and Technical Education

2023-2024 Overview

Tennessee Department of Education | November 2024





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Executive Summary

The Tennessee Department of Education's (department) division of College, Career, and Technical Education (CCTE) plays an essential role in developing workforce-ready students for the future of Tennessee. CCTE impacts the economy, school districts, teachers, and students, ultimately shaping the future of our state. CCTE prepares our students for success by providing them with opportunities to grow, improve, and learn so they have the confidence and experience to move forward to postsecondary and beyond. This report highlights the achievements of the past school year and previews what is to come.



SECTION 1

Economic Impact

Tennessee's Career and Technical Education (CCTE) initiatives drive economic impact by preparing students for high-demand, high-wage careers that strengthen the state's talent pipeline. Work-based learning (WBL) and pre-apprenticeship programs equip students with essential skills, seamlessly linking education to employment and boosting earning potential. The Tennessee Flagship Industry Partners program celebrates impactful school-employer partnerships, inspiring broader participation and bolstering local economies. Together, these efforts support a workforce ready to meet industry needs, advancing economic resilience across Tennessee.

SECTION 2

School District Impact

CCTE initiatives, including Innovative School Models (ISM), TN SySTEM, Perkins V Plan updates, science, technology, engineering, and mathematics (STEM)/STE(A)M programs, and the Computer Science Endorsement Pathway (CSEP) are transforming Tennessee's districts by connecting secondary education with postsecondary and workforce systems. ISM schools provide engaging, workforce-aligned opportunities that prepare students for successful transitions to higher education and careers. The TN SySTEM project enhances this impact with work-based courses that enable students to earn early postsecondary credit and workplace experience while in school. Revisions to the Perkins V Plan focus on integrating advanced technologies and problem-based learning, equipping students with essential workforce skills. By leveraging the College and Career Readiness (CCR) portal for data-driven decisions, districts are improving educational outcomes and developing a skilled workforce that meets Tennessee's economic needs. With the Tennessee Investment in Student Achievement (TISA), direct allocations for career and technical education (CTE) components will be a powerful tool for encouraging students to enroll in and complete CTE programs, leading to the most promising career opportunities regionally and statewide.

**SECTION 3*****Teacher Impact***

CCTE initiatives empower Tennessee teachers by enhancing professional development and instructional practices. The Institute for CTE Educators connected over 1,000 educators through workshops on industry credentials and WBL. Targeted professional development sessions enabled 516 teachers to collaborate with industry partners and integrate project-based learning, improving classroom relevance. Additionally, the Occupational Licensed New Teacher Training (OLNTT) supports new educators transitioning from industry to the classroom, with a 30 percent increase in participants this year. These efforts equip teachers to better prepare students for successful careers, strengthening the workforce.

SECTION 4***Student Impact***

CCTE initiatives significantly impact Tennessee students by providing essential tools for informed career decision-making and academic success. Career Aptitude Assessments help students in grades seven and eight align their skills with career paths, enhancing their high school study plans. Grade 12 students benefit from free Career Readiness Assessments, fostering smoother transitions into the workforce or postsecondary education. Career and Technical Student Organizations (CTSOs) enrich the CTE experience by fostering leadership skills and connecting students with industry professionals. Early Postsecondary Opportunities (EPSOs) enable high school students to earn college credits, reducing future educational costs and better preparing students to meet college expectations. Additionally, the AP Access for All initiative broadens access to advanced placements coursework, strengthening academic preparedness. Together, along with industry credential opportunities and computer science education, these projects create a robust framework for student success, aligning educational experiences with career goals and workforce demands.

SECTION 5***Future Impact***

Looking to the future, the FutureReadyTN Portal and the Career Cluster Realignment project are poised to transform Tennessee's educational landscape. The FutureReadyTN Portal will streamline students' transitions from high school to postsecondary education and the workforce by providing a comprehensive platform for creating High School and Beyond Plans, connecting them to vital resources like financial aid and job applications. As the pilot phase launches, feedback will be gathered to ensure the platform meets student needs effectively. The Career Cluster Realignment will enhance CTE offerings by modernizing the Career Cluster Framework to align with current workforce demands, including a new Energy cluster. Professional development initiatives will equip educators with the tools necessary for successful implementation by July 2025. These projects promise to empower Tennessee students, ensuring they are well-prepared for the challenges of a dynamic job market.



SECTION 1

CCTE Impact on TN Economy

Work-Based Learning (WBL)
Pre-Apprenticeship and Apprenticeship
Tennessee Flagship Industry Partners



SECTION 1: CTCE Impact on TN Economy

Work-Based Learning (WBL)

Project Description

Tenn. Code Annotated § 49-11-901 defines work-based learning (WBL) as the application of academic and technical knowledge in a work setting that involves actual work experience. WBL allows students to accelerate their career trajectories, engage with industry and community partners, and advance their technical and transferable skills in high-growth, high-wage, in-demand occupations.

Impact on Tennessee

WBL is important to Tennessee because it strengthens talent pipelines across all industry sectors, enhancing the communities that take advantage of access to work-ready students. Through WBL, employers gain access to their future leaders while increasing productivity and retention rates. Students gain early access to meaningful work experience and develop critical skills for their futures. Schools serve their students whose academic needs are best met in a real-world environment.

Highlights This Year

- For the sixth consecutive year, WBL student enrollment has increased to 22,641 students earning 41,625 credits earned statewide.
- A total of 1,213 educators successfully completed WBL Coordinator training with over 96 percent satisfaction rating.
- The inaugural [Tennessee Flagship Industry Partners](#) awardees were announced during the 2024 Summer Institute for Career and Technical Education (CTE) Educators.
- The department created and updated over 30 WBL resources, including a new [WBL Coordinator Guide](#) designed to support WBL educators in building stronger programs for students.



What's Next

- A redesigned [WBL Implementation Guide](#) was released in the fall 2024 semester, focused on establishing a unified vision for WBL, strategies for developing transformational WBL experiences for students, and establishing a foundation for universal WBL participation.
- The department will engage with employers and local education agencies (LEAs) statewide to determine new strategies for improving WBL experiences, especially in rural areas.
- Enhancing the visibility of WBL opportunities for employers across all industry sectors through intentional collaboration with local, regional, and state workforce development boards, chambers of commerce, and community industrial partners.
 - » Employer-specific incentives for participating in WBL will be the main priority of this initiative.
 - » Proactive outreach for employers with questions about hiring minors will be conducted by representatives from the department and the Workforce Compliance Division of the Tennessee Department of Labor & Workforce Development.



SECTION 1: CCTE Impact on TN Economy

Pre-Apprenticeship and Apprenticeship

i Project Description

[Tennessee Certified Pre-Apprenticeships](#) are programs designed to prepare individuals for entry into a registered apprenticeship program in which the completion of the program guarantees the participant the opportunity to interview for employment in a specific registered apprenticeship program. By providing occupation-specific training and an onramp to employment, these programs allow high school students to satisfy graduation requirements and simultaneously prepare for a seamless transition to the workforce.



➤ Impact on Tennessee

As labor market demands increasingly require occupation-specific technical skills, Tennessee Certified Pre-Apprenticeship programs allow high school students to receive academic instruction about an industry while they build their skillsets needed to meet future workforce needs. Upon completing the program, students are guaranteed an interview with the partnering employer and are often offered full-time employment while in these rigorous training programs. Offering access to Tennessee Certified Pre-Apprenticeship programs in the state is extremely important for high school students as an avenue into quality registered apprenticeship programs, which have [an average starting salary of \\$80,000 per year for a registered apprenticeship completer](#).

➡ What's Next

- Targeted LEA training to partner with local employers for Tennessee Certified Pre-Apprenticeships will be conducted during the 2024-25 school year.
- In partnership with the Office of Apprenticeship, the department will conduct additional outreach to employers who have questions about starting these programs with LEAs.
- Consultations for establishing a Tennessee Certified Pre-Apprenticeship will be provided to all employers who register apprenticeship programs statewide.

★ Highlights This Year

- According to the Apprenticeship Office at the Tennessee Department of Labor & Workforce Development, there were 31 new Tennessee Certified Pre-Apprenticeship programs created during the 2023-24 school year, including the summer term.
- Seven LEAs participated in the pilot Teaching as a Profession Tennessee Certified Pre-Apprenticeship program: *Bradley County Schools, Bristol City Schools, Clarksville-Montgomery County Schools, Kingsport City Schools, Lawrence County Schools, Lewis County Schools, Memphis-Shelby County Schools*





SECTION 1: CCTE Impact on TN Economy

Tennessee Flagship Industry Partners

📄 Project Description

Tennessee Flagship Industry Partners (Flagship Partners) are employers whose partnerships significantly impact student outcomes. Nominated by LEAs across the state, Flagship Partners facilitate a seamless transition into postsecondary education and the workforce through meaningful WBL experiences such as student internships, Tennessee Certified Pre-Apprenticeships, registered apprenticeships, paid employment opportunities, career and technical student organization (CTSO) support, and middle and high school CTE Program development. With a focus on celebrating industry engagements with schools, Flagship Partners are recognized as trailblazers in workforce development.

➡ Impact on Tennessee

This project is important to Tennessee because it amplifies key messaging related to education and workforce partnerships. By celebrating these partnerships publicly and promoting best practices, LEAs' current employer partners will be motivated to engage in the most meaningful activities for students while other employers across the state will be incentivized to start new partnerships and receive similar recognition.

★ Highlights This Year

- A committee of 19 LEA and state agency partners convened to establish the criteria and evaluation strategies for determining the award recipients.
- The top five inaugural [Tennessee Flagship Industry Partners](#) were awarded during the 2024 Summer Institute for CTE Educators.
 - » In just three weeks, a total of 49 nominations were submitted for employers who impacted over 5,000 students.



➡ What's Next

- The 2024-25 Tennessee Flagship Industry Partner nominations will open in November 2024, creating a four-month period for LEAs to nominate employers.
- Spotlights on 2023-24 Tennessee Flagship Industry Partners will be created and published across CCTE communications channels.
- The State Workforce Development Board will be invited to participate in the evaluation of future Tennessee Flagship Industry Partners.



SECTION 2

CCTE Impact on Districts

Innovative School Models

TN SySTEM

Perkins V Updated Plan

STEM/STE(A)M

CCR Portal

Computer Science Endorsement Pathway (CSEP)

CTE TISA Funding



SECTION 2: CCTE Impact on Districts



Innovative School Models

i Project Description

The Innovative School Models (ISM) initiative allows schools to reimagine the school experience by eliminating barriers that exist between secondary, postsecondary, and workforce systems so students graduate from high school prepared to successfully complete postsecondary education or attain meaningful employment. The initiative was made possible through a \$500 million funding appropriation made by Governor Bill Lee and the Tennessee General Assembly in 2022. There are three goals for students associated with the ISM initiative: **Engagement, Awareness, and Attainment.**

INNOVATIVE
SCHOOL MODELS
GOALS

Ensure Tennessee Students are Prepared to Meet Workforce Labor Needs

ENGAGEMENT
Students experience relevant, meaningful, and workforce-aligned educational opportunities that increase their engagement.

AWARENESS
Students develop awareness of high-skill, high-wage employment through the provision of high-quality career advising and completion of career-focused pathways.

ATTAINMENT
Students achieve an elevated level of educational attainment accelerating their path to college and/or career success.

➤ Impact on Tennessee

Accelerating students' paths to high-wage and in-demand careers is critical to Tennessee's economy and the future prosperity of Tennessee's students. Tennesseans who earn a bachelor's degree earn \$1.4 million more over their lifetime (Caruthers, 2023), and the majority of Tennessee jobs require some sort of postsecondary degree or credential. There are 137 public school districts and 45 public charter schools building ISMs focused on providing CTE courses earlier in the middle grades, expanding career awareness and exploration, increasing early postsecondary opportunities (EPSOs), providing more WBL experiences, and offering more industry credentials. After just one year of implementation, there are early signs of improvement across these outcomes.

★ Highlights This Year

During the 2023-24 school year, schools completed projects that will change the career trajectories of students across the state. Reimagining time, space, modes of learning, and partnerships, schools redesigned the middle and high school experience for students. One example can be found at Lincoln County High School, where the school reimagined time, space, and partnerships to create a new dual enrollment welding lab that opened in Fall 2024. Making purchases in capital outlay, equipment, and technology, they transformed the welding space and created new opportunities for students to pursue this high-wage and in-demand career option while they are still in high school. This year, 84 students will begin the program that will allow them to complete Tennessee College of Applied Technology (TCAT) hours and earn an American



SECTION 2: CCTE Impact on Districts

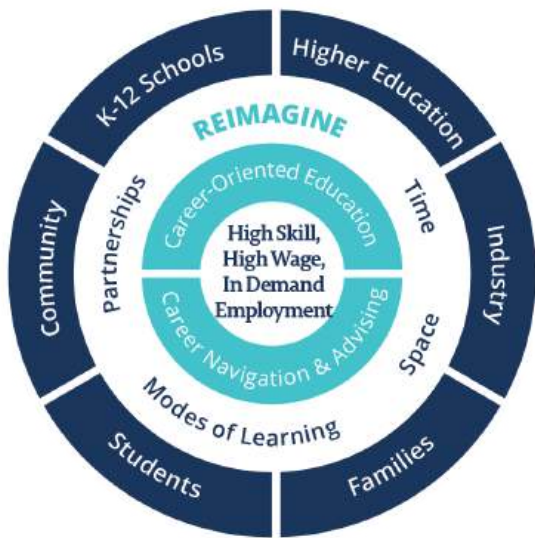
Welding Society (AWS) certification, all before graduating from Lincoln County High. Projects like this one are creating new opportunities for students across the state of Tennessee.

Another example can be found at KIPP Memphis, where they reimagined space to construct three new labs, each focusing on a unique facet of STEM education and careers. These labs include an engineering lab equipped for hands-on learning in structural, mechanical, and power systems; a computer lab for hands-on learning in computer science, web design, and 3D printing; a robotics lab for hands-on learning in building and programming robots; and an agricultural biotechnology (agbio) lab for hands-on learning in soil-based and hydroponic plant studies. In addition to providing programming aligned to in-demand careers within their building, KIPP Memphis also developed a partnership with the Boys and Girls Club of Memphis to offer learning experiences outside of the traditional classroom. As a result of this partnership, KIPP Memphis students now have access to courses and industry credentials in Culinary Arts, Supply Chain Management, and Welding.

Finally, in Cocke County, Cocke County Schools is embarking on a transformative journey in education by constructing a state-of-the-art CTE center. This ambitious project is funded through

a strategic blend of Elementary and Secondary School Emergency Relief (ESSER) and ISM funds. The new facility, which will open in January 2025, will not only serve as a hub for middle school CTE—since Cocke County only has K-8 schools—but also house an interactive career center designed to expose students to in-demand careers in the region. By providing innovative educational opportunities and a hands-on learning environment, this initiative is set to reshape how middle school students in Cocke County explore and prepare for their future careers. One of the most exciting features of the new CTE center is the interactive career center being developed by Brainchild Creative, a company with high-profile clients such as Ripley’s Attractions and Universal Studios. Brainchild Creative brings a wealth of experience in designing immersive and interactive experiences, and this career center will be no exception.

Cocke County’s decision to invest in a new CTE center and interactive career facility reflects a forward-thinking approach to education that prioritizes both academic achievement and workforce readiness and is the cornerstone of Innovative School Models across the state. Projects like these will inspire Tennessee students to pursue careers that match their interests and skills, solidifying the workforce of tomorrow.



➔ What’s Next

Schools have until June 2026 to finish spending their ISM funds. The department will offer an ISM Leadership Institute training series during the 2024-25 school year to support innovation and alignment to workforce and labor needs and help schools plan for sustainability. In addition, the department is launching an Innovative School Models resource hub on Best for All Central. These trainings and resources will help ISM leaders continue to innovate, ensuring that students across Tennessee can demonstrate their readiness by:

- **excelling academically** as demonstrated by their proficiency on ACT, the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT), or the Career Readiness Assessment;
- **building employability** skills through engagement in WBL opportunities either in class or on the job with employers;
- **attaining degrees, certifications, and/or credentials** before high school graduation; and
- **seamlessly transitioning** to whatever is next.



SECTION 2: CCTE Impact on Districts

TN SySTEM

📄 Project Description

TN SySTEM is a federal grant awarded to Jobs for the Future (JFF) in which the department operates as a contractor to facilitate the recruitment and support of high schools statewide, as well as a support system for the development of dual enrollment WBL courses, known as work-based courses (WBCs). WBCs are a unique combination of classroom instruction and on-the-job training where at least 20 percent of the curriculum is delivered by an employer partner or school-based enterprise, and no more than 80 percent is delivered by postsecondary staff.



🌟 Highlights This Year

- Four new schools were added to a third cohort that now offer WBCs.
- Experiences from this grant were utilized to help JFF's Center for Apprenticeship & Work-Based Learning formulate.
- The third annual TN SySTEM Grant Convening was conducted in Nashville, Tennessee with over 30 participants and a 100 percent satisfaction rate from all who were surveyed.

3RD ANNUAL TN SYSTEM GRANT CONVENING



30+
PARTICIPANTS
100% SATISFACTION

➤ Impact on Tennessee

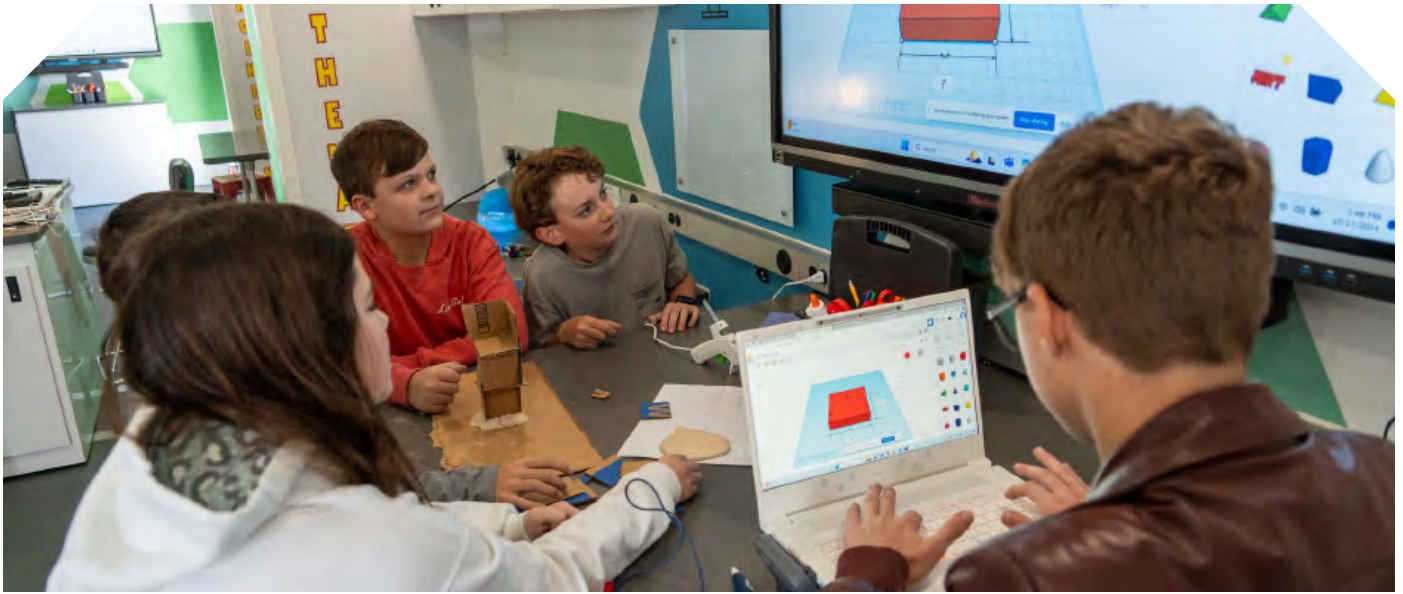
TN SySTEM is important to Tennessee because it allows innovative schools to offer a new type of course for students that is not offered anywhere else in the country. The WBC model gives high school students simultaneous access to postsecondary and workforce partners in a way that was never previously possible.

➡ What's Next

- During the 2024-25 school year, participating LEAs will utilize a newly designed course code that allows credit-bearing WBC students to simultaneously count toward dual enrollment and WBL participation.
 - » This new designation will increase interest in WBC participation beyond existing grantee LEAs, resulting in a greater number of high school students who have access to WBL and dual enrollment course offerings.
- As the grant is scheduled to close this school year, expansion of WBCs statewide is the main priority. Strategies for scaling and expanding include:
 - » publication of grant outcomes and lessons learned by JFF,
 - » outreach across all CTE leaders statewide, and
 - » increased coaching sessions for existing grantee schools to recruit, inform, and develop new partners in future school years. Coupled with the new course code designation, this will enhance partnerships between LEAs, postsecondary institutions, and employers, which can lead to a new model for work-based learning and dual enrollment.



SECTION 2: CCTE Impact on Districts



Perkins V Updated Plan

i Project Description

After hosting 11 town hall meetings in partnership with the Tennessee Board of Regents, the CCTE team revised its [Perkins V State Plan](#) for 2024-28. This plan outlines action steps for increasing student enrollment and achievement in CTE programs and ensuring that Tennessee graduates have the knowledge, skills, and industry credentials required to pursue their postsecondary plans in education, the workforce, and the military.

➤ Impact on Tennessee

The Perkins V State Plan outlines three CTE focus areas, including the expansion of CTE courses and CTSO opportunities in elementary and middle grades; the integration of emerging technologies in CTE programs; and an emphasis on problem-based learning, including advanced science and mathematics, in all CTE courses.

★ Highlights This Year

During plan revision, input was received from educators, administrators, industry and postsecondary partners, parents, and students across the state. The finalized report was implemented on July 1, 2024, after being approved by Commissioner Lizzette Reynolds, Governor Bill Lee, and the U.S. Department of Education’s Office of Career, Technical, and Adult Education.



Strengthening Career and Technical Education in Tennessee

State Plan for Strengthening Career and Technical Education for the 21st Century Act

Tennessee Department of Education | 2024-2028



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➡ What’s Next

The implementation of the Perkins V State Plan has begun with a series of professional development sessions for CTE directors and educators. The CCTE division continues to connect with industry and postsecondary partners, particularly those in the emerging fields of technology, energy, and manufacturing, to ensure CTE program alignment and student preparedness.



SECTION 2: CCTE Impact on Districts

STEM/STE(A)M



i Project Description

- Science, technology, engineering, and mathematics (STEM)/STE(A)M education is a powerful tool for equipping students with the skills needed for success in both college and the future workforce.
- STEM/STE(A)M education emphasizes developing critical and creative thinking skills, encouraging students to explore and engage with the world around them in new ways, and is rooted in inquiry-driven, technology-enhanced, and project-based learning that connects classroom lessons to real-world experiences.
- Currently, the department partners with the Tennessee STEM Innovation Network to offer STEM/STE(A)M Designations and various STEM/STE(A)M professional development opportunities. A school that receives Tennessee STEM and STE(A)M School Designation will be recognized by the department for its use of STEM or STE(A)M teaching and learning strategies and serve as a model from which other schools may visit and learn. All K-12 schools serving students in Tennessee are eligible.

➤ Impact on Tennessee

- As Tennessee aims to sustain and grow its economy, it is crucial to increase the number of K-16 students ready for high-demand STEM careers.
- Many students pursuing these fields are underprepared for the challenges they will face, lacking essential skills like critical thinking, problem-solving, and collaboration. This gap affects their job performance, as they struggle not only with academic knowledge but also with applying it in real-world scenarios.
- The state's STEM initiatives are designed to address these challenges and better prepare students for success.

★ Highlights This Year

- Thirteen new schools were added to the STEM Designated network, bringing the total number of Tennessee STEM schools to 127.
- Fifteen schools earned Redesignation status, resolidifying those schools' commitment to strong STEM initiatives. These Designated STEM schools implement innovative curricula that allow integration of real-world problem-solving and interdisciplinary learning to come to life.



SECTION 2: CCTE Impact on Districts



- High-level accomplishments from these schools include successful STEM competitions, strengthening partnerships with local industry, a focus on STEM-aligned teacher professional development, and community engagement.
- Tennessee extended STEM opportunities to rural and underserved communities by launching initiatives that provided resources, training, and support to schools, aiming to close the opportunity gap and ensure equitable access to high-quality STEM education.
- The state aligned STEM education with workforce needs by collaborating with CTE Directors to integrate key job market skills into programs of study through a train-the-trainer model. This effort strengthened pathways, better preparing students for careers in high-demand fields like advanced manufacturing, healthcare, and information technology (IT).
- Tennessee invested in professional development for teachers to enhance STEM education, focusing on modern pedagogical strategies, tools, and resources. Tennessee STEM Innovation Network (TSIN) also fostered collaborative learning communities to share best practices and improve STEM teaching through the online platform Articulate.
- In 2023-24, Tennessee continued to recognize and celebrate excellence in STEM education through various awards and recognition programs.

➔ What's Next

- The next phase of STEM initiatives and STEM designation efforts will focus on deepening the impact, expanding access, and ensuring alignment with the evolving needs of the workforce and global economy.
- **Goal:** Deepen support systems for STEM Designation schools by increasing the number of STEM-designated schools across all regions of Tennessee, with a particular focus on rural and underserved areas.
- **Goal:** Increase STEM-certified educators by piloting collaborations between an educator preparation program and a designated STEM or STEAM school in Tennessee to create a Teacher Apprenticeship Program for STEM teachers. Efforts will continue to support STEM certificates provided through the East Tennessee STEM Hub managed by the University of Tennessee Knoxville.
- **Goal:** Enhance industry and higher education partnerships by leveraging designated STEM schools in Tennessee to create a portfolio of partnership resources to better support Business Advisory Councils
- **Goal:** Continue to broaden access to high-quality STEM resources through support of the seven STEM hubs across the state; create a comprehensive "Content Integration Guide" that aligns all core standards while also embedding key workforce needs, ensuring all teachers have the tools to provide relevant and interconnected instruction.



SECTION 2: CTE Impact on Districts

CCR Portal

Project Description

The College and Career Readiness (CCR) portal is a data tool that allows for the collection and analysis of CTE student information, including course enrollment by program of study, industry credential attainment, and early postsecondary enrollment. This data is used by the department for federal and state reporting requirements. District-level uses include reporting and goal setting in Perkins V funding applications.

Impact on Tennessee

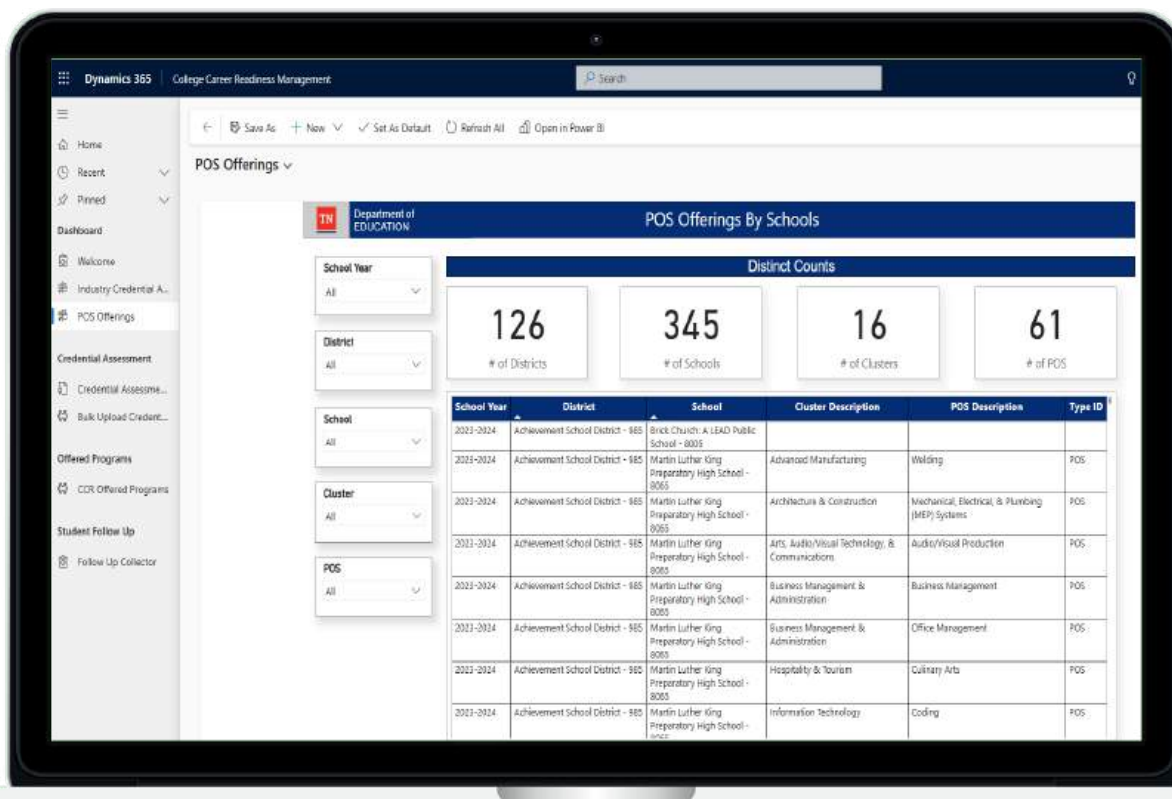
The portal will generate student-level data, including the number of participants and concentrators by program of study and their earned industry credentials. This will assist in documenting student progression through their chosen program and will allow for quicker access to data as requested by districts, the department, and external stakeholders.

Highlights This Year

The portal was opened in March 2024 for districts to add documentation for over 50,000 earned industry credentials. CTE directors added their program of study offerings by school to allow stakeholders to determine the alignment between regional workforce needs and available programs.

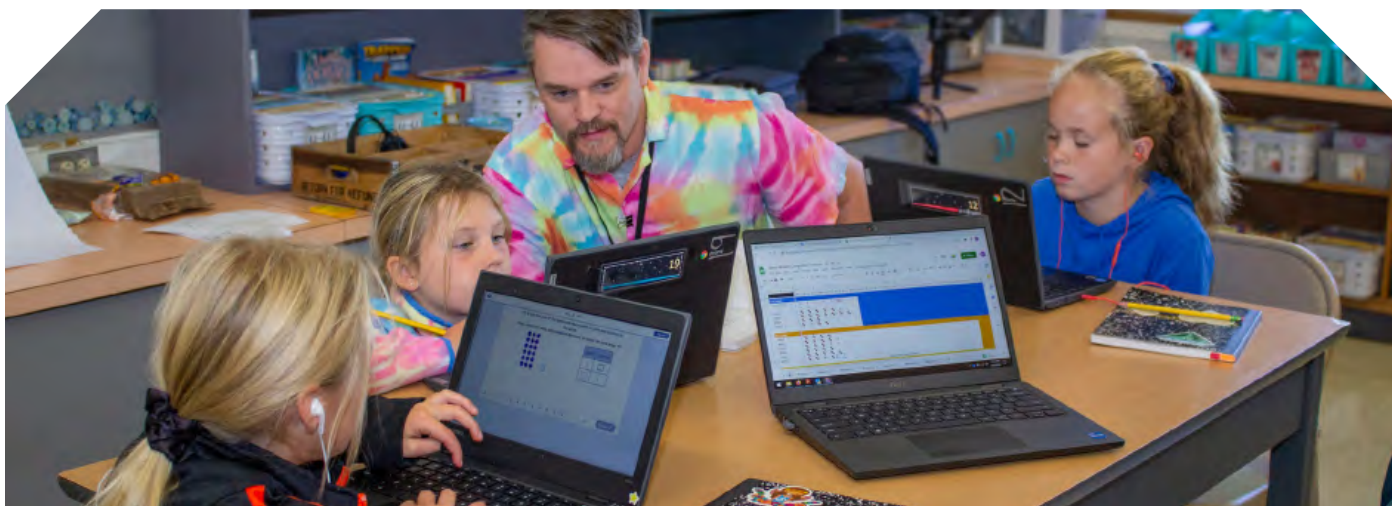
What's Next

The department will continue to improve portal processes to allow access to accurate information for all users.





SECTION 2: CCTE Impact on Districts



Computer Science Endorsement Pathway (CSEP)

i Project Description

The Computer Science Endorsement Pathway (CSEP) provides licensed teachers with a no-cost route to computer science (CS) endorsement. The CSEP is an asynchronous course that contains six self-paced modules that allow teachers to demonstrate their knowledge and skills of the CS standards by embedding these practices into their current instruction. The department will offer the CSEP course every fall and spring semester.

➤ Impact on Tennessee

With the passage of Tenn. Code Ann. § 49-1-232 by unanimous vote of the Tennessee General Assembly, all LEAs and public charter schools are required to provide K-12 students with grade-level appropriate computer science education. Beginning in the 2024-2025 school year, CS will be embedded in grades K-5; middle school students will be required to take CS for one grading period during their 6th, 7th, or 8th-grade year; and high school students will take CS as a graduation requirement.

For schools to meet the new expectations for middle and high school course offerings, it is necessary to provide an effective pathway for teachers to earn an endorsement in CS to ensure schools remain in compliance with licensure requirements.

★ Highlights This Year

- The number of teachers who hold a 173, 740, or 742 endorsement increased from 265 to 1,219.
- Ongoing support was provided to teachers enrolled in the course to increase the rate of completion.
- The department worked closely with TSIN and Kira to improve the user experience and fix bugs in the platform.

➔ What's Next

The department will:

- provide fall and spring opportunities to complete CSEP;
- hold regular office hours and provide direct support to teachers enrolled in the course;
- update and edit the course based on feedback from participating teachers after each semester to improve the effectiveness and ease of use;
- support teachers in updating their licenses to reflect the new endorsement; and
- increase the number of teachers who hold a 173, 740, or 742 endorsement to 1,500.



SECTION 2: CCTE Impact on Districts

CTE TISA Funding

i Project Description

For Tennessee students, Tennessee Investment in Student Achievement (TISA) is a significant step forward. As designed, the direct allocations for CTE components will be a powerful tool for encouraging students to enroll in and complete CTE programs, leading to the most promising career opportunities. The design of TISA's CTE direct funding component will incentivize the offering of CTE programs aligned to high-wage, high-demand, and high-skill level careers, benefiting both students and the state's economy. Funding now prioritizes programs most likely to lead to long-lasting careers that enable economic independence by valuing CTE programs of study that will prepare students for high-paying jobs now and in the future.

The Office of CCTE has engaged various stakeholders in the CTE TISA rule process and the alignment of Standard Occupational Classification (SOC) codes to programs of study that drive the level determinations.



➤ Impact on Tennessee

The CTE direct funding under TISA incentivizes programs aligned with high-wage, high-demand careers, encouraging students to pursue and complete pathways leading to promising job opportunities. This funding now prioritizes programs that prepare students for long-lasting, high-paying careers, benefiting both students and the state's economy.

🌟 Highlights This Year

The CTE portion of the TISA rule was revised during the 2023-24 school year to introduce a tiering process that incentivizes high-demand, high-wage CTE programs, prioritizing occupations with strong wage prospects. This shift signaled that CTE funding should focus on programs that lead to financial independence for students. Although funding levels remain unchanged, the new differentiation will be gradually implemented in future years.

➡ What's Next

Program levels, course assignments to progression years, and programs of study requiring additional resource needs, while evaluated annually, will be updated for TISA funding purposes every three years to allow LEAs appropriate time to align programs. This re-evaluation will be released by July 1 on the three year cycle and become effective for the subsequent fiscal year, providing a full academic year between the release date and the year in which the data will be mapped to the new levels and drive updated funding implications. The initial evaluation cycle is effective for the 2024-25 school year, with the first three-year update effective July 1, 2027.





SECTION 3

CCTE Impact on Teachers

CTE Institute
Professional Development
Occupational Licensed New
Teacher Training (OLNTT)



SECTION 3: CTE Impact on Teachers

CTE Institute

i Project Description

The Institute for CTE Educators, often called the Institute, is a comprehensive program aimed at empowering CTE educators. Through various sessions, workshops, and networking opportunities, the Institute engages attendees in exploring instructional best practices, creating innovative educational resources, and connecting with fellow educators. The program emphasizes strategies for critical initiatives such as attaining industry credentials, expanding middle school CTE course offerings, enhancing WBL opportunities, and fostering dual enrollment partnerships with postsecondary institutions. By participating, educators gain valuable insights and tools to advance CTE education and better prepare students for future careers.

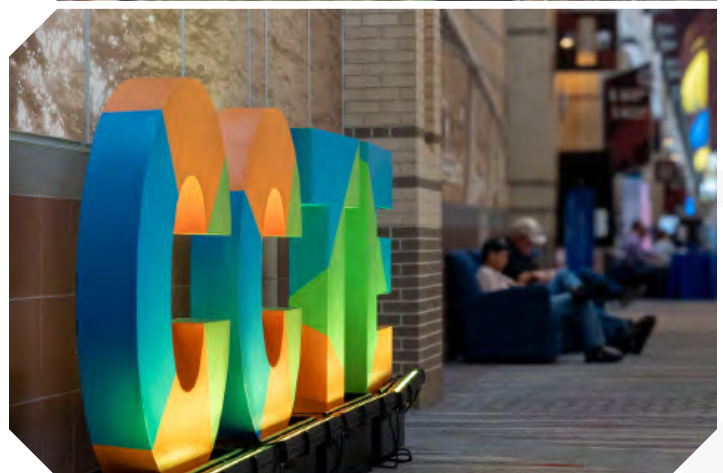


➤ Impact on Tennessee

- CTE educators are provided with access to network with colleagues across the state.
- The Institute creates opportunities for business and industry to interact with CTE educators, administrators, and counselors.
- CTE educators are provided with content-specific and instructional strategy sessions to enhance their classroom teaching and connections to real-world settings.

⊛ Highlights This Year

- Over 1,000 CTE directors, educators, and other stakeholders from across the state were in attendance.
- There were 160 total sessions presented, with all 160 being unique.
- The exhibitors included 27 Innovation Lab Booths, 39 High Visibility Booths, and five sponsors.



➔ What's Next

Content-specific sessions, aligned to the new career cluster framework, will be provided to CTE teachers in July 2025.



SECTION 3: CCTE Impact on Teachers



Professional Development

i Project Description

In the fall of 2023, the senior coordinators of CTE programs delivered professional development to CTE educators across Tennessee. The purpose of the professional development was to offer sessions with industry and postsecondary partners, to focus on the integration of project-based learning (PBL) and CTSOs, and to foster networking among CTE teachers as they collaboratively created PBL lessons and shared resources and teaching approaches with other CTE teachers in the same career cluster.

➤ Impact on Tennessee

- The professional development sessions allow teachers to connect with industry and postsecondary partners to ensure the content and skills they are teaching are relevant and engaging.
- These sessions provide opportunities for teachers to network with industry partners, leading to valuable partnerships and potential WBL connections for students.
- Additionally, teachers learned the essential components of PBL lessons enhancing their teaching effectiveness in CTE classrooms.

★ Highlights This Year

- Forty-six sessions were provided across all three grand divisions.
- There were 516 CTE teachers in attendance.

➡ What's Next

- Fifty-four professional development sessions will be offered in all career clusters in the fall of 2024 across all three grand divisions in Tennessee.
- The professional development sessions will include a focus on the integration of the engineering design process (EDP), data analysis, and CTSOs at the CTE classroom level as indicated in the Perkins V State Plan.





SECTION 3: CCTE Impact on Teachers



Occupational Licensed New Teacher Training (OLNTT)

i Project Description

Occupational Licensed New Teacher Training (OLNTT) is the state-provided new teacher training for occupationally licensed teachers as outlined in the [State Board of Education Rule 0520-02-03](#) for teachers seeking to advance their license from a practitioner license to a professional license.

🌟 Highlights This Year

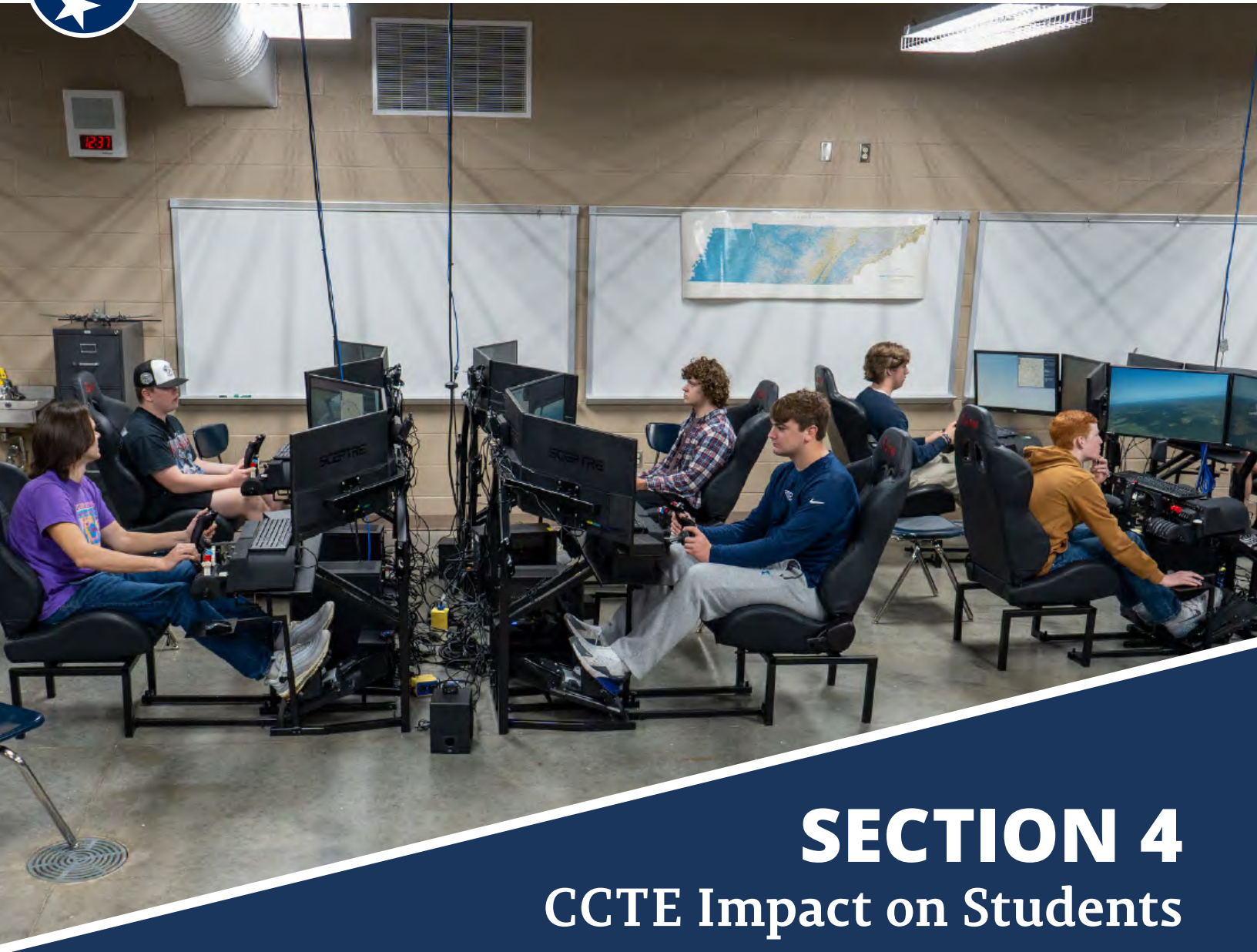
- Three OLNTT events were held in August, January, and June of the 2023-24 school year.
- There were 236 occupationally licensed teachers who completed the program in the 2023-24 school year, an increase of 55 teachers from the year before.
- A change in venue was made to reduce costs and increase the number of teachers that could be served during each session.
- OLNTT follow-up sessions were offered at the Institute for CTE Educators.

➤ Impact on Tennessee

- OLNTT provides the opportunity to receive the essentials of classroom management, lesson planning, and assessment as the transition is made to the classroom from industry.
- OLNTT is facilitated by a core of current CTE teachers. Providing the opportunity to ask questions and learn from practicing teachers has proven to be helpful in retention and developing a lasting network for new teachers.

➡ What's Next

- In the 2024-25 school year, the program has been reimagined to increase the offerings to four OLNTT events, each able to accommodate up to 100 new teachers.
- The content of OLNTT has been updated with additional opportunities for new teachers to connect with OLNTT facilitators, who are themselves CTE teachers.



SECTION 4

CCTE Impact on Students

- Career Aptitude Assessments
- Career Readiness Assessments
- Career and Technical Student Organizations (CTSOs)
- Early Postsecondary Opportunities (EPSO)
- AP Access for ALL (APAA)
- Industry Credentials
- Computer Science



SECTION 4: CCTE Impact on Students



Career Aptitude Assessments

i Project Description

A career aptitude assessment is a valuable tool designed to help students gain insight into how their skills and attributes align with various career paths and work environments. Pursuant to [Tenn. Code Ann. § 49-6-412\(b\)](#), LEAs are required to administer a career aptitude assessment to students in grades seven or eight. This assessment helps guide students in developing their high school study plans.

★ Highlights This Year

To support districts in selecting career assessments to administer, the department continually analyzes both commercial and free online career assessments using research-backed criteria on a career assessment matrix. Currently, 19 assessments have been recognized as meeting high standards based on career exploration literature. The approved career aptitude assessments, along with other helpful resources, are posted on the [School Counseling webpage](#) so that they are readily available for districts to view and select from.

➤ Impact on Tennessee

Quality Career Aptitude Assessments help guide students in the development of their high school and postsecondary plans. When students make informed decisions based on their interests and goals, their success rate in those decisions is likely to increase.

➡ What's Next

The CCTE division remains committed to evaluating and adding additional assessments to the database regularly. Vendors are encouraged to submit their Career Aptitude Assessments for review at the [career assessment review request](#).





SECTION 4: CCTE Impact on Students



Career Readiness Assessments

i Project Description

[Tenn. Code Ann. § 49-6-6001](#) requires all Tennessee high schools and public charter schools to make career readiness assessments available to all grade 12 students as a strategy for identifying more choices in career pathways. The department contracts with vendors whose career assessments meet the qualifications codified in the law so that students may take the assessments at no cost. The department has partnered with vendors to offer these assessments for high school students since the 2020-21 school year.

★ Highlights This Year

- Two prominent career assessment vendors, ACT, Inc. and WIN Learning, were awarded contracts for the 2023-24 school year.
- A total of 1,390 career readiness assessments were taken by grade 12 students with a pass/credentialing rate of over 80 percent.

➤ Impact on Tennessee

This project is important to Tennessee because it allows all students, regardless of their post-graduation plans, to seamlessly transition into the workforce and/or postsecondary education opportunities. Many of the career readiness assessments offered to students in Tennessee are utilized by employers in the selection process for employment in high-growth, high-wage, in-demand occupations.

➡ What's Next

- During the 2024-25 school year, the department will offer a multi-year contract for all vendors who qualify for the award. This will allow more students to take career readiness assessments throughout the 2024-25 and 2025-26 school years.
- With a focus on long-term outcomes, the department will solicit from LEAs several success stories of students who obtained employment and/or wage increases resulting from their career assessment proficiency.



SECTION 4: CCTE Impact on Students

Career and Technical Student Organizations (CTSOs)

i Project Description

Tennessee CTSOs are student-led organizations that enhance the educational experience for students enrolled in CTE programs across the state. These organizations provide opportunities for students to apply classroom knowledge to real-world situations, develop leadership skills, explore career pathways, and connect with industry partners.

The department recognizes seven CTSOs that are integrated into the CTE classroom statewide:



DECA (Distributed Education Clubs of America): Focuses on preparing emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management.



FBLA (Future Business Leaders of America): Aims to inspire and prepare students for careers in business through leadership development, academic competitions, and educational programs.



FCCLA (Family, Career, and Community Leaders of America): Concentrates on leadership and career development in family and consumer sciences, addressing personal, family, and community issues.



FFA (Future Farmers of America): Dedicated to agricultural education, FFA prepares students for careers in agriculture, leadership, and related fields through hands-on learning and competitions.



HOSA-Future Health Professionals: Focuses on preparing students for careers in the healthcare industry by providing leadership opportunities, technical skill development, and competitive events.



SkillsUSA: Prepares students for careers in trade, technical, and skilled service occupations, including health occupations, by empowering students to become skilled professionals, career-ready leaders, and responsible community members.



TSA (Technology Student Association): Develops personal development, leadership, and career opportunities in STEM, whereby members apply through intracurricular activities, competitions, and related programs.



SECTION 4: CCTE Impact on Students

➤ Impact on Tennessee

CTSOs are crucial to CTE in Tennessee because they provide a dynamic and interactive platform that enhances students' educational experience in CTE programs. Here are several reasons why CTOS are vital to CTE in Tennessee:

- **Bridging Theory and Practice:** CTOS help bridge the gap between classroom instruction and real-world application. By participating in CTOS activities, students can apply the technical and employability skills they learn in CTE courses in practical, hands-on situations, better preparing them for the workforce.
- **Leadership and Personal Development:** CTOS emphasize leadership development, offering students opportunities to assume leadership roles and participate in events that build confidence, communication skills, and teamwork.
- **Career Pathway Development:** Through CTOS, students gain insights into various career pathways, allowing them to explore different fields and make informed decisions about their future careers. CTOS provide exposure to industry-specific skills and knowledge, helping students align their educational pursuits with their career goals.
- **Enhanced Employability:** The skills and experiences gained through CTOS, such as leadership, problem-solving, and teamwork, are highly valued by employers.
- **Networking Opportunities:** CTOS offer students the chance to connect with industry professionals, business leaders, and peers from across the state and nation. These networking opportunities can lead to internships, job placements, and mentorships that are invaluable for career development.
- **Support for Special Populations:** CTOS are inclusive, providing opportunities for students of diverse backgrounds and abilities to participate and succeed.
- **Alignment with State Goals:** In Tennessee, CTOS align with the Perkins V State Plan and workforce development goals by promoting the skills and competencies that are in demand in the local and national economy. CTOS support the state's efforts to build a skilled workforce that can meet the needs of Tennessee's growing industries.





SECTION 4: CCTE Impact on Students



🌟 Highlights This Year

- There were 66,436 members across Tennessee, a four-percent increase.
- The first collaborative Chapter Officer Leadership Training (COLT) was held.
 - » There were 229 attendees.
- There were 2,260 student members and advisors who attended Fall Leadership Conferences, a 48 percent attendance increase.
- There were 16,090 students, advisors, and industry partners who attended state leadership conferences.
 - » There was a 21 percent increase in attendance at CTSO state leadership conferences.
- There were 3,151 student members and advisors who attended national leadership conferences.
 - » There was a nine percent increase in Tennessee CTSO member attendance at National and International Leadership Conferences.
 - » There were 141 top-ten national winners.
- There were \$155,350 in scholarships awarded to Tennessee CTSO members at the state and national levels.
- DECA/FBLA hosted the first HI (Hospitality & Innovation) from Dolly, with 686 in attendance.
- SkillsUSA hosted the first Middle School State Leadership & Skills Conference (SLSC).

➡ What's Next

The department will:

- expand integration of CTSOs into CTE classrooms,
- enhance leadership and career development,
- develop advisor cohorts for new CTSO advisors,
- strengthen industry partnerships,
- increase advocacy and awareness, and
- focus on sustainability and increased growth.



SECTION 4: CCTE Impact on Students

Early Postsecondary Opportunities (EPSO)

📍 Project Description

- Early postsecondary opportunities (EPSOs) in Tennessee provide high school students with the chance to earn postsecondary credits by taking courses aligned with college standards.
- These opportunities help students build the confidence, skills, and familiarity with postsecondary rigor needed to succeed in higher education and career paths, while also reducing the time and cost of earning a degree.
- Tennessee encourages all districts to develop a robust portfolio of EPSOs to ensure broad access to college credits and technical credentials.

🌟 Highlights This Year

- The dual enrollment grant opened to 9th and 10th graders at TCAT and increased student enrollment to over 36,000 across the state.
- There was an over 12 percent increase in the number of AP exams taken last year and of those exams, there was a 23 percent increase in exams with qualifying scores.
- Advanced Placement (AP) Access for All continued to offer free online AP courses to students in Tennessee, making Tennessee one of only 12 states nationally to offer a fully funded AP program.
- Statewide dual credit (SDC) enrolled 32,085 students taking 35,717 exams. There were 1,655 exams that successfully met the cut score for college credit and contributed an estimated value of \$1,519,637.55 to Tennessee in tuition value.

➡ Impact on Tennessee

- EPSOs play a crucial role in preparing students for success in higher education and careers.
- These opportunities allow students to earn college credits while still in high school, giving them a head start on their postsecondary education.
- EPSOs align with Tennessee's goal of increasing educational attainment and economic advancement by ensuring that students are ready to take full advantage of programs like the Tennessee Promise, which offers tuition-free community or technical college education.
- EPSOs help reduce the time and cost required to earn a degree, support informed career decisions, and contribute to the state's accountability measures.



➡ What's Next

- Multiple state agencies, including the department, Tennessee Higher Education Commission, Tennessee Board of Regents, and the State Board of Education will continue to prioritize and strategize EPSO work so that all Tennessee districts can offer students EPSOs.
- SDC has implemented an optimization plan, that includes the hiring of subject matter experts (SMEs) for each content area to support SDC teacher professional development.





SECTION 4: CCTE Impact on Students



AP Access for ALL (APAA)

i Project Description

AP Access for All (APAA) is a collaborative initiative launched in June 2021 by the Niswonger Foundation and the department to expand access to AP courses across Tennessee through online AP courses. This program enables students to take AP courses at no cost, making Tennessee one of only 12 states in the nation to offer fully funded AP courses. Since its inception, more than 4,000 students have enrolled in these courses, allowing them to earn college credit and get a head start on their postsecondary education while still in high school.



In addition to benefiting students, APAA supports educators by offering scholarships for the AP Summer Institute, enabling approximately 900 teachers to become AP certified at no charge. This professional development helps increase the number of qualified AP teachers within local school districts. APAA is a vital initiative that ensures students across Tennessee can enroll in advanced coursework, regardless of location or background.

➤ Impact on Tennessee

- **Broadens Access to AP Courses:** APAA ensures students across Tennessee can take AP courses at no cost, allowing them to earn college credit while still in high school.
- **Bridges Opportunity Gaps:** By focusing on underserved regions, APAA works to close gaps in educational opportunities, making high-quality education accessible to all students, regardless of location.
- **Advances Teacher Education:** APAA supports the professional development of educators through AP Summer Institutes, a College Board-endorsed training program. This increases the capacity of districts to offer AP content by enabling more teachers to become AP-certified.
- **Strengthens School Districts:** By equipping more teachers with the credentials needed to teach AP courses, APAA enhances the overall quality of education in Tennessee, ensuring that students receive rigorous academic preparation.
- **Promotes College and Career Readiness:** APAA fosters a statewide culture that values challenging academic work, helping students prepare effectively for both college and future careers.



SECTION 4: CTCE Impact on Students

🌟 Highlights This Year

- Read the [APAA Annual Impact Report 2024 - APAA Main](#).
- Students across the state enrolled in 20 different AP courses.
- There were 1,790 APAA students tested this year. Since the first year of the program in 2021-2022, growth in students taking AP exams has increased by 85 percent.
- This year, 79 percent of students earned a College Ready score on their AP exam and 48 percent of students earned a qualifying score on their AP exam.
 - » APAA Math, English, and Social Studies students demonstrated strong performances with 50 percent of students achieving qualifying scores. APAA teachers redeveloped the AP U.S. Government and AP U.S. History courses, resulting in 60 percent of students in both courses earning qualifying scores. This year was the first year that APAA offered AP Computer Science Principles, AP Studio Arts, and AP Precalculus and 70 percent of students earned qualifying scores on their AP exams.
- Since the first year of the program, growth in AP Qualifying scores has increased by 128 percent.
- Students earned a potential of 5,919 college credits through successful testing, which translates to over \$1 million in tuition dollars saved.
- Since the first year of the program, growth in the number of AP exams taken by students in rural school districts has grown by 31 percent.
- There were 100 educators who completed an AP Summer Institute.
- Since the program began in 2021, 1,341 teachers have been approved to attend an AP Summer Institute (APSI) saving school districts over \$600,000 in professional development fees.
- A total of 173 teachers were awarded mini grants to support purchasing materials, supplies, and resources for their AP classroom.



➡ What's Next

APAA is focused on expanding its course offerings and increasing student participation and success in AP exams, particularly in underserved regions. The program will continue to invest in teacher professional development through AP Summer Institutes, enhancing educators' ability to deliver high-quality AP instruction. Targeting rural school districts, APAA aims to provide additional resources and support to sustain growth in these areas. APAA remains committed to transparency and improvement, maintaining an annual impact assessment to track progress and guide future efforts.



SECTION 4: CCTE Impact on Students

Industry Credentials

📄 Project Description

The industry credential process sets clear criteria for promoting credentials statewide. This process enables representatives from secondary and postsecondary institutions, workforce organizations, and other governmental agencies to review and endorse credentials. The resulting statewide promoted list is accessible to all districts. If a credential appears on this list, it is valid for all students across every district, simplifying the path to obtaining credentials and meeting *Ready Graduate* criteria.

🌟 Highlights This Year

- There were 156 different industry credentials earned across the state.
- Over 64,100 industry credentials were earned by students.
 - » This represents an increase of over 33 percent from the 2022-23 school year.
 - » Over 12,000 earned credentials were categorized in the highest tier, preferred category.

Top 3 industry credentials earned in each tier	
PREFERRED	<ul style="list-style-type: none"> » ServSafe » National Coalition of Certification Centers (NC3) Snap-On Precision Measurements Instruments Certification (PMI) » Hair Braider Registration
VALUED	<ul style="list-style-type: none"> » Microsoft Office Specialist (MOS) PowerPoint Associate Certification » MOS Word Associate Certification » Southwest Airlines Professional Communications Certification
RECOGNIZED	<ul style="list-style-type: none"> » Occupational Safety and Health Administration (OSHA) 10 General Industry » Cardiopulmonary Resuscitation (CPR): Adult, Infant, and Child CPR/Automated External Defibrillator (AED)/First Aid » OSHA 10 Construction

➤ Impact on Tennessee

Tennessee, like many other states, faces a growing demand for skilled workers across various sectors. Industry credentials play a key role in addressing this need by ensuring that students acquire the specific skills required by today's job market. These credentials can significantly boost a student's employability by showcasing their relevant skills and knowledge to potential employers, making them more competitive in the job market. Additionally, credentials often involve practical, hands-on training that better equip students for the workforce compared to traditional academic routes alone, facilitating a smoother transition from education to employment. Earning industry credentials can also enhance earning potential, as many are linked to higher-paying positions and better career advancement opportunities. Overall, industry credentials effectively bridge the gap between education and the job market, preparing students for successful careers while meeting the needs of employers.

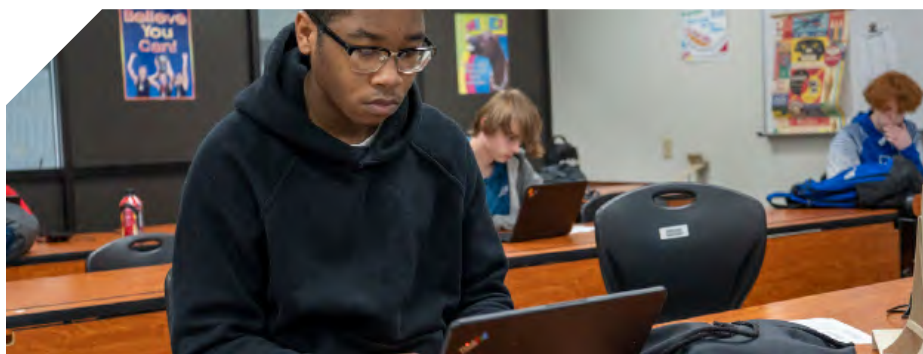
➡ What's Next

Starting this year, educators, industry partners, and other stakeholders can now submit recommendations for industry credentials across any career cluster, without being restricted to a specific three-year cycle. This new approach aims to address and fill gaps in credential offerings, ensuring that students have access to a wider range of current and relevant credentials. This annual cycle will provide greater flexibility, better addressing the diverse needs of our students, and aligning more closely with industry demands.





SECTION 4: CCTE Impact on Students



Computer Science

📍 Project Description

The computer science (CS) project plan outlines the department's efforts aligned to Tenn. Code Ann. § 49-6-1010 (CS Legislation) key priorities, including providing access to a strong comprehensive education program that incorporates logical reasoning, problem-solving skills, and an increase in students' creativity and collaboration skills. CS integrated within grade-level content areas helps cultivate empowered learners throughout their academic careers. By embedding CS education in the K-12 curriculum, providing robust teacher training and professional development, and leveraging industry and educational collaborations, Tennessee will ensure that its students are well-prepared for the demands of a technologically driven future, thereby fostering a competitive and innovative workforce.

🌟 Highlights This Year

The department has provided guidance and support for districts and teachers as they navigate introducing or expanding computer science courses and content within their schools.

- In February 2023, the department released the [Computer Science Integration Guidebook](#), which provides an overview of the law, state standards, and core concepts, and provides best practices for integration across content areas.
- In June 2024, the department released the [Computer Science Standards Implementation Guidebook](#), which goes into further depth and detail on each standard to provide clarity to teachers leading a CS course in middle or high school.
- Ongoing CS office hours and direct communication with school leaders and districts provide guidance on scheduling requirements, teacher certification, and standards implementation/integration.

➡ Impact on Tennessee

Tennessee, like many other states, has seen a steady increase in the number of jobs in the CS and technology fields. For Tennessee to continue its economic growth, it must take advantage of the growing number of high-wage technology jobs available by ensuring that a skilled workforce is ready to meet the demand. Expanding CS education is a necessary component to making Tennessee a recognized source of quality workers for STEM and 21st-century careers.

➡ What's Next

The department will continue to expand the professional development offered across the state through collaboration with regional organizations, STEM hubs, and TSIN. The department will connect with content experts to provide additional guidance documents, ensuring that elementary teachers have a clear vision for integrating standards in other content areas, and middle or high school teachers can access materials and curricula that support their instruction.



SECTION 5

Looking to the Future

FutureReadyTN Portal
Career Cluster Realignment

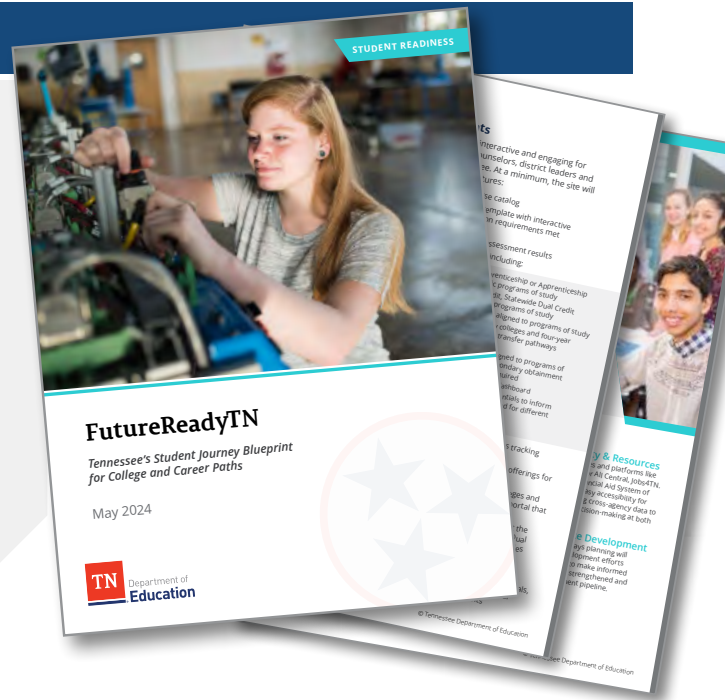


SECTION 5: Looking to the Future

FutureReadyTN Portal

i Project Description

FutureReadyTN is an upcoming interactive website, collaboratively developed by the department, state agencies, and non-profit education stakeholders. It aims to enhance economic growth and workforce development by guiding students through the creation of comprehensive High School and Beyond Plans. Ultimately, it is the vision that this platform will provide seamless connections to state agency portals for financial aid, admissions, and job applications, streamlining transitions from high school to postsecondary education and the workforce.



➤ Impact on Tennessee

FutureReadyTN is vital for Tennessee as it will serve as a tool to create a structured pathway for students to navigate their educational and career journeys, including the ability to explore CTE pathways and utilize graduation flexibilities. By reducing uncertainty and empowering informed decision-making, the platform will ensure that students are well-prepared for postsecondary education and workforce entry. The seamless integration with state agency portals makes essential resources—such as financial aid, WBL opportunities, and postsecondary admissions applications—readily accessible, contributing to a skilled and competitive workforce. Additionally, it enhances collaboration among key stakeholders, ensuring comprehensive career pathways planning and supporting the state’s economic growth and prosperity.

➡ What’s Next

The next steps for FutureReadyTN include launching a pilot phase in selected school districts. This phase will incorporate all components of the platform for students in grades 8-12, with feedback and testing guiding future improvements. Following the pilot, a phased approach will be used to scale the platform statewide, integrating statewide data and connecting to various state agency portals for a comprehensive, unified system. FutureReadyTN will continue to evolve, aiming to become a transformative tool for guiding students through their educational and career pathways.

FutureReadyTN Will...



Empower Students



Ensure Compliance



Enhance Collaboration



Enrich Accessibility & Resources



Elevate Workforce Development



SECTION 5: Looking to the Future



Career Cluster Realignment

i Project Description

On August 8, 2024, Advance CTE finalized a modernized Career Cluster Framework based on two years of national research and interviews with industry professionals. The new Framework is comprised of 14 career clusters, including a new Energy cluster. In addition, all CTE students will be able to enroll in courses in business, digital technology, and marketing, regardless of their chosen program focus area.

Tennessee is currently providing professional development, creating resources, and updating systems and processes to implement the Framework on July 1, 2025.

— Impact on Tennessee

As Tennessee implements its new Perkins V State Plan with an emphasis on emerging technologies, the modernized Framework aligns perfectly with current and anticipated workforce needs. The influx of business and industry in the areas of energy, manufacturing, and technology will require a shift in student preparation. The new Framework provides a structure that allows an authentic integration of learning opportunities to support Tennessee's changing workforce.

★ Highlights This Year

In anticipation of the new Framework, over 200 courses were revised and sent to the State Board of Education for approval. Standards were added to include concepts in artificial intelligence, data analysis, problem-based learning, and the engineering design process. A Data Science program of study has been developed for use in the 2025-26 school year.

➔ What's Next

A series of professional development opportunities have been created to prepare districts for Framework implementation. CTE directors, district and school-level administrators, counselors, and educators will be provided with action steps for successful implementation and strategies for effective instructional practices regarding the new courses and standards.

The department is working with postsecondary and industry partners to develop programs of study in alternative and sustainable energy, marketing research and analytics, and ecological research. Upon approval by the State Board of Education, these will be available for the 2025-26 school year.



Conclusion

Through the department's continued work and partnerships, both public and private, we continue to provide opportunities for student and educator growth. Our programs and initiatives allow for student career exploration and advancement in postsecondary success and career readiness by providing opportunities for success and building confident and career-ready individuals for the future of the state of Tennessee. Partnerships throughout Tennessee allow for students to have hands-on experiences and continued growth through work-based learning, Innovative School Models, and career and technical student organizations, as well as advanced educational opportunities with early postsecondary, the computer science endorsement pathway, and the obtainment of industry credentials.

The department also assists educators by providing the additional resources and assistance needed to educate the future of Tennessee, through programs such as CTE Institute, professional development, and new teacher training.



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