

Trending Guide

CTE TISA Programs of Study

Updated: July 1, 2025

CTE TISA

For Tennessee students, Tennessee Investment in Student Achievement (TISA) is a significant step forward. As designed, the 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. 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 Division of Postsecondary, Workforce, CTE and Military Readiness has engaged various stakeholders in the CTE TISA rule process and the alignment of Standard Occupational Classification (SOC) codes to programs of study that drives the level determinations. The following overview outlines these processes and the final levels of the programs of study that will be effective beginning with the 2024-25 school year, which will inform funding the following year.

Overview

TISA provides direct funding for student participation in CTE programs to drive college and career readiness outcomes. Pursuant to T.C.A. § 49-3-105(c)(2), a direct allocation amount is generated for each student membership in a CTE program based on:

- (i) The level of the program; and
- (ii) The student progression in coursework through the program.

The methodology used to determine the level of each Program of Study (POS) is aligned with the state's TISA Rule 0520-12-05-.05. Program levels are evaluated annually but will be updated for TISA funding purposes every three years to allow local education agencies (LEAs) appropriate time to align programs.

Data Inputs

Standard Occupational Classification (SOC) System Codes Alignment

With input and approval from key stakeholders, the Tennessee Department of Education (department) developed a list of SOC codes aligned to each POS. This list serves as the starting point for determining the level of each program. The following stakeholders were asked to provide input:

- CTE Directors
- CTE Advisory Council Members
- Tennessee Department of Labor and Workforce Development (TDLWD)
- Economic and Community Development (ECD)
- Advance CTE

Occupational Data

All occupational data sources are provided by TDLWD. The methodology used to determine final program scores only considers factors aligned to high-wage, high-demand, high-skill level occupations: projected employment, median annual earnings, total number of TN regions with high demand for the occupation, annual total openings, and entry-level education.

Scoring

Before the scoring process begins, the ten SOC codes with the highest projected employment are identified for each POS. These top ten codes are the occupations considered in the scoring process outlined below.

High Wage

Median Annual Earnings: Of the top ten codes identified for a program of study, the five with the highest median annual earnings are averaged and compared to the statewide median to produce a high wage score.

High Wage Score	The average of the top five median wages is...
1	At or below the statewide median
2	Above 100% to 120% of the statewide median
3	Above 120% to 130% of the statewide median
4	Above 130% to 140% of the statewide median
5	Above 140% of the statewide median

High Demand

Total Number of TN Regions with High Demand for the Occupation: Each of the top ten codes identified for a program of study are assessed for the number of regions in which the codes are identified as being in high demand. Each SOC code is then given a score between one (1) and four (4) based on the table below.

High Demand Score	The SOC code is in demand in...
1	Two (2) or less regions
2	Three (3) or four (4) regions
3	Five (5) to seven (7) regions
4	Eight (8) or nine (9) regions; or the code is projected to have greater than or equal to 1,000 annual openings

After this analysis, the codes with the five highest scores are averaged together to assign a high demand score to the program of study.

Annual Total Openings: In addition, of the ten codes identified for a program of study, those with the five highest annual openings are summed. If they are greater than or equal to 3,000, then the program will earn a four for the high demand score.

High Skill

Entry-Level Education: Using the same top five SOC codes from the initial high demand scoring process, each occupation earns either a zero (0) for an entry-level education requirement at or below a high school diploma or a one (1) for a requirement above a high school diploma. The scores are then summed to generate the high skill score for the program of study based on the criteria below.

High Skill Score	The sum of the entry-level education scores for the top five SOC codes is...
0	Less than three (3)
1	Three (3) or four (4)
2	Five (5)

Final Score

To determine a final program score, each of the categories above is weighted: high wage is 70 percent, high demand is 20 percent, and high skill is 10 percent. These scores are then used to assign a level to each POS as:

- **Level 3** – at or above eightieth (80th) percentile
- **Level 2** – between the fortieth (40th) and eightieth (80th) percentile
- **Level 1** – below the fortieth (40th) percentile

2025-26 CTE TISA Trending Levels:

Note that trend levels do not impact current POS levels for TISA funding unless they are new Programs of Study.

Program of Study	Current TISA Funded Level through July 1, 2027	2025-26 Trend Levels
Audio/Visual Production	Level 1	Level 1
Barbering	Level 1	Level 1
Clean Energy *New POS for 2025-26	Level 1	Level 1
Cosmetology	Level 1	Level 1
Culinary Arts	Level 1	Level 1
Data Science *New POS for 2025-26	Level 1	Level 1
Dietetics & Nutrition	Level 1	Level 1
Early Childhood Education Careers	Level 1	Level 1
Educational Guidance & Social Services	Level 1	Level 1
Emergency Services	Level 1	Level 1
Fashion Merchandising	Level 1	Level 1
Fire Management Services	Level 1	Level 1
Food Science	Level 1	Level 1
Human & Social Sciences	Level 1	Level 1
Interior Design	Level 1	Level 1
Leadership in Government	Level 1	Level 1
Marketing Research & Analytics	Level 2	Level 1
Pre-Law	Level 1	Level 1
Accounting	Level 2	Level 2
Agricultural Engineering, Industrial, and Mechanical Systems	Level 2	Level 2
Architectural and Engineering Design	Level 2	Level 2
Automotive Collision Repair**	Level 2	Level 2
Automotive Maintenance and Light Repair**	Level 2	Level 2
Aviation Flight**	Level 2	Level 2
Business Management and Administration	Level 2	Level 2
Criminal Justice and Correction Services	Level 2	Level 2
Entrepreneurship	Level 2	Level 2
Environmental and Natural Resource Management	Level 3	Level 2
Horticulture Science	Level 2	Level 2
Hospitality & Tourism Management	Level 2	Level 2
Industrial Maintenance Technology	Level 2	Level 2
Machining Technology	Level 2	Level 2
Marketing Management	Level 2	Level 2
Meat Science**	Level 2	Level 2
Mechanical, Electrical, & Plumbing (MEP) Systems	Level 2	Level 2
Mechatronics	Level 2	Level 2

Residential & Commercial Construction	Level 2	Level 2
Robotics & Technology	Level 2	Level 2
Structural Systems	Level 2	Level 2
Supply Chain Management	Level 2	Level 2
Veterinary and Animal Science	Level 1	Level 2
Welding**	Level 2	Level 2
Advanced STEM Applications	Level 3	Level 3
Agribusiness	Level 2	Level 3
Banking and Finance	Level 2	Level 3
Behavioral Health	Level 3	Level 3
BioSTEM	Level 3	Level 3
Coding	Level 3	Level 3
Cybersecurity	Level 3	Level 3
Diagnostic Services	Level 3	Level 3
Digital Arts & Design	Level 3	Level 3
Ecological Research & Conservation	*New POS for 2025-26	Level 3
Engineering	Level 3	Level 3
Networking Systems	Level 3	Level 3
Nursing Services	Level 3	Level 3
Sport & Human Performance	Level 3	Level 3
Teaching as a Profession (K-12)	Level 3	Level 3
Therapeutic Services	Level 3	Level 3
Web Design	Level 3	Level 3

**The CTE TISA Additional Allocation ensures that students enrolled in a program of study that requires the most additional resources and is determined to be a Level 2 or Level 3 are funded at an increased amount. CTE Directors informed the determination of programs with the highest costs for materials and equipment. With stakeholder engagement and feedback, this process will be conducted annually.

Required Timeline for Future Updates

By **July 1** of every year, the department will:

- Create and publish a listing of all approved Career and Technical Program courses and determine for each course whether it aligns with the first, second, third, or fourth year of the Career and Technical Program;
- Conduct an annual review of Wage-Earning Potential indicators through data from the Tennessee Department of Labor and Workforce Development and other sources, for all occupations, and ensure alignment to approved Career and Technical Program;
- Create and publish a listing of all approved Career and Technical Programs by level; and
- Conduct an annual review of additional resources required to support the Career and Technical Program.

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 (3) years** to allow LEAs appropriate time to align programs. This re-evaluation will be released **by July 1 on the three (3) 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. (For example, an updated set of levels will be released on July 1, 2027, for which districts' CTE programming in the 2028-29 year will be assessed to drive funding for 2029-30.) The initial evaluation cycle is effective for the 2024-25 school year, with the first three-year update effective July 1, 2027.