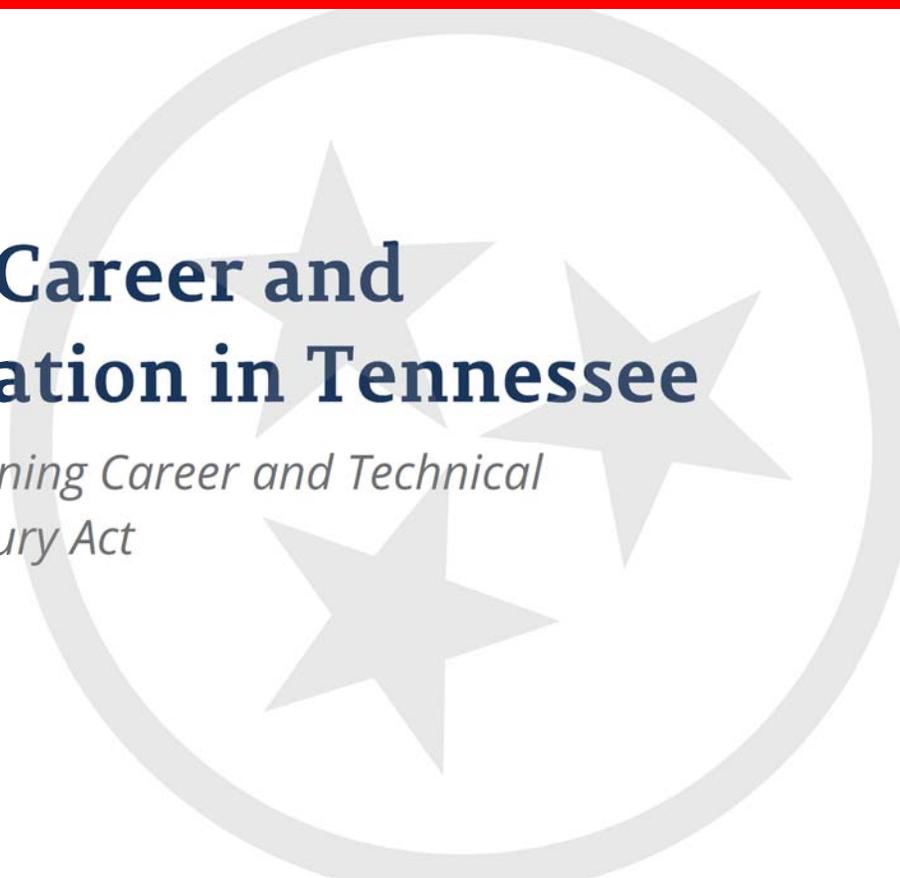




# Strengthening Career and Technical Education in Tennessee

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

2020-2024





**BILL LEE**  
GOVERNOR  
STATE OF TENNESSEE

April 3, 2020

The Honorable Betsy DeVos  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, DC 20202

Dear Secretary DeVos:

The Strengthening Career and Technical Education in Tennessee State Plan establishes a bold vision to expand access to and leverage participation in career and technical education (CTE) in Tennessee over the next four years. This plan builds upon existing K-12 and postsecondary initiatives to further ensure participation in high-quality CTE, early postsecondary opportunities, and work-based learning; attainment of relevant postsecondary credentials and industry certifications; and stresses the importance of alignment and collaboration across articulated career pathways at the state and local level which lead to high skill, high wage, and in-demand careers.

By implementing the priorities and strategies of the Strengthening Career and Technical Education in Tennessee State Plan, as part of our overarching education and workforce development system plans, Tennessee will be well positioned to lead the nation in workforce development and economic growth.

Therefore, I am pleased to provide this letter of endorsement and approval of the Strengthening Career and Technical Education in Tennessee State Plan as required by the Strengthening Career and Technical Education for the 21st Century Act, otherwise known as Perkins V.

I look forward to your partnership during implementation of this plan over the next four years.

Respectfully,

A handwritten signature in black ink that reads "Bill Lee". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Bill Lee  
Governor

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# **Introduction and Overview of Career and Technical Educational**

## ***Introduction***

This document provides detailed information on career and technical education in the State of Tennessee and connects career and technical education with overarching Federal support and State education and workforce development strategies. This document also outlines the implementation of career and technical education in the State of Tennessee as required for the *Strengthening Career and Technical Education for the 21st Century Act*.

## ***Career and Technical Education***

While the educational practice of teaching specific career skills may be known by other terms (vocational, career tech, trades training, etc.), in Tennessee the term career and technical education, or CTE, refers to the rigorous academic, technical, and employability skills or content that is taught through career focused standards and courses in grades K-12 and postsecondary which prepare learners for advanced education, training, and employment in aligned occupations and careers.

CTE is organized into the 16 major industry sectors or career clusters:

- Advanced Manufacturing
- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio/Visual Technology, and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections, and Security
- Marketing, Distribution and Logistics
- STEM (science, technology, engineering, and mathematics)
- Transportation

These career clusters are further specified into programs of study or career pathways. In grades 9-12, these programs of study are designed to lay a strong foundation and prepare students to enter into the aligned career field or progress into a postsecondary program for advanced training. At the postsecondary level, these programs are designed to provide advanced training and offer the credentials necessary for an individual to prosper within the economic and workforce demands of Tennessee.

CTE provides a pathway for students beginning in early and middle grades and progresses through secondary and postsecondary into aligned occupations. To support this pathway progression, academic, technical content and employability skills are provided through culminating content and experiences necessary to be successful in high skill, high wage, and/or in-demand occupations.

## **Federal Role in Career and Technical Education**

The *Strengthening Career and Technical Education for the 21st Century Act*, otherwise known as Perkins V (Act, Legislation), was signed into law by President Donald J. Trump on July 31, 2018. This bipartisan measure reauthorized the *Carl D. Perkins Career and Technical Education Act of 2006*, and provides nearly \$1.3 billion in annual Federal funding to support CTE for our nation's youth and adults.

*...every student deserves the opportunity to explore, choose, and follow aligned career pathways...*

The Perkins V legislation outlines the Federal support of CTE and presents a unique opportunity to expand high-quality CTE, career exploration, advisement, and career focused learning experiences. Every student deserves the opportunity to explore, choose, and follow aligned career pathways, which include early college and relevant career experiences that lead seamlessly into postsecondary programs and high-quality employment.

The Perkins V legislation preserves several themes from the previous legislation and outlines numerous major new components designed to guide the implementation of the Act at the state and local level.

- CTE should include both the academic knowledge and the application of technical and employability skills.
- CTE is not just an alternative pathway for a subset of students and must be seen as a pathway that is accessible for all learners regardless of perceived demographic differences, location, or background.
- CTE should be aligned and relevant for both the learner and the workforce.

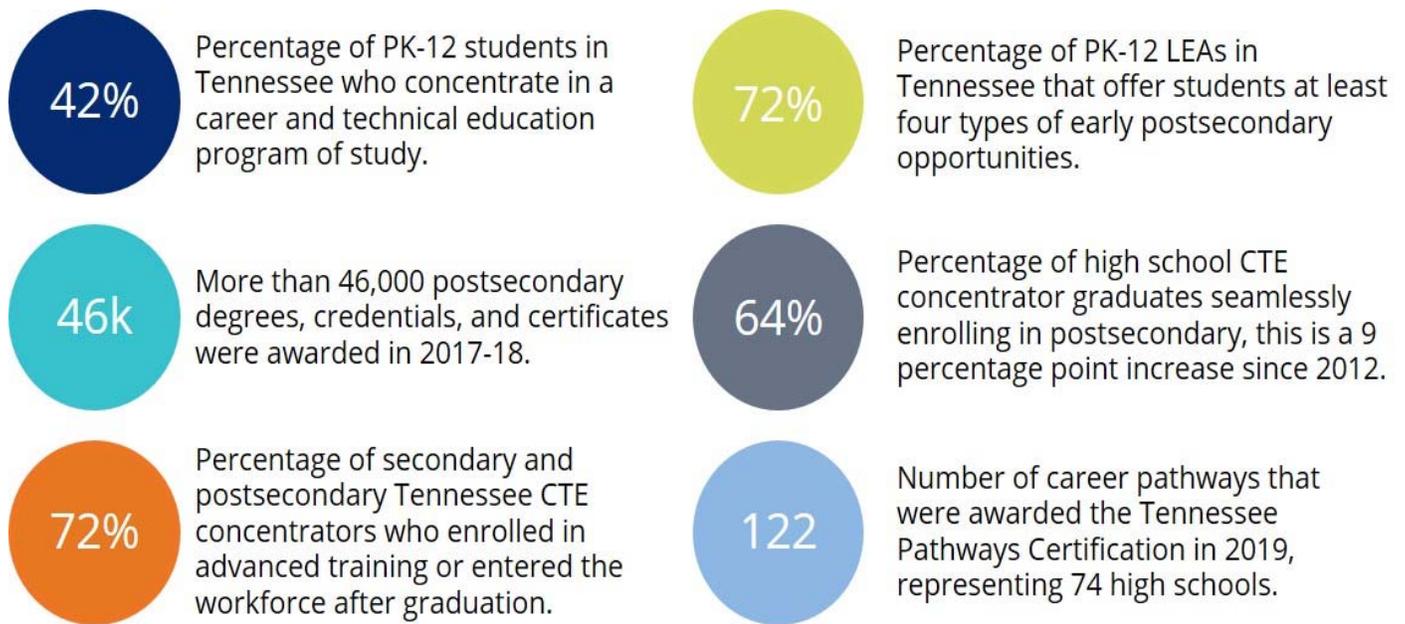
### **Major components of the Perkins V legislation:**

- Requires extensive collaboration among state- and local-level pre-kindergarten to 12th grade (PK-12) local education agencies (LEA), postsecondary, and business and industry partners to develop and implement high-quality CTE programs and programs of study.
- Introduces a comprehensive local needs assessment (CLNA) requirement to align CTE programs to high wage, high skill, and/or in-demand occupations.
- Strengthens the focus on CTE teacher and faculty pipeline, especially in hard-to-fill areas.
- Promotes innovative practices to expand the reach and scope of CTE, career exploration, guidance, and academic counseling.
- Expands the list of special populations to be served and requires states to set aside funds to recruit and serve these students in CTE programs.
- Shifts responsibility to states to determine performance measures, including new program quality measures, and related levels of performance to optimize outcomes for students.

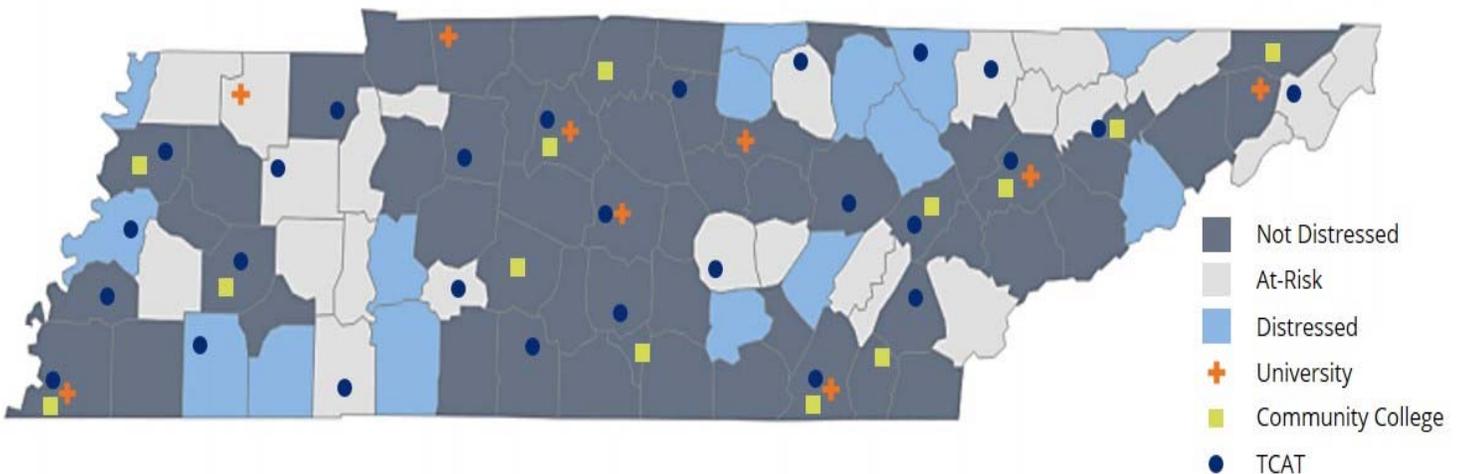
## Snapshot of Career and Technical Education in Tennessee

In Tennessee, career and technical education is primarily delivered by public LEA or secondary level, specifically in grades 5-12, and at the postsecondary level through the Tennessee Board of Regents (TBR) at the Tennessee Colleges of Applied Technology (TCAT), 2-year community colleges, and, in a limited capacity, at 4-year colleges and universities. The information and map below provides a snapshot of career and technical education in Tennessee.

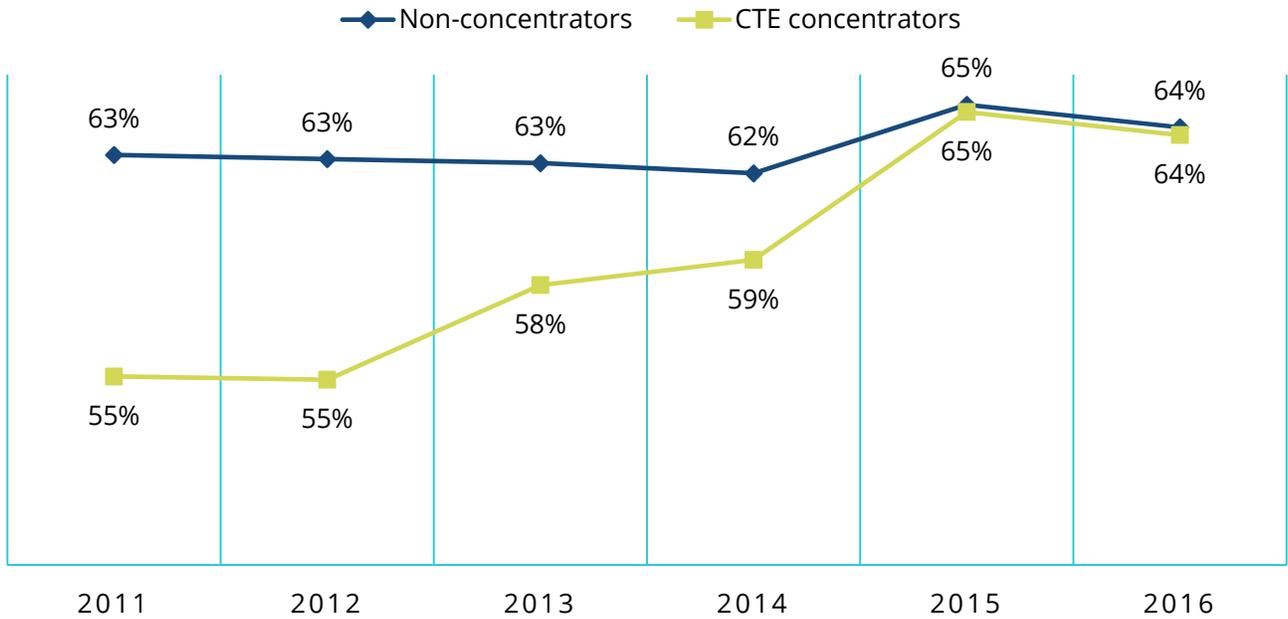
**Figure 1.** Postsecondary access by At-Risk or Distressed Counties, 2020. Source Tennessee Higher Education Commission



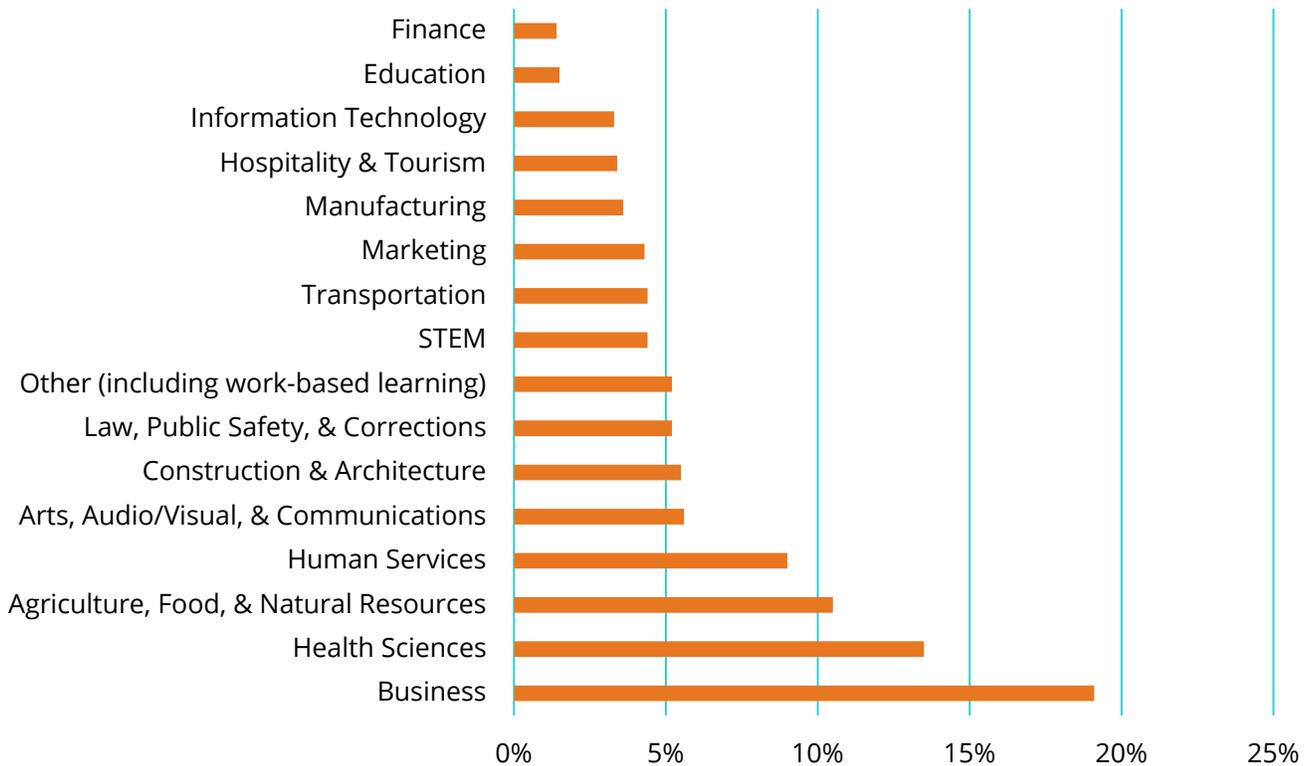
**Figure 2.** Postsecondary access by At-Risk or Distressed Counties, 2020. Source Tennessee Higher Education Commission.



**Figure 3.** Postsecondary enrollment of secondary non-CTE concentrator and CTE concentrator graduates, 2011-2016. Source Tennessee Department of Education, Attridge, J., Carruthers, C., CTE Lab



**Figure 4.** Percentage of Secondary CTE Concentrators by Career Cluster, 2018. Source Tennessee Department of Education, Attridge, J., Carruthers, C., CTE Lab







# Intersection of Education and Workforce Development

In Tennessee, we understand that ensuring cohesiveness and alignment across the complex education and workforce development systems will be critical to our long term success as a State. With this in mind, Tennessee Governor Bill Lee outlined a strong vision for Tennessee to develop a comprehensive and overarching workforce development system which braids the work of education and workforce development together. This section provides an overview of that system and the strategic plans which impact career and technical education in Tennessee.

## ***Tennessee Workforce Development System***

Tennessee’s Workforce Development System (TWDS) is a consortium of state agencies including Tennessee Board of Regents (TBR), Tennessee Higher Education Commission (THEC), Tennessee Department of Economic and Community Development (TNECD), Tennessee Department of Corrections (TDOC), Tennessee Department of Human Services (TDHS), Tennessee Department of Labor and Workforce Development (TDLWD) and the Tennessee Department of Education. These agencies are charged with executing a cohesive workforce development strategy.



### **Priorities:**

Success in implementing a complex system requires collective execution of these strategies and is demonstrated by a highly functioning workforce development system.

1. **Clear Connection to Current Industry/Employers** to ensure scalable public and private partnerships, respond to incumbent worker training needs, and talent acquisition.
2. **Clear Pipeline Development Infrastructure** to ensure strong pathways from education and training to work.
3. **Clear Integration with Economic Development** to develop key cross agency incentive processes and project management.
4. **Outcome Visibility** through clear data reporting and predictive analytic in our state longitudinal data system.

For more information on this work, visit <https://www.tn.gov/content/tn/workforce.html>.

## ***Tennessee Department of Education***

The Tennessee Department of Education, under the direction of Commissioner Dr. Penny Schwinn, unveiled the PK-12 strategic plan, *Best For All*, in the fall 2019. *Best For All* establishes a framework for the Department to move forward and to serve Tennessee students, teachers, administrators, and families.

### **Purpose and Vision**

The vision of *Best For All* is to set all students on a path for success. If we are successful, then Tennessee will see a substantial increase in the number of students on-track to meet postsecondary goals two years after high school graduation. To define this success, the Department will look to 2-year college persistence, certificate attainment, military enlistment, and success in similar paths.



### **Priorities**

*Best For All*, based on feedback from teachers, administrators, students, and families, outlines the path the Department will take in the following three key areas:

1. **Academics:** All Tennessee students will have access to a high-quality education, no matter where they live.
2. **Whole Child:** Tennessee public schools will be equipped to serve the academic and non-academic needs of all kids.
3. **Educators:** Tennessee will set a new path for the education profession and be the top state to become and remain a teacher and leader.

Specifically related to career and technical education, *Best For All*, calls for an increased emphasis on career exploration. This means ensuring every student has career exploration opportunities in middle school that connects to a high school pathway aligned with their interests and strengths.

For more information on the *Best For All* strategic plan and the Department, visit <http://bestforall.tnedu.gov/>.

## ***Tennessee Higher Education Commission***

The Tennessee Higher Education Commission (THEC) and Tennessee Student Assistance Corporation, under the direction of Executive Director Mike Krause, released a revised master plan, in early 2020, *Enabling the Competitive Edge: Tennessee Higher Education in the New Economy*.

This master plan continues much of the work established in the “Drive to 55” initiative and outlines a bold vision for the role higher education will play in the future of Tennessee’s economy.

### **Purpose and Vision**

*Enabling the Competitive Edge* challenges higher education institutions to think differently about higher education practices and outlines tactical, action-oriented practices for higher education to improve student success, increase families’ prosperity, and prepare for Tennessee’s economy in the next decade and beyond.



### **Priorities**

*Enabling the Competitive Edge* focuses on critical constituencies served by public higher education in Tennessee with the following three sections and subsections:

1. **Student Success:** Specifically targeting academic readiness, access to higher education, and completion.
2. **Family Prosperity:** Specifically targeting affordability, transparency, and outreach to adults.
3. **The Future Workforce:** Specifically targeting the future of work, CTE and work-based learning, and academic program approval.

For more information on the master plan and THEC, visit <https://www.tn.gov/thec/about-the-tsac/master-plan/master-plan.html>

### ***Tennessee Board of Regents***

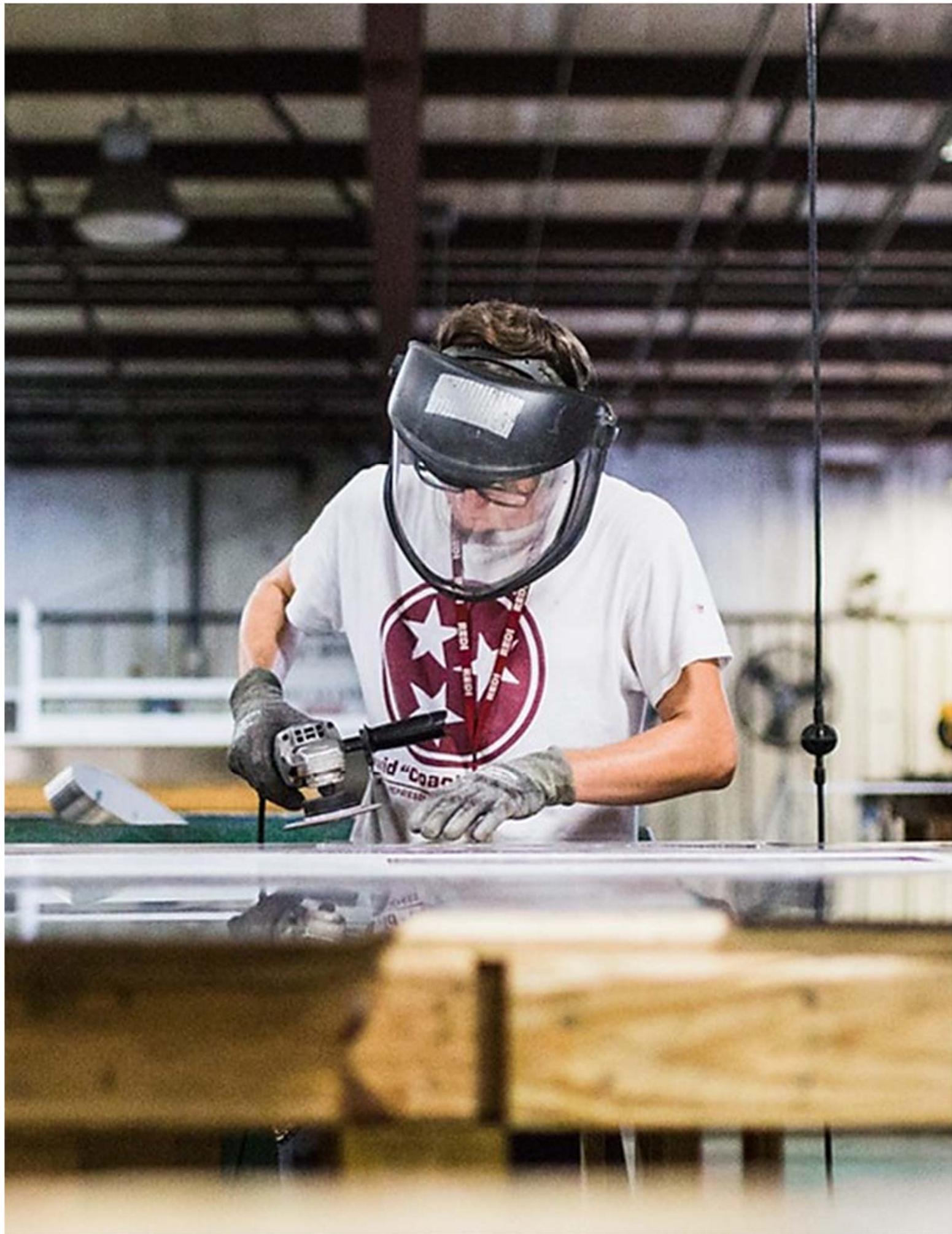
The college system of Tennessee, Tennessee Board of Regents (TBR), under the direction of Chancellor Dr. Flora Tydings, is currently revising the 2015 strategic plan to align with THEC’s *Enabling the Competitive Edge* master plan.

### **Priorities**

The current TBR operational plan laid a strong foundation for career and technical education in the Tennessee Colleges of Applied Technology (TCAT) and Tennessee’s community colleges with the following key priorities:

1. **Access:** Increase the number and diversity of students and engage those who have been historically underrepresented to broaden opportunities for those who wish to develop their professional skills, enrich their lives and engage in the workforce of the future.







# Strengthening Career and Technical Education in Tennessee

## **Purpose**

The purpose of *Strengthening Career and Technical Education in Tennessee* is to “develop more fully the academic knowledge and technical skills of secondary education students and postsecondary education students who elect to enroll in CTE<sup>1</sup>” career pathways and programs of study. This State plan outlines the priorities and focus areas, goals, narratives (required by the legislation), accountability measures, definitions, and specific strategies which will allow Tennessee students to develop the necessary academic knowledge and technical skills needed to demonstrate their readiness for high skill, high wage and/or in-demand employment opportunities.

The *Strengthening Career and Technical Education in Tennessee* State Plan is driven primarily by the desire to ensure all Tennessee students are prepared for 21st century careers, both for their personal and individual benefit, as well as, for the greater economic prosperity of their local communities, regions, and the state overall. With this understanding, several themes emerged during stakeholder consultation. Tennessee must:

1. Establish a clear, aligned vision for career and technical education that is Best For All students, leverages existing practices, and incorporates bold new strategies across secondary and postsecondary to support the diverse regions and local communities of Tennessee;
2. Empower all students to build career awareness and explore career opportunities based on their individual aptitude and interest, and expand access to aligned career pathways and high-quality CTE programs to ensure all students develop the academic knowledge and the technical and employability skills necessary to demonstrate their readiness for the workplace of the future;
3. Provide more intensive support for those students who are historically underserved or marginalized, such as individuals with disabilities, individuals from economically disadvantaged families, individuals living in distressed or at-risk areas, formerly incarcerated individuals, and homeless individuals;
4. Maintain consistent expectations but increase local flexibility to develop, implement, and improve CTE programs aligned to local and regional high skill, high wage, and/or in-demand occupations;
5. Have strong data practices and structures to obtain relevant and timely student outcome data to influence policy, funding, and implementation decisions, and support the continuous evaluation and improvement of CTE programs; and
6. Improve transparency and communication across all stakeholder groups to ensure stronger alignment, build more effective partnerships, and sustain long-term success.

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<sup>1</sup> Strengthening Career and Technical Education for the 21st Century Act, section 2

## ***Vision and Priorities<sup>2</sup>***

To further ensure alignment and cohesiveness in this work, the vision for the *Strengthening Career and Technical Education in Tennessee* is:

**To expand opportunities for all students to explore, choose, and follow a career pathway to success.**

This plan will result in a substantial increase in the number of students accessing aligned career pathways, participating in high quality learning experiences, and on track to meet postsecondary goals two years after graduation as measured through:

- 2- and 4-year college persistence
- technical certificate attainment
- military enlistment
- workforce participation
- and similar paths.

The *Strengthening Career and Technical Education in Tennessee* State Plan will:

1. Expand **equitable access** to comprehensive career exploration, specifically in early and middle grades, advisement, leadership and employability skill development through high-quality career and technical education pathways.
2. Expand participation in high-quality and vertically **aligned career pathways** in secondary and postsecondary which prepare students to seamlessly transition into high wage, high skill, and/or in-demand occupations.
3. Double the number of Tennessee learners who participate in **high-quality work-based learning experiences** and attain the relevant certificates, credentials, and/or degrees needed to meet the workforce demands of Tennessee.



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<sup>2</sup> These priorities are intended to measure long-term improvement. The State Determined Performance Levels, outlined in Section V of this plan, are the metrics which will be used for Perkins V annual accountability and reporting to USED.

## Equitable Access

The first priority area of the *Strengthening Career and Technical Education in Tennessee* State Plan is to expand **equitable access** to comprehensive career exploration, specifically in early and middle grades, advisement, skill development through high-quality career and technical education pathways.

Over the length of this plan, the Department and our partners will implement innovative strategies to expand equitable access for students to participate in CTE.

1. **Career Exploration:** the Department will research national career programs and visit elementary, middle, and high schools with “exemplar” career exploration programs to determine best practices and strategies, to identify ways to scale and improve career exploration in Tennessee. As a part of this, the Department will develop a new career exploration framework, content, training, and resources in early and middle grades (grade 5-8) which lead to secondary and through postsecondary programs and are aligned to high skill, high wage, and/or in-demand career pathways.
2. **College and Career Advisement and Awareness Services:** the Department and partners will support and scale promising college and career advisement and awareness services, practices, and activities as part of a systematic college and career advisement strategy for all Tennessee students. As a part of this, the Department will support and scale innovative student events such as “CareerQuest TN” and develop new or revise resources like “CollegeforTn.org” to provide additional college and career advisement and awareness services. The Department and TDLWD will also partner to provide additional college and career advisement and awareness services such as providing American Jobs Centers on LEA and postsecondary campuses.
3. **Innovative Aptitude and Interest Assessments:** the Department will provide innovative aptitude and interest assessments, including in early and middle grades, to inform students, parents, educators and advisors on career pathway options as part of the systematic college and career advisement strategy for all Tennessee students.
4. **Early and Middle Grades Programs:** the Department will support the expansion and implementation of early and middle grades CTE and STEM programs. As a part of this, the Department has set a specific goal to add 100 new middle grades STEM programs by 2022 and will utilize competitive Perkins Reserve and other state funds will be structured to support this growth.

## Aligned Career Pathways

The second priority area of the *Strengthening Career and Technical Education in Tennessee* State Plan is to expand participation in high-quality and vertically **aligned career pathways** in secondary and postsecondary which prepare students to seamlessly transition into high wage, high skill, and/or in-demand occupations.

Over the length of this plan, the Department and our partners will implement innovative strategies to expand participation in aligned career pathways:

1. **CTE Program of Study:** the Department and partners will collaborate with state and national stakeholders to further research high skill, high wage, and in-demand career pathways and develop new or revise current CTE programs of study to ensure articulation of credit between secondary and postsecondary. As a part of this, the Department will support LEAs and postsecondary partners to implement the “Tennessee Career Pathways Model” shown in Figure 3, implement a revised competency-based standards model to ensure articulation for postsecondary credit across CTE programs, and fully integrate work-based learning and career and technical student organizations (CTSO) in a three component model for instruction.
2. **Educator Recruitment, Retention, and Training:** the Department and partners will research and implement proven strategies to recruit, retain, and train educators in CTE pathways which are aligned to high skill, high wage, and in-demand career pathways. As a part of this, the Department will strive to think beyond traditional routes to teaching to support the development of “Grow Your Own” programs and provide additional educational leader supports that increase access to and success in the profession.
3. **Work Ethic, Leadership, and Employability Skill Development:** the Department and partners will develop an accessible work ethics, leadership, and employability skills framework, content, training, and resources for LEAs and institutions to utilize and improve emerging workforce development in Tennessee.
4. **Tennessee Pathways Certification:** the Department and partners will support further development and refinement of the Tennessee Pathways Certification and other innovative high school designations which highlight regional public and private partnerships in high skill, high wage, and in-demand career pathways. As a part of this, the Department has set a specific goal to have 100% LEA participation in the Tennessee Pathways Certification process with 75% of LEAs receiving a certified pathway designation by 2022.

## High-Quality Learning Experiences

The third priority area of the *Strengthening Career and Technical Education in Tennessee* State Plan is to double the number of Tennessee learners who will participate in high-quality **work-based learning experiences**, from 9.4% to 18.8%, and attain the relevant **certificates, credentials, and/or degrees** needed to meet the workforce demands of Tennessee.

Over the length of this plan, the Department and our partners will implement these innovative strategies to increase student participation in high-quality learning experience:

1. **Work-Based Learning and Apprenticeship:** the Department will support LEA and postsecondary institutions in the implementation of the continuum of Work-Based Learning (WBL) opportunities including the development of simulated or virtual experiences, providing wrap-around support services for WBL placement, and providing access to WBL training for educators and employer partners. As a part of this, the Department and our partners at TDLWD will develop a comprehensive WBL certification process for providers and a new interactive WBL and apprenticeship resource promoting education and workforce engagement and explore additional options with TBR/THEC for WBL experiences to articulate for postsecondary credit. The Department also set specific goals to develop 10 new registered youth apprenticeship programs at the secondary level and 100 certified WBL programs which are aligned to regional high skill, high wage, and in-demand career pathways by 2024.
2. **Ready Graduate:** the Department and partners will collaborate with other state and national stakeholders to revise the “Ready Graduate” college and career readiness indicator and data reporting to be more streamlined for student, family, and educator use. As a part of this, the Department will strive to encompass additional indicators of college and career readiness, including the ACT National Career Readiness Certificate.
3. **Industry Certification and Credential Alignment:** the Department and our partners will revise the current statewide promoted student industry certification process and criteria to fully align with TDLWD, TBR, and THEC to increase postsecondary articulation and the ability to earn stackable certifications, credentials, and degrees in high skill, high wage, and in-demand career pathways.

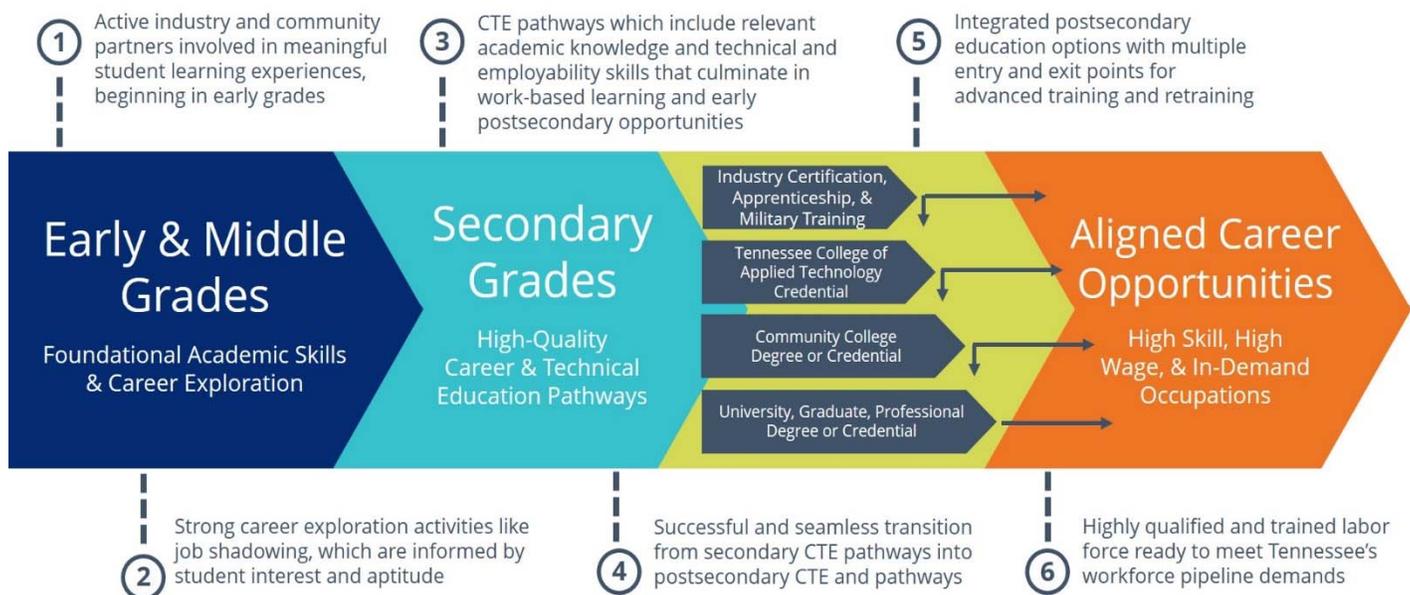
# Tennessee Articulated Pathways Model

Realizing a bold vision and these priorities will require a clear model and framework for implementation. The Articulated Pathways Model is this theory of action which will realize this vision and achieve these priorities. Developed through the Tennessee Pathways initiative and previous work with Jobs for the Future - Pathways to Prosperity Network and JP Morgan Chase - New Skills for Youth, the purpose of this framework is to ensure that an individual experiences a pathway that is relevant and connected to a career at every stage of their education.

- Beginning in the early grades, educational leaders must engage industry and community partners and include those partners in the development of foundational academic skills. These partnerships should expand in the middle grades with stronger career exploration experiences, like job shadowing, and incorporate guest speakers from local businesses aligned to relevant employment opportunities and targeted industry clusters.
- At the secondary level, educational leaders should actively involve these partners to inform and evaluate CTE programs and ensure alignment to regional and local community needs. These secondary CTE programs should develop the academic knowledge and technical and employability skills necessary for a student to demonstrate their readiness to successfully and seamlessly transition into aligned postsecondary programs and/or employment.
- At the postsecondary level, CTE programs must be built with multiple entry and exit points for learners to train and retrain based on the demands of career opportunities. From apprenticeship and credential training to professional degrees, education and workforce development training in Tennessee must be aligned to high skill, high wage, and in-demand occupations.

Implementation of this Articulated Pathways Model will result in the creation of a qualified labor force equipped pipeline from “K to Gray,” or kindergarten to retirement, to meet current and future workforce demands and individual career aspirations. ’

**Figure 5.** Tennessee Articulated Pathways Model framework. Source Tennessee Department of Education.







# Required Components of the State Plan

## Requirements of the State Plan

The Department previously submitted a 1-Year Perkins V Transition Plan<sup>3</sup> (July 1, 2019 - June 30, 2020) to support an orderly transition from the previous *Carl D. Perkins Career and Technical Education Act of 2006* (Perkins IV) to the Perkins V legislation. The following sections outlined in this plan are required components pursuant to the U.S. Department of Education, Office of Career, Technical, and Adult Education (USED, OCTAE), *Guide for the Submission of State Plans*.<sup>4</sup>

The Tennessee Perkins V State Plan submission, *Strengthening Career and Technical Education in Tennessee*, will be in effect July 1, 2020 through June 30, 2024, unless otherwise amended. Figure 4, further details the sections which are required in this plan and/or the sections which were revised from submission with the transition plan.

**Figure 4.** State Plan submission checklist for Perkins V State Plan

Perkins V State Plan Items	Requirements for Perkins V State Plan July 1, 2020 – June 30, 2024
I. Cover Page	Required
II. Narrative Descriptions	
A. Plan Development and Coordination	Required; Revisions to the Transition Plan
B. Program Administration and Implementation	Required; Revisions to the Transition Plan
C. Fiscal Responsibility	Required; Revisions to the Transition Plan
D. Accountability for Results	Required
III. Assurances, Certifications, and Other Forms	Required; Revisions to the Transition Plan
IV. Budget	Required
V. State Determined Performance Levels (SDPL)	Required

<sup>3</sup> Tennessee 1-Year Transition Plan, *Drive to Perkins V*, ([https://s3.amazonaws.com/PCRN/docs/stateplan/TN\\_2019\\_State\\_Plan.pdf](https://s3.amazonaws.com/PCRN/docs/stateplan/TN_2019_State_Plan.pdf))

<sup>4</sup> Guide for the Submission of State Plans ([https://s3.amazonaws.com/PCRN/docs/1830-0029-Perkins\\_V\\_State\\_Plan\\_Guide-Expires\\_4-30-22.pdf](https://s3.amazonaws.com/PCRN/docs/1830-0029-Perkins_V_State_Plan_Guide-Expires_4-30-22.pdf)).

## Section I – Cover Page

**U. S. Department of Education  
Office of Career, Technical, and Adult Education  
Strengthening Career and Technical Education for the 21st Century Act  
(Perkins V) State Plan**

- A. State Name: **Tennessee**
- B. Eligible Agency (State Board)<sup>5</sup> Submitting Plan on Behalf of State: **Tennessee Department of Education**
- C. State Agency delegated responsibilities by the Eligible Agency under section 131(b) for the administration, operation, or supervision of activities of the State plan (if applicable):  
**Tennessee Department of Education**
- D. Individual serving as the State Director for Career and Technical Education:
1. Name: Steve Playl, Jr.
  2. Official Position Title: Senior Director, College and Career Experiences; State Director
  3. Agency: Tennessee Department of Education
  4. Telephone: (615) 532-2830      5. Email: Steve.Playl@tn.gov
- E. Type of Perkins V State Plan Submission - FY 2019 (*Check one*):
- 1-Year Transition Plan (FY2019 only) – *if an eligible agency selects this option, it will need only to further complete Items G and J.*
- State Plan (FY 2019-23) – *if an eligible agency selects this option, it will complete Items G, I, and J*
- F. Type of Perkins V State Plan Submission – *Subsequent Years (Check one)*:<sup>6</sup>
- State Plan (FY 2020-23) – *if an eligible agency selects this option, it will need only to further complete Items H, I, and J.*
- State Plan Revisions (Please indicate year of submission: \_\_\_\_\_) – *if an eligible agency selects this option, it will complete Items H and J*

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<sup>5</sup> Under section 3(18) the term eligible agency means a State board designated or created consistent with State law as the sole State agency responsible for the administration of career and technical education in the State or for the supervision of the administration of career and technical education in the State.

<sup>6</sup> Item F will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (*Check one*):

Yes

No

H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years (Check one)*:<sup>7</sup>

Yes

No

I. Governor’s Joint Signatory Authority of the Perkins V State Plan (Fill in text box and then check one box below):<sup>8</sup>

J. Date that the State Plan was sent to the Governor for signature:

The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department (USED).

The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department (USED).

K. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and

2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

<b>Authorized Representative Identified in Item C Above (Printed Name)</b>  Steve Playl, Jr., Senior Director, College and Career Experiences; State Director	<b>Telephone:</b>  (615) 532-2830
<b>Signature of Authorized Representative</b> 	<b>Date:</b>  April 10, 2020

<sup>7</sup> Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

<sup>8</sup> Item I is required for FY 2019 only for States that choose to submit a full Perkins V State plan, covering FY 2019-23.

## Section II – Narrative Descriptions

### A. Plan Development and Coordination

#### 1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V.

The Perkins V legislation brings a renewed charge for stakeholders to work collaboratively to develop a data-driven state vision and strategic plan for career and technical education with consistent expectations, clear definitions, and carefully planned measurements of improvement and success.

Since the reauthorization of the legislation in July 2018, the Department has engaged over 750 different local, state, and national stakeholders in more than 150 different in-person and virtual meetings, forums, planning sessions, and events which resulted in over 1,000 comments and pieces of feedback. These comments helped to inform, develop, and validate the vision and direction of the *Strengthening Career and Technical Education in Tennessee State plan*.

During the required public comment periods on the *Strengthening Career and Technical Education in Tennessee State Plan*, November 2019 through January 2020, the Department continued to consult with stakeholders. During this time, Department staff conducted 19 additional in-person and virtual focus groups, public meetings, and presentations across of Tennessee to share information on the State Plan draft and to solicit additional feedback.

In addition to these public and general consultation meetings, the Department also collaborated with representatives from these specific stakeholder groups (listed alphabetically) on specific elements and development of the *Strengthening Career and Technical Education in Tennessee State Plan*.

- Advance CTE
- Association of Career and Technical Education (ACTE)
- Tennessee Board of Regents (TBR)
- Tennessee Chamber of Commerce
- Tennessee Department of Labor and Workforce Development (TDLWD)
- Tennessee Department of Economic and Community Development (TNECD)
- Tennessee Directors of Career and Technical Education (TDCTE)
- Tennessee Farm Bureau Federation
- Tennessee Higher Education Commission (THEC)
- Tennessee School Board Association (TSBA)
- Tennessee Rural Education Association (TREA)
- Tennessee Organization of School Superintendents (TOSS) membership
- State Collaborative on Reforming Education (SCORE)

The Department also held numerous internal meetings to coordinate efforts across other Federal Programs, align financial and monitoring requirements and policies, and ensure consistency in the Tennessee Model of career pathways.

As a result of this extensive collaboration and input, the Department codified and drafted the *Strengthening Career and Technical Education in Tennessee* State plan. A timeline and general description of these meetings with workforce, industry, and community partners, LEA and school leaders, postsecondary representatives, and state and local government officials are listed below.

- Fall 2018
  - Regional CTE Director Study Council Meetings
    - Multiple trainings held in each of the eight education regions of Tennessee to specifically review of Perkins V, sections 122, 134, 135.
  - Advance CTE Fall National Meeting, Baltimore, MD
  - Advance CTE Perkins V Regional Meeting with OCTAE, Atlanta, GA
  - Tennessee Directors of Career and Technical Education (TDCTE) Executive Committee Meeting
    - Representative secondary CTE directors elected from the statewide association representing CTE directors in Tennessee.
  - Statewide CTE Director Meeting
    - Full day long meeting and planning session during Tennessee LEAD Conference with CTE Directors
      - Overview of Perkins V Reauthorization
      - Tennessee current landscape of CTE
      - Outline for development of 1-Year Transition Plan using regional CTE study council meetings as idea generators
  - ACTE CareerTech Vision Perkins V and State Director Meeting
- Winter 2018-2019
  - Regional CTE Director Study Council Meetings
    - Multiple trainings held in each of the eight education regions of Tennessee to continue review of Perkins V and local planning and mini-CLNA for the transition year.
  - Tennessee Directors of Career and Technical Education (TDCTE) Executive Committee Meeting
  - Statewide Winter CTE Director Meeting
    - Full day long meeting and planning session with CTE Directors
      - Overview of Drive to Perkins V 1-Year Transition Plan
      - plan outline
      - Local planning and mini-CLNA training

- Tennessee Council for Career and Technical Education (TCCTE) Winter Meeting
- Perkins V Transition Steering Group Conference Call
  - Virtual Meeting with 15 representative CTE stakeholders
    - *Drive to Perkins V* 1-Year Transition Plan soft release
    - Overview of draft state determined measures of performance
- Spring 2019
  - Tennessee State Collaborative on Reforming Education (SCORE) Stakeholder Forums
    - Three half day long forums co-hosted with the Department, the Tennessee Chamber of Commerce and Industry, and the Tennessee Educational Equity Coalition.
    - Included representatives from all of the required stakeholders groups outlined in the legislation.
      - Vision for CTE in Tennessee
      - Priorities for strengthening CTE in Tennessee
      - Measuring what matters through accountability and State Determined Performance Measures
      - Strategies to meet the needs of non-traditional and special populations of students
  - Regional CTE Director Study Council Meetings
    - Multiple work sessions for local planning and mini-CLNA for the transition year.
  - Perkins V Transition Steering Group Conference Call
    - Virtual Meeting with 15 representative CTE stakeholders
      - Draft of state determined measures of performance and baseline data
      - Planning for public comment, town hall meetings, and future comment periods
  - Tennessee Directors of Career and Technical Education (TDCTE) Executive Committee Meeting
  - Statewide Spring CTE Director Meeting
    - Two- daylong meetings and planning sessions with CTE Directors
      - “Size, scope, an quality” indicators
      - Final release of *Drive to Perkins V* 1-Year Transition Plan
      - Draft of goals, priorities, and vision for *Strengthening Career and Technical Education in Tennessee* State plan.
    - Additional postsecondary meetings held with TBR and postsecondary directors
  - Perkins V Transition Steering Group Conference Call
    - Draft of town hall meetings and open public comment
  - Meeting with representatives of the Junior Reserve Officer Training Corps. of middle Tennessee

- Summer 2019
  - Grand Division Perkins V Public Town Hall Meetings
    - Public in person meetings with the Department and TBR to gather input and comment on the vision, priorities, goals, and State Determined Performance Measures of the *Strengthening Career and Technical Education in Tennessee* State plan
  - Tennessee Directors of Career and Technical Education (TDCTE) Executive Committee Meeting
    - State Determined Performance Measures for Public Comment – Quality Program Indicator selection for State Plan.
  - Statewide CTE Director Meeting
    - Full day long meeting and planning session on data definitions and collection during Institute for CTE Educators CTE
    - Additional postsecondary meetings held with TBR and postsecondary directors
  - Multiple teacher/educator sessions on Perkins V and vision for CTE in Tennessee
  - Restructured Perkins V Steering Group Conference Call with the TDCTE Executive Committee
    - CLNA Guide and Local Training
  - Tennessee Council for Career and Technical Education (TCCTE) Summer Meeting
    - Educator recruitment and retention and Perkins V State funding summary
  - Collaborative planning calls with the Colorado Community College System, Nebraska Department of Education, Ohio Department of Education
  
- Fall 2019
  - Superintendents Council Conference with the Tennessee Organization of School Superintendents
    - Career Pathways and Perkins V State Determined Performance Measures
  - Regional CTE Director Study Council Meetings
    - Multiple trainings held in each of the eight education regions of Tennessee to continue review of Perkins V and CLNA guide and training for 2020.
  - TDCTE Executive and Steering Committee Meetings and Calls
  - Agricultural Education and Youth Engagement Task Force, Department of Agriculture, Tennessee Farm Bureau Federation, and “Ag In The Classroom” Advisory Council Meetings
    - Multiple meetings to examine the delivery and organization of Agriculture Education in Tennessee including support through Perkins for Agriculture in early and middle grades, across STEM, and the delivery of CTSOs
  - Workforce Innovation and Opportunity Act (WIOA)/Department of Labor and Workforce Development (TDLWD) planning meetings
    - Multiple planning sessions and meetings on alignment of Perkins V planning with WIOA. Strategies to support adult learners, vocational rehabilitation services, and in-school/out-of-school youth

- Utilizing the State’s longitudinal data system more effectively for gathering student level data
  - Tennessee Workforce Development System Meetings
    - Authorized by Governor Bill Lee and organized by TDLWD, all Tennessee agencies responsible for workforce development (Department, TBR, TDLWD, Department of Human Services, Department of Corrections, Department of Economic and Community Development, and THEC) were convened to draft a long term, 4-year strategic and cohesive plan to strengthen the Tennessee Workforce Development System and set joint goals for growth.
  - Tennessee Higher Education Commission (THEC) meetings
  - Collaborative planning calls with the Colorado Community College System, Nebraska Department of Education, Ohio Department of Education
  - CTE Meeting with Georgia State University and partnering states and universities, Atlanta, GA
- Winter 2019-2020
  - Superintendents Study Council Executive Committee conference call
    - Perkins V State Plan draft open for public comment
  - Tennessee School Board Association state-wide webinar
    - Perkins V State Plan draft open for public comment
  - Regional CTE Director Study Council Meetings
    - Multiple trainings on Perkins V CLNA and Local Application in each of the eight education regions of Tennessee
  - TDCTE Executive and Steering Committee Meetings and Calls
  - Agricultural Education and Youth Participation Task Force, Department of Agriculture
    - Agricultural Education and Youth Participation Task Force Report
  - Workforce Innovation and Opportunity Act (WIOA)/Department of Labor and Workforce Development (TDLWD) planning meetings
  - Tennessee Workforce Development System Meetings
  - Tennessee Higher Education Commission (THEC) meetings
  - Strengthening Career and Technical Education in Tennessee Comment Roadshow
    - First TN Region – Superintendents Study Council; Tri-Cities Chambers of Commerce, TCAT – Elizabethton, Northeast State Community College, and community leaders
    - East TN Region - Superintendents Study Council; Knox County Schools; Oak Ridge Schools
    - Southeast TN Region - Superintendents Study Council; CTE Director Study Council
    - Upper Cumberland Region - Superintendents Study Council
    - Mid-Cumberland Region – Wilson County Schools; Northern Middle Workforce Development Board

- South Central TN Region - Superintendents Study Council; Lawrence County Schools, Southern Middle Workforce Development Board, Columbia State Community College, TCAT – Pulaski
- Northwest TN Region - Northwest Workforce Development Board, Milan Special School District
- Southwest TN Region - Southwest Workforce Development Board; Shelby County Schools; Tipton County Schools

**2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)**

Through ongoing consultation and partnership with TBR, there were no objections which were not resolved in the updated Reserve and Administration funding split.

**3. Describe the opportunities for the public to comment in person and in writing on the State plan. (Section 122(d) of Perkins V)**

As detailed in the timeline for development above, during the development of the Perkins V State plan, there were multiple opportunities for stakeholders to provide feedback and comment.

More specifically and to ensure compliance with the legislation, beginning in the fall 2018, monthly, regional and statewide meetings of CTE practitioners were held where those educational leaders, teachers, and other stakeholders could provide in person comments and feedback on the vision for CTE in Tennessee. Furthermore, during and after those meetings additional electronic surveys were shared to solicit further feedback and comment from those who are most impacted by the daily implementation of this legislation.

During the March 2019 Tennessee State Collaborative on Reforming Education (SCORE) Stakeholder Forums and listening sessions, cohosted with the Department, the Tennessee Chamber of Commerce and Industry, and the Tennessee Educational Equity Coalition, Perkins V required stakeholders where convened over a three-day period to inform and comment on the

vision and priorities of Tennessee CTE. These comments formulated the priorities and goals of the *Strengthening Career and Technical Education in Tennessee State Plan*.

In June 2019, the Department and TBR toured the State to conduct public town hall meetings in each of the Grand Divisions of Tennessee. During these in person public town hall meetings, the Department and TBR further shared information on the Tennessee 1-Year Transition plan and collected input and comment on the vision, priorities, goals, and State Determined Performance Measures of the *Strengthening Career and Technical Education in Tennessee State Plan*.

During these town hall meetings, the Department and TBR also shared electronic feedback options for the general public and stakeholders to comment on the initial draft of the State Determined Performance Measures as required by the legislation. This electronic survey was open from June 17, 2019-October 31, 2019.

In September 2019, the Department presented additional information on the *Strengthening Career and Technical Education in Tennessee State Plan* at the Tennessee Organization of School Superintendents annual conference to solicit feedback from directors of school and superintendents. This was collected through in-person comments and again sharing the electronic feedback survey which remained open through October 31.

At the release of this draft of the *Strengthening Career and Technical Education in Tennessee State Plan* and pursuant to the Act, the Tennessee State Plan will be open for public comment for a period of not less than 60-days, December 2, 2019 through January 31, 2020.

During this period, written and verbal comment will be accepted by the Department and may be submitted by:

1. Responding to the electronic survey  
[https://stateofennessee.formstack.com/forms/perkins\\_v\\_public\\_comment](https://stateofennessee.formstack.com/forms/perkins_v_public_comment)
2. Emailing comments and questions  
[CTE.Questions@tn.gov](mailto:CTE.Questions@tn.gov)
3. Mailing comments and questions to  
Perkins V Public Comment – Attn: Steve Playl  
Andrew Johnson Tower, 11th Floor  
710 James Robertson Pkwy  
Nashville, TN 37243
4. Sharing comments during regional and statewide meetings with Department staff through
  - a. State and regional public town hall and stakeholder meetings to be held in November 2019 through January 2020
  - b. Collective comments shared through partnering organizations and agencies. Please contact directly.

- i. Tennessee Association for Career and Technical Education (TACTE)
  - ii. Tennessee Board of Regents (TBR)
  - iii. Tennessee Council for Career and Technical Education (TCCTE)
  - iv. Tennessee Department of Labor and Workforce Development (TDLWD)
  - v. Tennessee Directors of Career and Technical Education (TDCTE)
  - vi. Tennessee Higher Education Commission (THEC)
  - vii. Tennessee Organization of School Superintendents (TOSS)
  - viii. Tennessee School Boards Association (TSBA)
  - ix. State Collaborative On Reforming Education (SCORE)
- c. Scheduling in-person meetings or calls with Department staff

Based on comments received during the open public comment period, the Department has revised the State Plan to include additional details regarding strategies for Strengthening Career and Technical Education in Tennessee priorities and the State Determined Levels of Performance targets and negotiation process for LEAs and postsecondary institutions. Those additions are detailed in Section II (D)(4) of this plan.

## B. Program Administration and Implementation

### 1. State's Vision for Education and Workforce Development

- a. **Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)**

As mentioned previously, the vision for the *Strengthening Career and Technical Education in Tennessee* State Plan is to expand opportunities for all students to explore, choose, and follow a career pathway to success. This plan will result in a substantial increase in the number of students accessing aligned pathways, participating in high quality learning experiences, and on track to meet postsecondary goals two years after graduation as measured through 2- and 4-year college persistence, TCAT certificate attainment, military enlistment, workforce participation, or similar paths.

This vision and measure of success clearly aligns with the goals of Tennessee's workforce development and as described in the Intersection of Education and Workforce Development section and Section II (A)(1) of this plan.

Tennessee's Workforce Development system is a consortium of state agencies (TBR, THEC, TNECD, TDOC, DHS, TDOE, TDLWD, others). And while the system boasts individual islands of excellence, the multiple agencies charged with executing workforce development struggle to manage and innovate in a comprehensive and cohesive manner. Examples include: trouble in executing a timely one-state approach in response to economic development opportunities, the lack of an apprenticeship/pre-apprenticeship effort (behind in the southeast), and failure to fully leverage the State's rich data set.

With this in mind, Tennessee Governor Bill Lee charged all Tennessee state agencies responsible for conducting individual aspects of workforce development to execute a comprehensive workforce development strategy that will benefit current employers in Tennessee, individuals seeking career opportunities in Tennessee, and employers looking to either expand or locate within Tennessee. Execution of a comprehensive and cohesive workforce development strategy has to account for the inherent interdependency through a formalized strategy of shared projects, shared processes, and shared metrics under centralized leadership and/or consolidation of functions. As a result, the Tennessee Workforce Development System (TNWDS) Steering Team has been formed. The team consists of members from TBR, THEC, TNECD, TDOC, TDHS, and TDOE and is led by TDLWD. The team is charged with: 1) Aligning Strategy, 2) Implementing Initiatives, and 3) Monitoring Progress for Tennessee's workforce development system. The team will receive support and guidance from a broad-based Advisory Committee.

On the whole, the four major strategic goals for The Tennessee Workforce Development System are:

1. Clear Connection to Current Industry/Employers
2. Clear Pipeline Development Infrastructure
3. Clear Integration with Economic Development
4. Outcome Visibility – Clear Data/Reporting and Predictive Analytics.

The components of Clear Connection to Current Industry/Employers (demand side) include:

- Scalable Public/Private Partnerships
- Responsive Incumbent Training Programs
- Responsive Talent Acquisition Programs

The components of Clear Pipeline Development Infrastructure (supply side) include:

- Pathway Processes (training/education to work)
  - K-12
  - Adult Education
  - Re-Entry
  - Dislocated Worker/Re-Employment (Unemployment Insurance/Workers Comp)
  - Military Transition
  - Post-Secondary

The components of Clear Integration with Economic Development (investment) include:

- Cross Agency Incentive Process
- Cross Agency Project Management Process

The components of Outcome Visibility (research and metrics) include:

- Cross Agency Metrics
- Increased Leveraging of P20 Data Set for Metric Set and Analytics, specifically:
  - Correlations/Comparisons for success variable sets relative to workforce development initiatives and interventions.

These goals and components will further target business development efforts in identified industry clusters in Tennessee. These industry clusters, identified by TNECD, are a regional concentration of related industries, consisting of companies, suppliers, service providers, government agencies, and other institutions that provide employment opportunities, specialized training, education, information, research and technical support.

The presence of an industry cluster often coincides with a regional workforce that specializes in supporting fields of study and skill sets. Employers within a cluster may seek to fill many of the same or similar occupations, consequently creating a collective employer demand for supporting programs of study. Recruitment of new companies into the cluster or expansion of existing companies further contributes to a collective employer demand for supporting

programs of study. A cycle of company growth and workforce training leads to high-quality employment for local graduates.

TNECD has identified nine target industry clusters in Tennessee:

- **FOOD AND AGRICULTURE** focuses on the processing and manufacture of food and beverage products. Service industries such as the restaurant sector are not included.
- **HEALTHCARE AND LIFE SCIENCES** includes production of medical equipment, supplies, and pharmaceuticals, as well as medical research. Locally-traded healthcare services such as hospitals and doctors' offices are not included.
- **RUBBER, CERAMICS, AND GLASS** involves manufacturing of heat-treated materials, sometimes called vulcanized or fired materials.
- **AUTOMOTIVE** includes industries that produce motor vehicles and vehicle parts.
- **APPLIANCES AND ELECTRICAL** manufactures household appliances as well as electrical components like switchboards.
- **HEADQUARTERS, FINANCE, AND TECH** includes headquarters, business support services like accounting and logistics consulting, computer services, and research and development.
- **DISTRIBUTION AND LOGISTICS** involves product distribution and transportation services.
- **AEROSPACE AND DEFENSE** manufactures aircraft, aircraft parts such as engines, and weaponry ranging in size from small arms to nuclear weapons.
- **CHEMICALS** includes manufacturers that produce a wide range of products such as petroleum, coal products, basic chemicals, paints, adhesives, soaps, cleaning solutions, resins, fibers, and agricultural chemicals like fertilizers and pesticides.

**b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)**

The *Strengthening Career and Technical Education in Tennessee State Plan* is driven primarily by the desire to ensure all Tennessee students are prepared for 21st century careers, both for their personal and individual benefit and for the greater economic prosperity of their local communities, regions, and the state overall. With this understanding, several priorities emerged during stakeholder consultation. As a State, we must:

1. Establish a clear, aligned vision for career and technical education that is Best For All students, leverages existing practices, and incorporates bold new strategies across

secondary and postsecondary to support the diverse regions and local communities of Tennessee;

2. Empower all students to build career awareness and explore career opportunities based on their individual aptitude and interest, and expand access to aligned career pathways and high-quality CTE programs to ensure all students develop the academic knowledge and the technical and employability skills necessary to demonstrate their readiness for the workplace of the future;
3. Provide more intensive support for those students who are historically underserved or marginalized, such as individuals with disabilities, individuals from economically disadvantaged families, individuals living in distressed or at-risk areas, formerly incarcerated individuals, and homeless individuals;
4. Maintain consistent expectations but increase local flexibility to develop, implement, and improve CTE programs aligned to local and regional high skill, high wage, and/or in-demand occupations;
5. Have strong data practices and structures to obtain relevant and timely student outcome data to influence policy, funding, and implementation decisions, and support the continuous evaluation and improvement of CTE programs; and
6. Improve transparency and communication across all stakeholder groups to ensure stronger alignment, build more effective partnerships, and sustain long-term success.

With these priorities in mind, the vision for this State Plan is to expand opportunities for all students to explore, choose, and follow a career pathway to success.

This plan will result in a substantial increase in the number of students accessing aligned pathways, participating in high quality learning experiences, and on track to meet postsecondary goals two years after graduation as measured through:

- 2- and 4-year college persistence
- technical certificate attainment
- military enlistment
- workforce participation
- and similar paths.

The plan will result in an increase in the number of students accessing aligned pathways, participating in high quality learning experiences, and earning valued postsecondary credentials. To define our success by 2024:

1. Expand equitable access to comprehensive career exploration, specifically in early and middle grades, advisement, leadership and employability skill development through high-quality career and technical education pathways.
2. Expand participation in high-quality and vertically aligned career pathways in secondary and postsecondary which prepare students to seamlessly transition into high wage, high skill, and/or in-demand occupations.

3. Double the number of Tennessee learners who participate in high-quality work-based learning experiences and attain the relevant certificates, credentials, and/or degrees needed to meet the workforce demands of Tennessee.

**c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)**

As described above, the Department and other State agencies have conducted extensive joint planning and coordination of programs and services in order to offer a unified Workforce Development System. With this strong collaboration, the Department and TDLWD explored the potential for combined Perkins V State Plan and Workforce Innovation and Opportunity Act (WIOA) State Plan pursuant to section 122(b)(1) of the Act. However, after much discussion and input from stakeholders, the Department and TDLWD elected not to submit a combined plan. That said, and as evident by the goals above and goals of this plan, the Department's implementation of CTE will fully support these Workforce Development System goals and furthermore, the Department and TDLWD will be as closely aligned as possible in the strategies implemented through Perkins and WIOA.

Furthermore, the Senior Director for College and Career Experiences, who serves as the State Director for Perkins sits on the WDS steering committee with multiple Department representatives to support the State Workforce Development Board (SWDB). The Department also participate in the SWDB meetings to ensure coordination between the development of the State WIOA Plan and this plan to ensure coordination of services.

Internally, joint planning is mandated between special education, regular education and career and technical education to occur in each LEA at the secondary level to develop a unified plan for program improvement, coordinating efforts to prevent duplication of services and meeting the needs of all students.

At the postsecondary level, the Tennessee Higher Education Commission (THEC) identifies providers for recipients of multiple funding streams and the Department is in regular communication and planning with THEC for administration of workforce education and training

funds. Among those providers are the Tennessee Board of Regents (TBR) community colleges which the Department also works closely with. Each TBR institution works with their one-stop career center to deliver appropriate educational and training opportunities to clients referred to the college. TBR institutions also work with their local economic development and workforce development boards (WDB), including local Chamber of Commerce and WDB to support economic growth within the college's service area. All TBR institutions seek to provide coordinated services with other Federal programs, and seek to meet the needs of their students.

Additionally, the Department and TBR currently have an interagency agreement that supports the work of Tennessee Pathways. Tennessee Pathways is our state's K-12 strategy to ensure coordination among K-12, higher education, and workforce so that more Tennesseans obtain industry-valued postsecondary credentials. This contract supports a statewide team of regional coordinators who support K-12 coordination with postsecondary and industry in each of the state's nine economic regions. The regional coordinators are the "glue" that hold together cross-sector partnerships that support education and workforce alignment at the regional level.

**d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. The full list of required uses of State leadership funds is under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)**

The Department will retain ten percent (10%) of the annual State award to conduct State leadership activities which will improve career and technical education in Tennessee and aid in the delivery of the Tennessee Model framework. Of the amount retained eighty-five percent (85%) will be dedicated to secondary State leadership and fifteen percent (15%) will be allocated for postsecondary State leadership.

Through the amount allotted to secondary and postsecondary for State leadership, the Department and TBR will annually provide the following:

1. Perkins V technical assistance and professional development for eligible recipients; and,
2. Annually report on the effectiveness of State leadership funds in achieving the goals and State determined levels of performance outlined in the *Strengthening Career and Technical Education in Tennessee State Plan*.

From the amount allotted for secondary State leadership, the following required set-asides will be allocated, annually:

1. \$60,000 for the preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high skill, high wage, and/or in-demand occupations;

2. \$45,000 for individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;
3. \$50,000 for the recruitment, preparation, or retraining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs

Furthermore, from the amount allotted for secondary State leadership, the Department will create and/or expand efforts to build capacity for local implementation. This will include statewide professional development and training activities, the inclusion of a new CTE Master Teacher initiative as identified in the Department's *Best For All* strategic plan. The development of a CTE Leadership Academy and expansion of the Occupational Licensed New Teacher Training to assist in the development of stronger teacher instructional practices, and the expansion of the New CTE Director Academy for aspiring and new CTE administrators.

The Department and TBR will also utilize the amount retained for State leadership to conduct permissible activities as detailed in Sec. 124(b) of the legislation. These activities may include any or all of the permissive uses of funds outlined in Sec. 124(b) but specifically the Department will support:

1. Developing statewide programs of study, courses, standards, curriculum, career exploration activities, guidance and advisement resources, and approving locally developed special programs of study and/or special courses<sup>9</sup>
2. Establishing statewide articulation agreements and early postsecondary opportunities which are aligned to approved programs of study;
3. Establishing statewide industry or sector partnerships among eligible recipients, employers, including small businesses, and parents, as appropriate to –
  - a. develop and implement career pathways which are aligned to state, regional, and/or local economic and education needs, including high skill, high wage, and/or in-demand industry sectors and occupations;
  - b. facilitate the establishment, expansion, and integration of opportunities for students at the secondary level to –
    - i. successfully complete coursework that integrates rigorous and challenging technical and academic instruction aligned with the challenging academic standards adopted by the State; and
    - ii. earn a recognized postsecondary credential or credit toward a recognized postsecondary credential, which may be earned through a dual enrollment program or early college high school, at no cost to the student or the student's family; and,

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<sup>9</sup> Special programs of study and courses must meet the requirements established in Perkins V, Section 122(d)(4)(B) and Tennessee State Board Policy

4. Facilitate work-based learning opportunities (including internships, youth-, pre-, and registered-apprenticeships, simulated work environments, and externships for educators) into programs of study;
5. Teachers, faculty, specialized instructional support personnel, and paraprofessionals providing CTE instruction, support services, and specialized instructional support services, high-quality comprehensive professional development that is grounded in evidence-based research (to the extent a State determines that such evidence is reasonably available) that identifies the most effective educator professional development process and is coordinated and aligned with other professional development activities carried out by the State including programming that –
  - a. promotes the integration of the challenging academic standards adopted by the State and relevant technical knowledge and skills, including programming jointly delivered to academic and career and technical education teachers;
  - b. prepares career and technical education teachers, faculty, specialized instructional support personnel, and paraprofessionals to provide appropriate accommodations for students who are members of special populations, including through the use of principles of universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; and
  - c. increases the ability of teachers, faculty, specialized instructional support personnel, and paraprofessionals providing career and technical education instruction to stay current with industry standards and earn an industry-recognized credential or license, as appropriate, including by assisting those with relevant industry experience in obtaining State teacher licensure or credential requirements;
6. Eligible recipients in eliminating inequities in student access to –
  - a. high-quality programs of study that provide skill development; and
  - b. effective teachers, faculty, specialized instructional support personnel, and paraprofessionals;
7. Provide support for –
  - a. the adoption and integration of recognized postsecondary credentials and work-based learning into programs of study, and for increasing data collection associated with recognized postsecondary credentials and employment outcomes; or
  - b. consultation and coordination with other State agencies for the identification and examination of licenses or certifications that –
    - i. pose an unwarranted barrier to entry into the workforce for career and technical education students; and
    - ii. do not protect the health, safety, or welfare of consumers;
8. The creation, evaluation, and support of competency-based curricula;
9. Partnerships with qualified intermediaries to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;

10. Improvement of career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;
11. The integration of employability skills into career and technical education programs and programs of study;
12. Programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science, coding, and architecture), support for the integration of arts and design skills, and support for hands-on learning, particularly for students who are members of groups underrepresented in such subject fields, and students who are members of special populations;
13. Career and technical student organizations, especially with respect to efforts to increase the participation of students in nontraditional fields and students who are members of special populations;
14. Establishing and expanding work-based learning opportunities that are aligned to career and technical education programs of study and career pathways;
15. The use of career and technical education programs of study and career pathways aligned with State, regional, or local high skill, high wage, and/or in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) or local workforce development boards;
16. Making all forms of instructional content widely available, which may include use of open educational resources;
17. Developing and enhancing valid and reliable data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes; and,
18. Any other State leadership activities that improve career and technical education in Tennessee.

## 2. Implementing & Technical Education Programs and Programs of Study

- a. **Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)**

Tennessee has worked diligently over the last several years to align programs of study at the secondary and postsecondary level with labor market needs and the state's major economic focus areas to better prepare students in high skill, high wage, and/or in-demand careers in Tennessee. During the State Plan timeline, Tennessee will continue to utilize the national CTE Career Clusters Model and approve programs of study through the Tennessee State Board of Education (TSBE) and/or appropriate postsecondary institutional governing board.

At the secondary level, the Department defines a program of study or career pathway as a sequence of courses which prepare students for postsecondary education and career success in an aligned industry sector. These sequences of courses, through a comprehensive and structured set of high-quality standards, will lay a strong foundation of academic, technical, and employability skills. All secondary programs of study will be organized using a three component structure of related content, skill demonstration, and leadership development through career and technical student organizations (CTSO), allow students to obtain concentrator status (as defined by the Act), complete the Tennessee specific elective focus graduation requirements, and transition to the postsecondary level as described in the Tennessee Model.

The secondary programs of study, courses, and standards, including revisions and additions, are published annually in the CTE Program of Study Matrix, ([https://www.tn.gov/content/dam/tn/education/ccte/cte/pos\\_2019-20.pdf](https://www.tn.gov/content/dam/tn/education/ccte/cte/pos_2019-20.pdf)). These are available for all Tennessee eligible recipients to adopt and implement. All updates to course standards, the addition or retirement of courses, and the addition or retirement of program(s) of study are submitted to the TSBE for review and adoption.

Beginning with the 2019-2020 program year, the Department and industry advisory councils review programs of study and career pathways, courses, and standards on a three year rotation and justify through labor market data and stakeholder input at both the secondary and postsecondary level which lead to relevant opportunities through the Tennessee Model framework. Additionally, industry specific advisory councils of Workforce Development staff, teacher educators, school counselors, college and university representatives, CTE directors, business and industry representatives, parents, community advocates, etc. are consulted on a regular basis to evaluate and inform the alignment of course standards and programs of study within the 16 Career Cluster framework.

At the postsecondary level, programs of study are defined as a suite of courses which prepare students for a postsecondary credential, diploma, or degree with an aligned industry sector focus. These programs of study at the postsecondary level are influenced by local advisory councils, regional labor market data, and approved by the governing institutional board.

To ensure alignment and transference of courses from secondary to postsecondary, on-going meetings are held with postsecondary representatives from the Tennessee Board of Regents (TBR), which govern the community college and college of applied technology (TCAT) institutions, and the Tennessee Higher Education Commission (THEC), which oversee all higher education institutions in Tennessee. This process helps to ensure program(s) of study are vertically aligned beginning in the middle grades and transitioning through secondary to postsecondary certifications, diplomas, and associate and baccalaureate degrees.

During the State Plan timeline, eligible recipients will justify support for program(s) of study Perkins funds during the comprehensive local needs assessment (CLNA) and will identify all program(s) of study offered in the local application process. The Department will monitor and support local implementation to ensure alignment of programs of study and courses to meet needs identified during the CLNA process.

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132<sup>10</sup> will—**
- i. promote continuous improvement in academic achievement and technical skill attainment;**
  - ii. expand access to career and technical education for special populations; and**
  - iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)**

Recipients must identify all program(s) of study supported with Perkins funds in the local application process and must offer at least **two** fully compliant programs of study at the secondary/postsecondary level in order to be eligible to receive Perkins funding. For a program of study to be fully compliant it must meet the definition of “size, scope, and quality” as outlined in this State Plan.

Eligible recipients are encouraged to utilize approved programs of study, as outlined in the CTE Program of Study Matrix or through TBR. However, in certain circumstances there may be a need for locally developed course(s) and program(s) of study in order to meet specific needs of students in that community. In these special circumstances where the approved offerings are not sufficient, the eligible recipient may submit a special course or a special program of study application for review.

During the State Plan timeline, special course and special programs of study applications will be reviewed by the Department. During this process, content area experts will review submissions ensure that course standards are rigorous, substantially different from the content of currently approved courses, support the inclusion of academic achievement, technical, and employability skills, and expand access to CTE for special populations. Special course and program of study submissions must justify the need for the special course or program of study with relevant labor market data, articulate student needs, and outline connections to career pathways

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<sup>10</sup> Based on the context of this requirement, the reference to the local application process under “section 132” appears to be a typographical error in the Perkins V statute. The correct section for local applications in Perkins V is section 134. Therefore, eligible agencies should respond to this item using the provisions in section 134 of Perkins V.

covered in the content. Based on this review, the Department will recommend approval or denial of the special course by TSBE. The TSBE provides final approval of all special courses in either one, three, or six year(s) periods.

For additional information regarding special course and special program of study approval, please refer the Special Course Application and Special Program of Study Application document ([https://www.tn.gov/content/dam/tn/education/ccte/cte/2019-20\\_SC\\_SPOS\\_FAQ.pdf](https://www.tn.gov/content/dam/tn/education/ccte/cte/2019-20_SC_SPOS_FAQ.pdf)).

**c. Describe how the eligible agency will—**

- i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;**
- ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;**
- iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;**
- iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;**
- v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;**
- vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and**
- vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)**

Tennessee believes in providing high-quality career and academic experiences for all students through the Tennessee Model and vertically aligned career and technical education programs of study and career pathways. Tennessee state legislation and TSBE policy are aligned to ensure that the Department provides information on these approved high-quality career

pathways publicly and in formats which students, parents and guardians, and educators can understand.

The Department relies on the eligible recipients to disseminate information on approved programs of study and career pathways, and career or academic guidance in a manner that is most effective in reaching students and families of that community. That said, the Department provides comprehensive technical assistance, professional development, and informational resources which describe CTE offerings, early postsecondary opportunities, industry certifications, and work-based learning course options to the eligible recipient and general public through a suite of marketing materials. These can easily be translated into other mediums for increased public dissemination.

Additionally, Tennessee state legislation and TSBE policy ensure secondary LEAs engage parents and guardians of each student, with involvement of counselors, to develop a four or six-year personal learning plan prior to students entering high school. These plans include career guidance and outcomes aligned to CTE pathways which could assist in realizing career goals. THEC maintains and the Department promotes CollegeforTN.org, a free, comprehensive student advising tool available to all Tennessee educators, students, and families.

With this in mind, the Department will continue to make easily understandable information on approved programs of study and career pathways, career exploration, work-based learning and early postsecondary opportunities, and guidance and advisement resources, readily available to students, parents and guardians, educators, and special populations.

**d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)**

Using the Tennessee Model framework, most secondary CTE career pathways include an early postsecondary opportunities and courses built into the program of study and career pathways. These EPSOs include:

- Advance Placement (AP)
- Cambridge International Examinations (CIE)
- College Level Exam Program (CLEP)
- Dual or Concurrent Enrollment (DE)
- International Baccalaureate (IB)
- Statewide Dual Credit (SDC)
- Industry Certification (IC)

In addition to these statewide EPSOs, many secondary programs have articulation agreements with postsecondary institutions within their respective service area for Local Dual Credit (LDC).

The Tennessee Colleges of Applied Technology (TCATs) provide postsecondary competency-based clock-hour programs with defined certificate and diploma exit level, and the community colleges provide associate degrees in CTE programs. The TCATs have collaborated with the Department to articulate secondary programs of study courses to TCAT certificate programs, and TBR has developed a policy that allows TCAT graduates to articulate clock hour coursework to the Associate of Applied Sciences General Technology Degree at any public community college. All Department-approved programs of study in CTE include opportunities for students to earn postsecondary credit, either through dual enrollment, industry certification articulation agreements, statewide dual credit assessment opportunities, or national programs (such as AP and CIE). Through the state's dual enrollment grant, operated by Tennessee Higher Education Commission (THEC) and the Tennessee Student Assistance Corporation (TSAC), students are able to enroll in college courses through either the community college or college of applied technology system while still in high school, many times at no cost to them. The Department provides additional free and subsidized opportunities for students to obtain postsecondary credit, particularly those who meet the definition of economically disadvantaged.

The Department and TBR executed a Memorandum of Understanding (MOU) that includes strategies to support increased and equitable access to early postsecondary programs. Furthermore, the MOU allows a portion of reserve funds to be set aside for eligible postsecondary recipients to support these and other transition activities.

Revised standards and high school graduation requirements were developed as part of the Tennessee Diploma Project to align academic standards and student testing with postsecondary and workplace expectations. The TSBE high school policy (2.103), in conjunction with the accountability framework outlined in Tennessee's ESSA state plan, will hold schools accountable for graduating students who are college and workforce ready.

The Tennessee General Assembly also passed legislation that impacts secondary and postsecondary transition opportunities. Public Chapter Number 459 (PC 459) Tennessee Code Annotated Title 49 §15 calls for the establishment of transition opportunities between secondary schools and all public postsecondary institutions to include the TCATs, community colleges and universities. It also calls for the expansion of statewide transition opportunities to include dual enrollment, credit by assessment, and articulation. The legislation calls for the establishment of early college credit opportunities in both academic and career and technical education courses.

As a result of this and other State legislation and policy, Tennessee developed a consortium for cooperative innovative education consisting of K-12 and higher education officials. The work of the consortium has resulted in the development of several new dual credit programs, including

SDC that have been offered statewide since 2014 and an increase each year in the number of offerings.

**e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122 (d)(12) of Perkins V)**

As part of the local planning development process, the Department requires eligible recipients to demonstrate involvement of parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation and evaluation of programs. Eligible recipients will include evidence of this involvement in the local application and the size, scope, and quality indicator portfolios described in Section II (B)(2)(h) of this plan.

At the State level, the Department and TBR are fortunate to maintain multiple active state-level advisory councils and be involved in committees representing these stakeholders. These councils, including the Tennessee Council for Career and Technical Education (TCCTE) and committees are extremely active and provide the research and recommendations for career and technical improvement in Tennessee.

At both State and local level, CTE programs of study and career pathways are planned, developed and implemented by a strong network of these required and additional, interested stakeholders. Evaluation of the effectiveness of these programs of study and career pathways are based on an organized results based monitoring process and the evaluation of student level performance data.

Furthermore, at the postsecondary level programs of study and career pathways require peer review, review by the business and industry that they serve, by accreditation agencies and by students. Postsecondary institutions maintain advisory and alumni committees that meet on a periodic basis to advise the college and its administration, including specific programs of study. All programs of study and career pathways must be approved by the Tennessee Board of Regents who represent the general public, these required stakeholder groups, and are appointed by the Governor.

**f. Include a copy of the local application template the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.**

All eligible recipients seeking funding under this Act must complete the local application. The Local Application Guide will be included in Appendix D: Perkins V Local Application and Comprehensive Local Needs Assessment (CLNA) Guide in the final submission. The local application will include specific responses to address the following:

1. a description and results of the comprehensive needs assessment (CLNA);
2. information on the CTE career pathways or program(s) of study, course offerings, and activities to be provided and supported with Perkins funds;
  - a. Program(s) of study supported with Perkins funding shall be fully compliant;<sup>11</sup>
3. a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide a series of career exploration and career guidance activities;
4. a description of how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through integration;
5. a description of how the eligible recipient will provide activities to prepare special populations for high skill, high wage, and in-demand occupations that will lead to self-sufficiency; prepare CTE participants for non-traditional fields; provide equal access for special population to CTE courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;
6. a description of the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable;
7. a description of how the eligible recipient will provide students participating in CTE the opportunity to gain postsecondary credit while still attending high school, as practicable;
8. a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel; and,
9. a description of how the eligible recipient will address disparities or gaps in performance between groups of students during the application year, and if no meaningful progress has been achieved, a description of the additional actions that will be taken to eliminate these disparities or gaps.

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<sup>11</sup> For a program of study to be fully compliant it must meet the definition of “size, scope, and quality” as outlined in this State Plan.

The local application, including goal setting and completion of the CLNA will be completed by the eligible recipient at least once every two years. Eligible recipients will be required to update the local application action steps and budget at least annually.

**g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V.**

The results of the comprehensive local needs assessment (CLNA) will be included with the local application and completed at least once every two years.

The guide for eligible recipients is included in Appendix D: Perkins V Local Application and Comprehensive Local Needs Assessment (CLNA) Guide.

**h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.**

Tennessee is committed to administering career and technical education through vertically aligned programs as outlined in the Tennessee Model which begin in middle school, progress through high school, and lead to postsecondary opportunities and are designed in collaboration with local stakeholders, and evaluated through strong student outcomes.

In order for a recipient to be eligible for funding under this Act, the recipient must provide career and technical education programs that meet the definition of size, scope, and quality. This is defined as vertically aligned programs, which are designed in collaboration with local stakeholders and evaluated through strong student-focused career outcomes and meets the following indicators:

1. Offer approved program(s) of study with sequenced courses of sufficient size to meet the needs identified by the local advisory council and aligned to local and regional employment opportunities.
2. Allows students to develop academically and receive adequate training to be successful in high skill, high wage, and/or in-demand opportunities.
3. Ensures students have access to quality educators in the classroom and provides opportunities for educator professional development to support their continued growth.
4. Supports student and parent understanding of how personal interests, abilities, and values might predict success in academic and career fields and how to form goals accordingly.

5. Allows students to demonstrate their college and career readiness through work-based learning experiences, career and technical student organizations (CTSO) participation, and early postsecondary credit attainment, including industry certification(s).

The Department will assess this definition during the *Strengthening Career and Technical Education in Tennessee State Plan* through local CTE program implementation which will reestablish minimum expectations of quality, relevancy, and alignment with Perkins V requirements:

**Indicator 1 – Appropriate program size, alignment, and sequence which is informed by stakeholders:** Does the eligible recipient offer approved program(s) of study with sequenced courses of sufficient size to meet the needs identified by the local advisory council and aligned to local and regional employment opportunities?

- 1.1 Program(s) of study offered by the eligible recipient with course offerings, descriptions, and enrollment which appropriately addresses the needs identified during the CLNA process.
- 1.2 Current labor market data to support high skill, high wage, and/or in-demand employment opportunities in the aligned program(s) of study.
- 1.3 Active advisory council engaged on a regular basis to inform, implement, and evaluate program(s) of study.

**Indicator 2 – CTE offerings which are of sufficient size and scope:** Does the eligible recipient support programs which allow students to develop academically and receive adequate training to be successful in high skill, high wage, and/or in-demand opportunities?

- 2.1 Integration of appropriate grade level academic, technical, employability, and leadership skill development in high skill, high wage, and/or in-demand opportunities in the aligned program(s) of study.

**Indicator 3 – Quality educators which contribute to the profession:** Does the eligible recipient ensure students have access to quality educators in the classroom and provide opportunities for educator professional development to support their continued growth?

- 3.1 Properly endorsed and licensed educators who participate in opportunities for continued professional learning, ongoing development, and instructional improvement.

**Indicator 4 – Career counseling and advisement which impact students:** Does the eligible recipient support student and parent understanding of how personal interests, abilities, and values might predict success in academic and career fields and how to form goals accordingly?

- 4.1 Student learning plan(s) which include interest inventory and aptitude assessment results and advisement activities leading to enrollment in aligned course pathways.
- 4.2 Activities demonstrating parent/guardian and student advisement sessions.

**Indicator 5 – Opportunities for students to demonstrate readiness:** Does the eligible recipient allow students to demonstrate their college and career readiness through work-based learning experiences, career and technical student organizations (CTSO) participation, and early postsecondary credit attainment, including industry certification(s)?

5.1 Activities demonstrating classroom, school, and/or community-based work-based learning and/or career exploration experiences.

5.2 Activities demonstrating classroom, school, and/or community-based student leadership programming and competitive events.

5.3 Dual credit, dual enrollment, or articulation agreements and/or other aligned early postsecondary opportunities allowing students to earn postsecondary credit and/or industry certifications, demonstrating current linkage to postsecondary through a program of study.

Evidence of meeting these indicators must be organized at the program of study or career pathway level, kept in an electronic portfolio by the eligible recipient, and evaluated annually by local administrators. These portfolios will also be evaluated by the Department during the subrecipient risk-based monitoring process.

### 3. Meeting the Needs of Special Populations

- a. Describe the eligible agency’s program strategies for special populations, including a description of how individuals who are members of special populations—**
- i. will be provided with equal access to activities assisted under this Act;**
  - ii. will not be discriminated against on the basis of status as a member of a special population;**
  - iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high skill, high wage, or in-demand industry sectors or occupations;**
  - iv. will be provided with appropriate accommodations; and**
  - v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122 (d)(9) of Perkins V).**

Tennessee is committed to meeting the educational needs of all students. Students who are identified special populations, as defined by the Act, must have access to and be able to successfully participate in Tennessee CTE programs. To assure that such students have the opportunity to meet or exceed expectations, it is critical that local strategies and services are in place to achieve success. Special populations are defined by the Act as:

- (A) individuals with disabilities;

- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for non-traditional fields;
- (D) single parents, including single pregnant women;
- (E) out-of-work individuals;
- (F) English learners;
- (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who –
  - (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
  - (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

In order to receive Federal funds through this Act, all eligible recipients are required to comply with all state and federal laws, regulations, and guidance which prohibit discrimination based on race, color, national origin, sex, and disabilities. Eligible recipients are required to provide equal access to all programs and comply with requirements for non-discrimination notices to students, parents, employees, and the general public.

The Department also requires eligible recipients to have a written procedure in place with outlined strategies to ensure students of special populations have equal access to and are adequately prepared for high skill, high wage, and/or in-demand occupations through CTE programs. These strategies must include, but are not limited to, the following:

1. specific professional development activities for CTE teachers, counselors and administrators demonstrating a focus on special populations of students;
2. plans to close performance gaps between groups of students based on disaggregated student level data;
3. outreach and recruitment information regarding high skill, high wage and/or in-demand occupations with an emphasis on non-traditional opportunities;
4. special or adapted existing instructional materials, tools, and individualized education plans which outline individualized support for special population students enrolled in CTE programs;
5. coordinated supplemental services for special population students enrolled in CTE programs; and,
6. appropriate adaptive equipment, assistive devices, and new technology for students with disabilities, as funding is available.

During the comprehensive local needs assessment (CLNA) and local application process, each eligible recipient must review and analyze student level data which is disaggregated for special populations served by CTE programs and their performance. Using the disaggregated data, eligible recipients are required to design programs and services that enable special populations

to improve performance outcomes and overcome barriers. This comprehensive evaluation includes reviewing each targeted subgroup, identifying activities to improve performance outcomes, developing strategies and timelines to overcome these barriers, and documenting the expected outcomes. Technical assistance is provided to districts as needed to address concerns or questions around access, non-discrimination, and appropriate accommodations and modifications for students of special populations.

In addition to previously identified strategies supporting all special population students, Tennessee will focus additional resources and strategies to support individuals with disabilities and individuals from economically disadvantaged families, including low-income youth and adults, which lead to high skill, high wage, and/or in-demand occupations. These additional resources and strategies may include the following:

1. targeted career exploration activities which focus on expanding career options, educational planning, and training in non-traditional jobs that are high skill, high wage, and/or in-demand;
2. comprehensive career and academic counseling and guidance using career interest and aptitude testing and placement services for part-time, seasonal employment, internships, apprenticeships, and work-based learning programs;
3. expanded access to work-based learning training and student transportation for work-based learning opportunities;
4. recruitment of industry partners offering high-quality, paid work-based learning or apprenticeship experiences and transitional opportunities for students with disabilities;
5. support for career development assessments demonstrating mastery of workplace and employability readiness skills; and,
6. additional funding opportunities through Perkins Reserve funds to support distressed and/or at-risk counties in Tennessee, students with disabilities, and economically disadvantaged populations in CTE.

All students, including special population groups, have access to CTE course content and are expected to use the same curriculum and assessments as general population groups in LEAs receiving support under this Act, with appropriate accommodations and modifications. This is the minimum expectation and eligible recipients should identify specific strategies to recruit special population groups through strong career advisement including aptitude and interest survey assessment which is then mapped for the student to the aligned program of study or career pathway. The Department will continue to utilize developed student supports and resources to assist special education teachers, CTE teachers, counselors, and student individualized education plan (IEP) team members to address barriers for students with disabilities or special needs to access high-quality CTE programs.

To ensure that all CTE teachers are equipped to work with students in special populations, staff development activities will be provided through Department provided professional

development. This support will be provided to assist teachers, administrators, and counselors in analyzing data to differentiate instruction, develop programs of study for high skill, high wage and/or in-demand occupations, and develop intervention strategies for specialized support services to special populations.

During the State Plan timeline, the Department will use Leadership funds to provide additional targeted support and build capacity in districts to support students in special populations. This will include the “CTE Master Teacher” program, the “New CTE Director Academy,” and the “CTE Leadership Academy” discussed in Section II(B)(1)(d).

Students and families who have complaints regarding program access issues may bring these concerns to their local school, district, school board, or directly to the Department. The Department also conducts onsite program access visits with eligible recipients through the Office of Civil Rights (OCR) as required by Federal law and regulations.

#### 4. Preparing Teachers and Faculty

**a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)**

Previously, the Department and the Council for Career and Technical Education (TCCTE) conducted a research project to determine the potential retirement status of CTE teachers. The results were alarming in that 24.1% of the CTE teachers are eligible to retire within three years.

As a result of these data the Department developed and implemented the Experienced Professionals in the Classroom initiative. This initiative focuses on alternative strategies to the traditional university educator preparation program (EPP) track for the recruitment of CTE teachers. In 2019, the TSBE approved the first “district-led” EPP in Rutherford County, TN which allows new educators to earn their license and meet of the legislated requirements while working in the LEA. Initial success with this program have prompted additional LEAs to explore this as an alternative to meet their needs in addition to traditional EPPs.

Additionally, *Best For All* highlights strategic priority area, Educators. Specifically, the Department looks to scale up grass roots movements like the work in the Clarksville-Montgomery County School System for their efforts to create advanced courses for teaching as a profession and the “Grow Your Own” initiative for prospective educators to work in the system while earning required postsecondary credentials. Commissioner Schwinn and *Best For All* have been very

clear, Tennessee will set a new path for the education profession and be the top state to become and remain a teacher and leader through strong recruitment, preparation, and development supports.

Recruiting CTE teachers is one barrier, but retaining those CTE teachers in another. Many teachers leave the profession or return to the private sector every year leaving students with gaps in their educational experience. Based on survey information, many of those former teachers left the profession because a lack of support. In this plan, the Department will focus on strong supports for CTE teachers including ongoing pedagogical training, leadership, and content focused professional development. This will include Department strategies:

- Professional development training programs for new occupational licensed teachers at least twice per year with a primary focus to effectively transition them to teaching from industry.
- Professional development training through statewide trainings like the Institute for CTE Educators, will target CTE teachers, special education teachers, postsecondary, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals, to provide instruction, leadership, and supports he knowledge and skills needed to work with and improve instruction for special populations.
- Regional and statewide professional development for CTE administrators to build capacity for local implementation, including the New CTE Director Academy, launched in 2019, and the development of specific leadership training and professional development through a “CTE Leadership Academy.”
- Additional teacher supports through the “Master Teacher” program as identified in *Best For All* which the Department will utilize to support curriculum and resource development for CTE teachers, facilitation of the Occupational Licensed New Teacher Training, and to assist in the development of stronger teacher instructional practices and revisions to courses and programs of study.
- Expansion of teacher externship style programs coupled with student internship and work-based learning placements.

## C. Fiscal Responsibility

### 1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

- a. each eligible recipient will promote academic achievement;
- b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and
- c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

Eligible recipients are defined in Perkins V Section 2(21), with the majority of eligible recipients in Tennessee classified as a local education agency (LEA), eligible to receive assistance under Section 131, or a postsecondary institution, eligible to receive assistance under Section 132 of the legislation.

To receive assistance under this Act, the Department and TBR will largely continue the local planning process previously established under the Carl D. Perkins Act of 2006 (Perkins IV) with appropriate modifications to ensure compliance with Perkins V. This updated process will require the eligible recipient to:

1. Complete the comprehensive local needs assessment (CLNA) and respond to required questions in narrative form.
2. Complete a local application which will:
  - a. Identify the approved CTE career pathways and program(s) of study offered by the eligible recipient and supported with Perkins V funds,
    - i. Please note, CTE career pathways and program(s) of study supported with Federal funds must meet size, scope, and quality indicators.
  - b. Outline the strategies implemented across the supported CTE career pathways and program(s) of study which promote academic achievement, technical and employability skill development, career advisement, work-based learning activities, aligned industry certification, and early college and career experiences for participating students;
  - c. Detail the goals, action steps, timelines, and expected outcomes which must be aligned to the regional and local economic and education needs identified through the CLNA to prepare students for regional and local high skill, high wage, and/or in-demand occupations;
  - d. List professional development activities the eligible recipient plans to offer and describe the coordination with postsecondary institutions to support the recruitment, preparation, retention and training of CTE educators;
  - e. Describe the process adopted by the eligible recipient for how disparities or gaps in student performance will be addressed.

- f. Identify the appropriate contact for the eligible recipient which meets the employment standards outlined by the TSBE and TBR.
3. Complete a detailed budget which accounts for the funding allocated to the eligible recipient and remains within the budget parameters established by the Department and TBR:
- a. **NO LESS THAN 5%** of the eligible recipient basic allocation must be used for the purpose of preparing, training, recruiting, and/or retaining CTE educators through professional and leadership development.
    - i. At the postsecondary level, TBR is exempt from this requirement and may utilize other funding sources to provide professional development.
  - b. **NO MORE THAN 5%** of the eligible recipient basic allocation will be retained for the purpose of carrying out administration of the Act.
  - c. **NO MORE THAN 5%** of the eligible recipient basic allocation will be used for the purpose of purchasing consumable program supplies and materials.
  - d. **NO MORE THAN 5%** of the eligible recipient basic allocation will be used for the purpose of repairing or maintain previously purchased equipment, or consumable supplies and materials.
  - e. **NO MORE THAN 20%** of the eligible recipient basic allocation will be used to support career and technical student organizations or competitions.
    - i. At the postsecondary level, TBR is exempt from this requirement.
  - f. If an eligible recipient does not meet performance targets 2 or more consecutive years, **THEN NO LESS THAN 5%** of the eligible recipient basic allocation must be used for purpose of addressing the performance indicator and identified gaps in student performance.
    - i. This percentage will increase if the eligible recipient does not meet performance targets for 3- and 4- consecutive years.

Please see Section IV and Appendix B: Perkins V Funding Summary and Distribution Chart for additional budget information and Appendix D: Perkins V Local Application and Comprehensive Local Needs Assessment (CLNA) Guide for detailed information regarding the process and criteria for awarding these funds to eligible recipients.

**2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—**

- a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and
- b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia,

**including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)**

Tennessee has chosen to distribute funding during the State Plan timeline as outlined below. This is further explained in Section IV: Budget and in Appendix B: Funding Summary and Distribution Chart.

1. **State Administration:** The Department will retain the maximum five percent (5%) of the State award to conduct state level administration activities.
  - a. Of the amount retained for State Administration, no more than eighty-five percent (85%) will be dedicated to secondary administration activities.
  - b. Of the amount retained for State Administration, no less than fifteen percent (15%) will be dedicated to postsecondary administration activities.
2. **State Leadership:** The Department will retain the maximum ten percent (10%) of the State award to conduct state level leadership activities.
  - c. Of the amount retained for State Leadership, no more than eighty-five percent (85%) will be dedicated to secondary leadership activities.
    - i. Of the amount retained for secondary leadership activities, no less than \$50,000 will be expended on state-level support and recruitment for non-traditional populations of students.
    - ii. Of the amount retained for secondary leadership activities, no less than \$60,000 will be expended on state-level support and recruitment for special populations of students.
    - iii. Of the amount retained for secondary leadership activities, no more than two percent (2%) will be expended on state-level support for state institutions.
  - d. Of the amount retained for State Leadership, no less than fifteen percent (15%) will be dedicated to postsecondary leadership activities.
3. **Local Funds:** The Department will distribute no less than eighty-five percent (85%) of the State award to eligible recipients as subrecipients.
  - a. Of the amount distributed as Local Funds, no less than eighty-five percent (85%) will be distributed for basic program improvement.
    - i. Of the amount distributed for basic program improvement, no more than eighty-five percent (85%) will be distributed to secondary through the formula outlined in the Act.
    - ii. Of the amount distributed for basic program improvement, no less than fifteen percent (15%) will be distributed to postsecondary through the formula outlined in the Act.
  - b. Of the amount distributed as Local Funds, no more than fifteen percent (15%) will be distributed to promote and foster innovation through the reserve.

- i. Of the amount distributed through the reserve, no less than thirty-four percent (34%) will be distributed through a competitive process for secondary.
- ii. Of the amount distributed through the reserve, no more than thirty-three percent (33%) will be distributed through a competitive process for secondary and postsecondary regional collaborative initiatives.
- iii. Of the amount distributed through the reserve, no less than thirty-three percent (33%) will be distributed through a competitive process for postsecondary.

The distribution for basic program improvement at the secondary level will be allocated to eligible recipients using the formula as outlined in section 131(a) of the Act.

The distribution for basic program improvement at the postsecondary level will be allocated to eligible recipients using the formula as outlined in section 132(a) of the Act.

Taking into account the additional state, local, and other Federal funding available to eligible recipients at the K-12 and postsecondary levels, this distribution of basic program improvement funding was determined to most effectively provide all Tennessee learners with the skills needed to succeed in the workplace.

**3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)**

During the State Plan timeline and as outlined in Appendix B: Perkins V Funding Summary and Distribution Chart, not less than eighty-five percent (85%) of the total State award will be distributed to eligible recipients as flow-through local funds. Of these local funds, eighty-five percent (85%) will be allotted for basic CTE program improvement with the remaining fifteen percent (15%) set aside for reserve funds.

Local funds allotted for basic CTE program improvement, will be split between eligible recipients at the secondary and postsecondary level. Not less than eighty-five percent (85%) of the total basic CTE program improvement allotment will be distributed to secondary through the local application process and based on the Perkins V population and poverty distribution formula, per Section 131 (a) and (e) of the Act.

The Department will not seek a waiver for the secondary allocation formula, per Section 131 (b) of the Act.

No eligible recipient at the secondary level receiving funds under this Act will receive less than the \$15,000 minimum allocation, per Section 131 (c) of the Act.

The Department will not authorize basic CTE program improvement funds at the secondary level in limited jurisdiction agencies as defined in Section 131 (d) of the Act, or LEAs which do not offer at-least one secondary program of study.

**4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.**

As outlined in Appendix B: Perkins V Funding Summary and Distribution Chart, not less than eighty-five percent (85%) of the total State award will be distributed to eligible recipients as flow-through local funds. Of these local funds, eighty-five percent (85%) will be allotted for basic CTE program improvement with the remaining fifteen percent (15%) set aside for reserve funds.

Local funds allotted for basic CTE program improvement, will be split between eligible recipients at the secondary and postsecondary level. Not less than fifteen percent (15%) of the total basic CTE program improvement allotment will be distributed to postsecondary institutions through an interagency agreement with the Tennessee Board of Regents (TBR) which governs the community college and technical college system in Tennessee. The eligible institutions will complete the approved TBR application process and receive funds based upon Section 133 (a)(1)(B) of Perkins V. The Department, with TBR, will not seek a waiver for the postsecondary allocation formula, per Section 132 (b) of the Act.

No postsecondary institution receiving funds under this Act will receive less than the \$50,000 minimum allocation, per Section 132 (c) of the Act.

**5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)**

Any adjustments in Perkins V allocations as a result of changes to school district boundaries will be addressed with the Department Chief Financial Officer and Federal Programs and Oversight

staff. To date, no grouping of eligible recipients have submitted documentation for consortia status to warrant an adjustment in the annually provided data.

The Department oversees the Achievement School District (ASD), a district which includes the lowest performing schools in the state. The ASD as an eligible recipient and may receive funds to support CTE activities. No additional private or charter schools outside of the ASD purview are currently receiving Perkins funds directly from the Department and no secondary schools in the state are funded by the Bureau of Indian Affairs. In most cases, charter schools come under the approval responsibility of the LEA eligible recipient. If a charter school meets Department approved criteria, they may coordinate support for CTE through the LEA identified as the eligible recipient for Perkins V in their service area.

In some special circumstances, the TSBE may review, approve, and serve as the authorizing entity of a charter school when a charter school and LEA cannot come to authorization terms. In the 2019-20 school year, there is one (1) charter school authorized by TSBE which could be eligible to receive funds based on Section 131 (d) definition. However, TSBE has not pursued funds under the Act to support CTE programs in this charter school. To receive funds in the future, TSBE would complete the local application process as all other secondary eligible recipients and funding would be allocated based on the same Perkins V population and poverty distribution formula, per Section 131 (a) and (e) of the Act.

**6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—**

- a. include a proposal for such an alternative formula; and**
- b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)**

**\*Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).**

The Department will not seek a waiver for the secondary allocation formula, per Section 131 (b) of the Act. No eligible recipient at the secondary level receiving funds under this Act will receive less than the \$15,000 minimum allocation, per Section 131 (c) of the Act.

**7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—**

- a. include a proposal for such an alternative formula; and**
- b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)**

**\*Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).**

The Department with TBR will not seek a waiver for the postsecondary allocation formula, per Section 132 (b) of the Act. No postsecondary institution receiving funds under this Act will receive less than the \$50,000 minimum allocation, per Section 132 (c) of the Act.

**8. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.**

As outlined in Appendix B: Perkins V Funding Summary and Distribution Chart, not less than eighty-five percent (85%) of the total State award will be distributed to eligible recipients as flow-through local funds. Of these local funds, fifteen percent (15%) will be set aside for reserve funds, as authorized under Section 112(c) of the legislation.

Of this fifteen percent (15%) set aside as reserve funds, not less than thirty-four percent (34%) will be individually awarded to eligible recipients at the secondary level and not more than thirty-three percent (33%) will be individually awarded to eligible recipients at the postsecondary level.

Of the remaining reserve funds, not more than thirty-three percent (33%) will be awarded for collaborative partnerships between eligible recipients at the secondary and postsecondary levels and/or regional eligible entities<sup>12</sup> to support the creation and implementation of innovative regional career pathways and CTE programs. This is a new potential funding stream to support the regional philosophy of career pathways and to strengthen the regional delivery mechanisms in Tennessee. The Department began the Tennessee Pathways initiative in 2012 as part of the nation Pathways to Prosperity Network. This work, despite inconsistent funding, has yielded significant collaboration and partnerships at the regional level across Tennessee. This opens a funding stream to support and strengthen these innovative regional career pathways partnerships.

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<sup>12</sup> Perkins V Sec. 2(19)

The reserve funds awarded through the State Plan must be used as described in Sec. 135 of the Perkins V legislation and shall support:

1. **Rural areas:** defined as a rural and/or sparsely populated LEA is determined based on the NCES Locale Code eligibility requirements for Title VI of ESEA, Rural Education Initiative (Locale Code 6, 7 or 8);
2. **Areas with high percentages of CTE concentrators or CTE participants:** an LEA with 25 percent or more of the total student population in grades 9–12 are CTE concentrators or CTE participants is considered a high percentage LEA
3. **Areas with high numbers of CTE concentrators or CTE participants:** an LEA with 200 or more CTE concentrators or CTE participants in grades 9–12 is considered an LEA with high numbers of CTE students; or,
4. **Areas with disparities or gaps in performance:** as described in Section 113(b)(3)(C)(ii)(II)

The purpose of awarding these reserve funds is to:

1. foster innovation through the identification and promotion of promising and proven CTE programs, practices, and strategies, which may include programs practices, and strategies that prepare individuals for nontraditional fields; and
2. promote the development, implementation, and adoption of programs of study and/or career pathways aligned with high skill, high wage, or in-demand occupations or industries.

The reserve funds will be awarded annually through a competitive grant application process with areas of focus based on the *Strengthening Career and Technical Education in Tennessee* State Plan priorities. In addition to this and the requirements above, in Tennessee we will prioritize funding to support those areas which are identified as economically distressed or at-risk.

In addition to this annual opportunity the Department recognizes and stakeholders validated that a single year of funding may not impact student outcomes long term. Therefore, the Perkins Reserve Grant will also be restructured to potentially provide continuing funds for recipients who exceed student outcome and performance data as defined in the initial application.

Please see Appendix E for more information on the Perkins Reserve Grant.

**9. Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)**

The Department elected to establish a new baseline level for the maintenance of fiscal effort (MOE) during the 1-Year Transition plan from Perkins IV and Perkins V. The aggregate expenditures for the state to establish the baseline MOE for the preceding fiscal year, as determined and reported in the FY18 Perkins IV Consolidated Annual Report, were \$ 1,161,947.00

## D. Accountability for Results

### 1. Identify and include at least one (1) of the following indicators of career and technical education program quality –

- a. The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential;
- b. The percentage of CTE concentrators graduating from high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
- c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)
- d. Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V)

Please note that inclusion of “other” program quality measure(s) is optional for States.

**Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality program indicator(s) the eligible agency selects to use.**

To ensure alignment with the overarching Workforce Development System goals in Tennessee, the Department has identified the percentage of CTE concentrators graduating from high school having participated in work-based learning as the program quality indicator 5S3.

Indicator 5S3 – Program Quality through Work-Based Learning (WBL) is defined as, “the percentage of CTE concentrators graduating from high school having participated in work-based learning.” To report this program quality indicator during the State Plan, the Department will measure performance using cohort CTE concentrator course enrollment in a WBL identified course using the following calculation:

- 5S3n – Number of CTE concentrators who were enrolled in any of the Department identified WBL courses, identified by course code, during the reporting year.
  - Please see Appendix A for the definition of WBL and the list of WBL courses and course codes, which is updated annually.
- 5S3d – Total number of CTE cohort concentrators who were identified in the reporting year.

Please note, the Department reserves the right to modify, expand, or otherwise alter the WBL identified courses included in the numerator for this program quality indicator calculation.

The Act also allows States the flexibility to include additional indicators of performance to assess

program quality which are “statewide, valid, and reliable, and comparable across the State.” In Tennessee, the proposed “Other” program quality indicator 5S4 will measure performance using the number of CTE cohort concentrators who earn a regular high school diploma and attain the Ready Graduate Indicator status identified in Tennessee’s Every Student Succeeds Act plan.

Due to the reporting timeline and appeals process, Indicator 5S4 – Program Quality through “Ready Graduate” Attainment will be reported on a one-year lag with Indicator 3S1 – Postsecondary Placement. To report this program quality indicator during the State Plan, the Department will measure performance using the following calculation:

- 5S4 – Number of CTE cohort concentrators who earned a regular high school diploma and who have met at least one of the Ready Graduate indicator measures:
  - Earn a composite score of 21 or higher on the ACT (or 1060 or higher on the SAT); or
  - Complete 4 early postsecondary opportunities; or
  - Complete 2 EPSOs and earn a Department promoted industry certification; or
  - Complete 2 EPSOs and earn a qualifying score of military readiness on ASVAB AFQT.
- 5S4 – Total number of CTE cohort concentrators who entered the 9th grade, plus those students who transferred in, minus those students who transfer out, emigrate, or become deceased which were identified for the reporting year.

Please note, the Department reserves the right to modify, expand, or otherwise alter the criteria for the Ready Graduate Indicator included in the numerator for this program quality indicator calculation through ongoing stakeholder engagement and feedback.

**2. Provide on the form in Section V, Form B, for each year covered by the State plan beginning in FY 2020, State determined performance levels for each of the secondary and postsecondary indicators, with levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)**

Please see Section V, form B for the secondary and postsecondary indicators levels of performance.

**3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include –**

- a. A description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance;**
- b. An explanation for the State determined levels of performance that meet each of the statutory requirements; and**
- c. A description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws. (Section 122 (d)(10) of Perkins V)**

**As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.**

To determine the baseline and to establish the State Determined Levels of Performance for the State Plan, the Department reevaluated previously reported concentrator data from Perkins IV using the new definitions under Perkins V. Those definitions and calculations are outlined below. For the secondary indicators:

**Indicator 1S1: 4-Year Graduation Rate**

- Defined in the Act as, “the percentage of CTE concentrators who graduate high school, as measured by the 4-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).” In Tennessee, indicator 1S1 will be measured to assess performance and accountability using the district 4-year adjusted cohort graduation rate, as reported to the Department. For indicator 1S1 the following calculation was used:
  - 1S1n: Number of CTE concentrators who earned a regular high school diploma by the end of the 4-years plus any summer school terms, including the summer school term after 12th grade which were identified for the reporting year.
  - 1S1d: Total number of CTE concentrators who entered the 9th grade, plus those students who transferred in, minus those students who transfer out, emigrate, or become deceased which were identified for the reporting year.

**Indicator 2S1: Academic Proficiency in Reading/Language Arts**

- Defined in the Act as, “CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.” In Tennessee, the indicator 2S1 will be measured to assess performance using the number of CTE cohort concentrators who have met either **(a)** the College Readiness Benchmark on the Reading subject test (18 or above for 2018-19) of the ACT assessment; or **(b)** achieved the level of

“on track” or “mastered” on the English II end of course assessment. For indicator 2S1 the following calculation was used:

- 2S1n: Number of CTE cohort concentrators during the reporting year who have met either (a) the College Readiness Benchmark on the Reading subject test of the ACT assessment; or (b) achieved the level of “on track” or “mastered” on the English II end of course assessment.
- 2S1d: Total number of cohort CTE concentrators during the reporting year who took the ACT Reading or the English II end of course assessment.

### **Indicator 2S2: Academic Proficiency in Mathematics**

- Defined in the Act as, “CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.” In Tennessee, the indicator 2S2 will be measured to assess performance using the number of CTE cohort concentrators who have met either **(a)** the College Readiness Benchmark on the Math subject test (score 22 or above for 2018-19) of the ACT assessment; or **(b)** achieved the level of “on track” or “mastered” on the Algebra II or Integrated Math III end of course assessment administered by the Department. For indicator 2S2 the following calculation was used:
  - 2S2n: Number of CTE cohort concentrators during the reporting year who have met either (a) the College Readiness Benchmark on the Math subject test of the ACT assessment; or (b) achieved the level of “on track” or “mastered” on the Algebra II or Integrated Math III end of course assessment.
  - 2S2d: Total number of CTE cohort concentrators during the reporting year who took the ACT Math or the Algebra II or Integrated Math III end of course assessment.

### **Indicator 2S3: Academic Proficiency in Science**

- Defined in the Act as, “CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act. ”In Tennessee, the indicator 2S3 will be measured to assess performance using the number of CTE cohort concentrators who have met either **(a)** the College Readiness Benchmark on the Science subject test (score 23 or above for 2018-19) of the ACT assessment; or **(b)** achieved the level of “on track” or “mastered” on the Biology end of course assessment administered by the Department. For indicator 2S3 the following calculation was used:
  - 2S3n: Number of CTE cohort concentrators during the reporting year who have met either (a) the College Readiness Benchmark on the Science subject test of the ACT assessment; or (b) achieved the level of “on track” or “mastered” on the Biology end of course assessment.
  - 2S3d: Total number of CTE cohort concentrators during the reporting year who

took the ACT Science or Biology end-of-course assessment.

### **Indicator 3S1: Postsecondary Placement**

- Defined in the Act as, “The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.” In Tennessee, secondary Indicator 3S1 will mirror postsecondary indicator 1P1, and will be measured to assess performance at the program of study level using follow-up survey data and any supplemental data gathered through the state reported, longitudinal employment data system. For indicator 3S1 the following calculation was used:
  - 3S1n – Number of CTE concentrators who in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.
  - 3S1d – Total number of CTE concentrators who were reported to have graduated in the 4-year adjusted graduation cohort from the previous school year.

### **Indicator 4S1: Non-traditional Program Enrollment**

- Defined in the Act as, “the percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.” In Tennessee, Indicator 4S1 will mirror postsecondary indicator 3P1, and will be measured to assess performance at the program of study level. Representatives from secondary, postsecondary, and the Tennessee Department of Labor and Workforce (TDLWD) will evaluate state reported, longitudinal employment data to determine a unified list of non-traditional occupations or fields of work for use during the Perkins V State Plan. For indicator 4S1 the following calculation was used:
  - 4S1n – Number of CTE concentrators during the reporting year who were enrolled in programs of study leading to non-traditional occupations or fields from an underrepresented gender.
  - 4S1d – Total number of CTE concentrators during the reporting year who were enrolled in programs of study leading to non-traditional occupations or fields.

Secondary Indicator 5S3: Program Quality through WBL and Indicator 5S4: Program Quality through “Ready Graduate” are detailed in Section III(1) of this plan.

For the postsecondary and adult indicators:

**Indicator 1P1: Postsecondary Retention and Placement**

- Defined in the Act as “the percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.” In Tennessee, postsecondary Indicator 1P1 will mirror secondary indicator 3S1, and will be measured to assess performance at the program of study level using follow-up survey data and any supplemental data gathered through the state reported, longitudinal employment data system. For indicator 1P1 the following calculation was used:
  - 1P1n – Number of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.
  - 1P1d – Total number of CTE concentrators who were reported to have completed the program from the previous school year.

**Indicator 2P1: Credential, Certificate, or Diploma**

- Defined in the Act, “The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.” To determine the baseline for the State Plan, the Department reevaluated previously reported postsecondary intuition attainment data using the new definition for indicator 2P1 and the following calculation:
  - 2P1n: Number of CTE concentrators who earned a recognized postsecondary credential, certificate, or diploma during participation in or within 1 year of program completion.
  - 2P1d: Total number of CTE concentrators who were reported to have completed the program from the previous school year.

**Indicator 3P1: Non-traditional Program Enrollment**

- Defined in the Act, “The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.” In Tennessee, postsecondary indicator 3P1 will mirror secondary indicator 4S1, and will be measured to assess performance at the program of study level. Representatives from secondary, postsecondary, and TDLWD will evaluate state reported, longitudinal employment data to determine a unified list of non-traditional occupations or fields of work for use during the Perkins V State Plan timeline. For indicator 3P1 the following calculation was used:

- 3P1n – Number of CTE concentrators during the reporting year who were enrolled in programs of study leading to non-traditional occupations or fields from an underrepresented gender.
- 3P1d – Total number of CTE concentrators during the reporting year who were enrolled in programs of study leading to non-traditional occupations or fields.

Overall, these indicators which evaluate for accountability, complement the goals for long term improvement as outlined under *Best For All*, the WDS plan, and the *Strengthening Career and Technical Education in Tennessee State Plan*. Specifically, the program quality indicator for work-based learning is included both in this plan and the WDS plan. Furthermore, the program quality indicator for Ready Graduate attainment aligns with the Department’s ESSA measures for LEA accountability and provides a more holistic view of college and career readiness through CTE.

Each eligible recipient will be assessed using these indicators on an annual basis with targets set using the baseline year and these calculations. Targets will be set and may be adjusted or negotiated at the local level after the second and fourth year of this plan, based on the recipients’ actual performance.

These indicators of performance, the calculations, and the definitions were presented to stakeholders during multiple meetings in the spring and summer 2019. These were also submitted for public comment during the summer and fall 2019. These and the actual percentages outlined for the measures of performance are again submitted for comment during the public comment period on the State Plan.

**4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).**

**As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.**

The Department received 26 electronic comments during the two open public comment periods. Respondents were a mix of parents, educators, government officials, community members, and business representatives. All were Tennessee residents. All were asked to respond with “disagree”, “no opinion”, or “agree” to the following questions:

1. I would support the Strengthening Career and Technical Education in Tennessee sections of the draft State plan as proposed.
  - 88% agreed or had no opinion while 12% disagreed with the draft as proposed.

2. I would support Section II – Narrative Descriptions, Part A. Plan Development and Coordination of the draft State plan as proposed.
  - 96% agreed or had no opinion while 4% disagreed with the draft as proposed.
3. I would support Section II – Narrative Descriptions, Part B. Program Administration and Implementation of the draft State plan as proposed.
  - 88% agreed or had no opinion while 12% disagreed with the draft as proposed.
4. I would support Section II – Narrative Descriptions, Part C. Fiscal Responsibility of the draft State plan as proposed.
  - 92% agreed or had no opinion while 8% disagreed with the draft as proposed.
5. I would support Section II – Narrative Descriptions, Part D. Accountability for Results of the draft State plan as proposed.
  - 92% agreed or had no opinion while 8% disagreed with the draft as proposed.
6. I would support Section III – Assurances, Certifications, and Other Forms of the draft State plan as proposed.
  - 92% agreed or had no opinion while 8% disagreed with the draft as proposed.
7. I would support Section IV– Budget the draft State plan as proposed.
  - 96% agreed or had no opinion while 4% disagreed with the draft as proposed.
8. I would support Section V – State Determined Performance Levels of the draft State plan as proposed.
  - 88% agreed or had no opinion while 12% disagreed with the draft as proposed.
9. I would support the Acknowledgements, Additional Contact Information and Appendices sections of the draft State plan as proposed.
  - 96% agreed or had no opinion while 4% disagreed with the draft as proposed.
10. Overall, I would support the draft Strengthening Career and Technical Education in Tennessee State plan as proposed.
  - 92% agreed or had no opinion while 8% disagreed with the draft as proposed.

The electronic format allowed for respondents to include general or open ended comments and feedback on the State plan:

- “Are funds going to be made available to hire additional instructors to provide career exploration in the lower grades? Are funds going to be made available to hire additional teachers to serve as work-based learning coordinators in order to double the number of student participants? CTE is the lowest priority on the staffing totem pole in most districts. Those positions are cut before others and not seen as priority as those in the required core academic subjects. When districts are faced with "having" to hire a new elementary PE teacher, by state mandate, then that will take priority over hiring staff to cover career exploration and WBL.”
- “I am excited about this opportunity for our students and our communities. It appears this plan seeks to unite all components of the educational process and to offer skills to all students. It was a mistake to do away with most of the career-

vocational programs in earlier years. All students need these skills as many students work during their college years. Many of our high school students either need to work or want to, and seriously contemplate leaving school when their classes appear to be irrelevant to their lives; having a range of career-vocational classes would broaden their outlook. Our educational system should not be either/or, meaning the student either chooses a college track or a career-vocational track and never the twain shall meet; the integration of skills and knowledge is essential for our students to become successfully employed in a global field.”

- “My only concern with this plan comes with the proposal to provide funds to purchase quality materials. While I agree quality materials are important, and I do value the ease of having a curriculum provided for me, I worry that this section will just be a push for the state to adopt Wit and Wisdom and Eureka Math as its official curricula. Teachers in my district are split in their opinions. Only the ones who love them will speak up, because our administration only wants to hear positives about curricula THEY chose and pushed on us. The rest of us (a large majority) hate these programs, and I dread seeing them rolled out on a massive state level.”
- “If you're going to encourage districts to adopt a reading curriculum, I urge you to allow teacher voices be heard. I know it will largely be up to the districts which materials are chosen, but I'm sure there are other valuable resources out there other than W&W. Student engagement is abysmal, especially in our low-income district where students fall behind easily. This curriculum does not support comprehension. Students rarely even get to hold a book in their hands during our READING classes - granted, I'm not sure if that's because the curriculum planned it that way, or if our district just doesn't have the funding to provide every student with every book. This brings me to another point - the program is prohibitively expensive, especially if a district wants to purchase all components. Eureka Math is WAAAAYYYY above our students' heads. Also, it isn't kid-friendly AT ALL. My students' eyes glaze over as soon as they see the materials. I don't know if this was the right place to voice these concerns or not. I feel like focus on teacher preparation programs and compensation would give you the most bang for your buck, because if you have quality teachers who value education in the classrooms, students are going to grow. Then, heaven forbid, you may be able to leave teachers alone and allow us to do our jobs, instead of feeding us scripted curricula that are going to be "fix-alls" - because THEY'RE NOT. One more thing ---- have you considered that our students are failing because the expectations of the standards and the tests are unreasonable? I feel like half of the released items for the 2nd grade assessment are absolutely ridiculous for 7 or 8 year old children. Perhaps we need to reevaluate our expectations - still keep them high and rigorous, but not try to set the kids up for failure with ridiculous test items that would rarely occur in the real world or are so long and wordy for second

graders that they have nervous breakdowns when they start testing (has actually happened at least 3 of my six years teaching).”

- “In order for equitable access to high skills careers (such as STEM) to be achieved, critical thinking and problem-solving skills need to be embedded early on. This should be supported through hands-on vocational learning in schools as well as in humanities courses which allow students to engage in problem-solving, philosophy, and ethics-- all super intriguing topics to students. I love STEAM and teach advanced level STEM at a Title 1 school. I transitioned to STEM teaching after earning a biomedical research science PhD because I want to see more equitable access to STEM and am assured that a STEM literate society is a better one. However, STEM interest does not happen in isolation-- students from marginalized backgrounds need the arts and humanities early on to build critical thinking skills. Students need vocational training in order to learn hands on critical thinking skills. Both of these translate into STEM when students have access to excellent class options. However, qualified STEM teachers (people who have actually practiced science) will not come and stay in our schools if there is not adequate funding for supplies and compensation for our skill set applied in a classroom setting. The gap is often not in the educator -- the gap is in school cohesion, follow through of campus support, funding, and most often-- too many students to teach per class. If the student to teacher ratio would be considered unreasonable for a once a week Sunday school class--why on Earth would Dept. of Ed. and legislators expect 1 adult teacher to be able to address the social, emotional, academic, and feedback needs of that many students in a classroom?”
- “90% - 95% of the budget should be spent at the secondary level and less at the post secondary level.”
- “2S2 makes a jump of 11.1% from FY2020 - FY2023, 2S3 makes a jump of 11.7% from FY2020 - FY2023, 3S1 makes a jump of 11.5% from FY2020 - FY2023, 5S2 [5S4] makes a jump of 24.7% from FY2020 - FY2023. While these are all good goals to have they might be more unrealistic and should be reevaluated.”
- “As a parent of a college student and a soon to be college student, I would like to add that we put too much emphasis on dual enrollment courses and AP courses when the students have no clue exactly what they want to do when they finish college. Both of my children have taken dual enrollment courses while in high school and I have seen first hand with my oldest child that he still has no clue what he wants to do even with his degree. I feel that in middle school, our students should have opportunities to job shadow multiple times before they reach the high school and take multiple interest inventories to help them with their interests. In our school system, the only opportunities students have for job shadowing is during their senior English class for one day. I feel this is not enough to help our students find their interests. I feel that Career Technical classes at the middle school would be greatly beneficial to students especially students who are hands on learners. I feel making students sitting in a class listening to a teacher lecture is not benefiting them. We need to give students

hands on experience to help them with interests and skills. We also need to stop saying "COLLEGE" and use the term "Post Secondary" so students do not feel they have to attend "college" We need to teach life skills and social skills to ALL students since I see this as area that students need daily. Students do not have soft skills to be successful in our work place today. Our state basis everything on a TEST score when we need to focus on SKILLS. We need to be realistic and teach our students what is going to make them successful. We put too much emphasis on being Mastered or On Track with test scores when we need to make sure they have skills to be employable once the student leaves our school system. If students have hands on learning early, I feel that we would not have discipline, attendance or failure in our classrooms. The students could feel success and therefore graduate with a high school diploma and be successful in postsecondary training. We need to shift our mindsets and expose our students early with CTE classes before high school. "

- "The plan is strong and outlines how the Department will support the local CTE programs in districts across the entire state."
- "It is a lot of educational speak that doesn't really do anything for the improvement of CTE education."
- "The Department of Media & Communication at East TN State University offers several industry certifications, including the Adobe Certified Associate (ACA), to both ETSU students and regional high school students. We plan on applying for a Perkins Reserve Grant (focus area #4 in the 2019-2020 Application Announcement) to underwrite that program's student exam fees (if it is available in the 2020-2021 version), as the ACA is listed as a recognized industry certification in Appendix B of the 2019-2020 document. In Appendix A of that document, however, the ACA is not included as an eligible certification for Focus Area #3: Testing Site/Licensed Instructor/Site Accreditation. The course instructors/proctors also must get ACA certified, and we would like ask CTE to consider adding the ACA to the list of Allowable Site License/Instructor Certifications, so that testing centers like ours will be eligible for funding from Focus Area #3 of the PRG program. The Microsoft Office certifications, for example, are eligible under both Focus areas #3 and #4. We ask for you to consider making the ACA credential the same. Thank you for all the good work you do for the State of Tennessee!"

From our partners at SCORE, the following considerations were submitted in written feedback from community organizations, parents, students and student advocacy groups, business leaders, and educators.

- The department proposes a strong plan for improving career and technical education opportunity in Tennessee. In conclusion, we note the following considerations:

- Develop strong, specific plans of action to prioritize equitable access, experiences, and student outcomes across school districts so that the plan's intent is not lost in implementation.
- Utilize the CLNA to ensure high-skill, high-demand, and high-wage CTE programs of study, with clear demand, skill, and wage criteria for assessing district programs.
- Incorporate incentives for specific, innovative components that expand high-quality learning experiences such as early and middle college models and other early postsecondary opportunities
- Link Perkins funding to rigorous quality assurance measures in the local application for the two, fully compliant programs of study
- Consider revisions to the "Size, Scope and Quality" measure that include quantifiable measures of both inputs and outcomes to assess program quality that are aligned to the plan's overall goals for improvement

No other written comment was received during the open public comment period. The Department received additional in-person, verbal feedback during the public comment period which was consistent with the trends outlined in the electronic and written public comments.

In general, based on these and the in-person comments received by the Department, this updated State plan includes revisions to the State Determined Levels of Performance annual targets, removing the initial dip originally expected in year 1 of this plan. While this does not lower the standards of high-quality CTE in Tennessee, this revision allows for smaller, incremental increases over the term of this plan without compromising the ambitious goals set by the Department.

The Department provided additional content to address specificity of plans to prioritize equitable access, experiences, and student outcomes, educator training and access to WBL and career exploration through innovative, virtual solutions and allowing LEAs and institutions to provide wrap-around services and transportation to support students in these learning experiences. While staffing will always remain a concern at the local level, additional content was included in the State plan regarding the development of electronic resources to assist in implementation of career exploration and additional training opportunities for teachers for work-based learning.

The Department also provided additional strategies to focus on employability, work ethic, and other 21st Century skill development and additional targeted strategies and support in the early and middle grades.

While not specifically outlined in the "Size, Scope and Quality" quantifiable measures and student outcome data will be used to assess program quality and are identified in the State Determined Levels of Performance. Each recipient of local funds will be assessed annually based on performance in these metrics.

The plan was not updated to incorporate additional incentives to expand high-quality learning experiences such as early and middle college models and other early postsecondary opportunities. The Perkins Reserve Grant was restructured for this purpose and additional State funding opportunities will be used to further incentivize innovative learning experiences.

Finally, concerning the need for high-quality materials, comments focused primarily on other subject areas outside of CTE; however, it is the position of the Department that all students deserve access to high-quality instruction on a daily basis, including materials for CTE students.

The Department would like to thank those concerned individuals who participated in the public comment period and sharing feedback to improve the quality of this plan.

**5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)**

**As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP)<sup>13</sup>, the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.**

As mentioned in Section II (d)(3) of this plan, each eligible recipient will be assessed using the indicators of performance on an annual basis based on the targets set using the baseline year and indicator calculations. Performance level targets may be adjusted or negotiated at the local level after the third year of this plan, based on the recipients' actual performance for the preceding two reporting years.

The Department will continue to utilize the practice of "Safe Harbor" when evaluating eligible recipient performance. In Tennessee, the term Safe Harbor is used to describe actual performance which is equal to or above 90% of the performance level target. An eligible

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<sup>13</sup> See page 11 of Committee Report at <https://www.congress.gov/115/crpt/srpt434/CRPT-115srpt434.pdf>.

recipient may meet a performance level target through Safe Harbor if the actual performance is 90% or higher of the performance level target for the indicator and the recipient made meaningful progress (.5 growth) toward the State Determined Performance goal during the reporting year.

If an eligible recipient does not meet performance target level (accounting for Safe Harbor) for consecutive years, the recipient will be required to take additional actions for the purpose of addressing identified gaps and improving student performance.

These additional corrective actions which will address gaps in student performance are outlined below:

**Corrective Actions in Year 1** – During the first year after a recipient is identified as not meeting a performance level target, the recipient must update the Department in the annual summary report to address each indicator in which 90% of the performance level target was not achieved. In the subsequent year, if a recipient meets the 90% level for each indicator then no improvement plan will be required.

**Corrective Actions in Year 2** – During the second year after a recipient is identified as not meeting a performance level target, the recipient must file an improvement plan with the Department that addresses each indicator in which 90% of the performance level target was not achieved in two consecutive years. The recipient will also be required to budget no less than 5% of the basic allocation for the purpose of addressing identified gaps, improving student performance, and supporting actions outlined in the improvement plan. Department staff will continue to provide technical assistance toward meeting the performance indicators that are not in compliance. In the subsequent year after the improvement plan is filed, if a recipient meets the 90% level for each indicator then no improvement plan will be required for the next year.

**Corrective Actions in Year 3** - During the third year after a recipient is identified as not meeting a performance level target and/or failing to implement the improvement plan, the recipient will be required to budget no less than 7.5% of the basic allocation for the purpose of addressing identified gaps, improving student performance, and supporting actions outlined in the improvement plan. Department staff will continue to provide technical assistance toward meeting the performance indicators that are not in compliance. In the subsequent year after the improvement plan is filed, if a recipient meets the 90% level for each indicator then no improvement plan will be required for the next year.

After the third year, if a recipient is again identified as not meeting a performance level target, the recipient will have the option to renegotiate local performance level targets and the improvement plan timeline with reset. However, the recipient will be required to

budget no less than 10% of the basic allocation during the fourth year for the purpose of addressing previously identified gaps and improving student performance.

**Corrective Actions in Year 4** – During the fourth year, if the recipient waived the option to renegotiate performance level targets and has implemented the original improvement plan but failed to meet 90% of the performance level target or the State Determined Performance goal on any indicator for three consecutive years, the Department may withhold a portion of funds from the recipient in order to execute a memorandum of understanding with the recipient for the purpose of providing intensive services to address identified gaps and support actions to improve student performance.

If at any time during this timeline a recipient meets the 90% level for each performance indicator then no corrective actions will be required for the following year.

## ***Section III – Assurances, Certifications, and Other Forms***

### **A. Statutory Assurances**

The eligible agency assures that:

1. It made the State plan publicly available for public comment<sup>14</sup> for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high skill, high wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

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<sup>14</sup> An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

## **B. EDGAR Certifications**

By submitting this Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

## **C. Other Forms**

The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): [https://apply07.grants.gov/apply/forms/sample/SFLLL\\_1\\_2-V1.2.pdf](https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf)
3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

## Section IV – Budget<sup>15</sup>

Fiscal Year (FY):

State Name: Tennessee

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	<b>Total Perkins V Allocation</b>	<b>100%</b>	\$ 27,353,102.00
2	<b>State Administration</b>	<b>5%</b>	\$ 1,367,655.10
2a	• Secondary Administration	85%	\$ 1,162,506.75
2b	• Postsecondary Administration	15%	\$ 205,148.25
3	<b>State Leadership</b>	<b>10%</b>	\$ 2,735,310.20
3a	• Secondary Leadership	85%	\$ 2,325,013.50
3b	• Postsecondary Leadership	15%	\$ 410,296.50
4	• Individuals in State Institutions	Secondary Leadership	\$ 45,000.00
4a	- Correctional Institutions	NA	NA
4b	- Juvenile Justice Facilities	NA	NA
4c	- Institutions that Serve Individuals with Disabilities	Secondary Leadership	\$ 45,000.00
5	• Non-traditional Training and Employment	Secondary Leadership	\$ 50,000.00
6	• Special Populations Recruitment	Secondary Leadership	\$ 60,000.00
7	<b>Local Formula Distribution</b>	<b>85%</b>	\$ 23,250,137.00
8	• Reserve	15%	\$ 3,487,520.55
9a	- Secondary Recipients	34%	\$ 1,185,756.99
9b	- Consortia of Secondary and Postsecondary Recipients	33%	\$ 1,150,881.78
10	- Postsecondary Recipients	33%	\$ 1,150,881.78
11	• Allocation to Eligible Recipients	85%	\$ 19,762,616.45
12	- Secondary Recipients	85%	\$ 16,798,223.98
13	- Postsecondary Recipients	15%	\$ 2,964,392.47
14	<b>State Administration Match (from non-federal funds)</b>	<b>NA</b>	\$ 1,367,655.10

<sup>15</sup> Appendix B: Perkins V Funding Summary and Distribution Chart. The department will prepare the annual budget based on estimated State allocations released from USED no later than March 1 annually.

## Section V – State Determined Performance Levels (SDPL)

Form: B – Secondary

State Name: Tennessee

Indicators	Baseline Level *	Performance Levels			
		FY 2020	FY2021	FY2022	FY2023
<b>Secondary Indicators<sup>16</sup></b>					
<b>1S1: Four-Year Graduation Rate</b>	96.5%	96.5%	97.0%	97.5%	<b>98.0%</b>
<b>2S1: Academic Proficiency in Reading/Language Arts</b>	41.2%	41.2%	42.6%	44.0%	<b>45.5%</b>
<b>2S2: Academic Proficiency in Mathematics</b>	36.8%	36.8%	39.3%	41.7%	<b>44.2%</b>
<b>2S3: Academic Proficiency in Science</b>	51.4%	51.4%	53.6%	55.8%	<b>58.0%</b>
<b>3S1: Post-Program Placement</b>	81.7%	81.7%	82.8%	83.9%	<b>85.0%</b>
<b>4S1: Non-traditional Program Concentration</b>	29.9%	29.9%	30.4	30.9%	<b>31.5%</b>
<b>5S3: Program Quality – Participated in Work-Based Learning</b>	9.4%	9.4%	12.5%	15.7%	<b>18.8%</b>
<b>5S4: Program Quality – Other Ready Graduate Attainment</b>	39.2%	39.2%	46.1%	53.1%	<b>60.0%</b>

**Note:** All percentages rounded to the nearest decimal place.

\* Denotes average baseline calculation using the previously reported 2016-17, 2017-18, 2018-19 data.

<sup>16</sup> Full definition of secondary indicators, including calculation is included in Appendix A: Acronyms, Terms, and Definitions: Definitions and Acronyms

## Section V – State Determined Performance Levels (SDPL)

Form: B – Combined Postsecondary and Adult

State Name: Tennessee

Indicators	Baseline Level *	Performance Levels			
		FY 2020**	FY2021	FY2022	FY2023
<b>Combined Postsecondary and Adult Indicators<sup>17</sup></b>					
<b>1P1: Post-Program Placement</b>	48.0%	48.0%	55.3%	62.7%	<b>70%</b>
<b>2P1: Earned Recognized Postsecondary Credential</b>	40.0%	40.0%	46.7%	53.3%	<b>60%</b>
<b>3S1: Non-traditional Program Concentration</b>	18.0%	18.0%	22.5%	27.0%	<b>31.5%</b>

**Note:** All percentages rounded to the nearest decimal place.

\* Denotes average baseline calculation using the previously reported 2015-16, 2016-17, 2017-18 data.

### Provide any additional information regarding SDPLs, as necessary:

Calculations were made by applying Perkins V data definitions to previously reported student/concentrators level data from Perkins IV. Not all data that is required under Perkins V was collected in the Perkins IV data and therefore, using this methodology could result in minor discrepancies from what was previously reported in the Consolidated Annual Report.

Perkins IV indicators were reported on postsecondary learners from the community college level and adult learners from the Tennessee Colleges of Applied Technology level. The Department and TBR will continue to disaggregate data at both levels in Perkins V; however, for the purpose of this State Plan, the Combined Postsecondary and Adult performance levels reflects the aggregate baseline and target for the average postsecondary and adult data.

*Notice: The Department reserves the right to update performance level targets based on actual performance after the first two years of implementation per Section 113(b)(3)(A) of the Perkins V legislation.*

<sup>17</sup> Full definition of postsecondary and adult indicators, including calculation is included in Appendix A: Acronyms, Terms, and Definitions: Acronyms, Terms, and Definitions





# Acknowledgements

## Acknowledgements

The Tennessee Department of Education would like to thank the many stakeholders who provided valuable feedback during the development of the *Strengthening Career and Technical Education in Tennessee* State Plan, including:

- Advance CTE
- Association of Builders and Contractors
- Association of Career and Technical Education and Tennessee (ACTE)
- Bridgestone Corporation
- Bristol Tennessee Essential Services
- Bristol Tennessee/Virginia Chamber of Commerce
- Campaign for School Equity
- Career and Technical Education Policy Exchange (CTEx), Georgia State University
- Chattanooga Chamber of Commerce
- Cheekwood Estate Gardens
- Colorado Community College System
- Communities in Schools of Tennessee
- Complete Tennessee
- County Music Television (CMT)
- The Foundation for Excellence in Education
- Growth Innovation Group
- Highlands Economic Partnership
- Jackson Chamber of Commerce
- Jobs For the Future – Pathways to Prosperity Network
- JP Morgan Chase – New Skills for Youth
- Memphis Education Fund
- Nashville Area Chamber of Commerce
- Nashville Public Education Foundation
- National Alliance for Partnerships in Equity
- Nebraska Department of Education
- Nissan North America, Inc.
- Ohio Department of Education
- Professional Educators of Tennessee
- Save the Children Action Network
- Tennessee Achieves
- Tennessee Afterschool Network
- Tennessee Association of Agricultural Educators (TAAE)
- Tennessee Board of Regents
- Tennessee Bureau of Workers Compensation
- Tennessee Business Roundtable
- TennesseeCAN
- Tennessee Chamber of Commerce and Industry
- Tennessee College Access and Success Network
- Tennessee Council for Career and Technical Education
- Tennessee Department of Agriculture
- Tennessee Department of Correction
- Tennessee Department of Economic and Community Development
- Tennessee Department of Human Services
- Tennessee Department of Labor and Workforce Development
- Tennessee Directors of Career and Technical Education
- Tennessee Educational Equity Coalition
- Tennessee Farm Bureau
- Tennessee Farmers Co-Op
- Tennessee FFA Foundation
- Tennessee Higher Education Commission
- Tennessee NAACP
- Tennessee School Board Association
- Tennessee State Board of Education
- Tennessee State Workforce Development Board
- Tennessee Organization of School Superintendents (TOSS)
- Tennessee State Collaborative On Reforming Education (SCORE)

- Tennessee STEM Innovation Network
- Tennessee Student Success
- The Peer Group
- University of Tennessee
- U.S. Department of Education, Office of Career, Adult and Technical Education
- Vanderbilt University
- ...and other state and national partners.

The Tennessee Department of Education would like to thank the many secondary and postsecondary education stakeholders and advisory partners<sup>18</sup> for their intensive contributions to the development of the *Strengthening Career and Technical Education in Tennessee State Plan*, including:

- Alcoa City Schools
- Arlington Municipal School District
- Bradley County School
- Bristol Tennessee City Schools
- Clarksville-Montgomery County Schools
- Cleveland City School
- Coffee County Schools
- DeKalb County Schools
- Hardeman County Schools
- Henry County Schools
- Jackson-Madison County Schools
- Kingsport City Schools
- Knox County Schools
- Lawrence County Schools
- Milan Special School District
- Northeast State Community College
- Obion County Schools
- Oak Ridge Schools
- Pellissippi State Community College
- Polk County Schools
- Rutherford County Schools
- Shelby County Schools
- TCAT – Athens
- TCAT – Crump
- TCAT – Elizabethton
- TCAT – Knoxville
- TCAT - Morristown
- Weakly County Schools
- Williamson County Schools
- Wilson County Schools
- White County Schools
- ...and other state secondary and postsecondary partners.

The Tennessee Department of Education would specifically like to thank these state and national partners who contributed additional intellectual resources, thought, and direct input. Portions of this plan are sourced from publicly available or purchasable documents, including:

- Advance CTE
- Association of Career and Technical Education
- Brustein & Manasevit, PLLC
- The Foundation for Excellence in Education
- Jobs For the Future
- State Collaborative on Reforming Education (SCORE)

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<sup>18</sup> Listed alphabetically.

- Tennessee Board of Regents
- Tennessee Department of Labor and Workforce Development
- Tennessee Department of Education,
- U.S. Department of Education

Photos published in this plan and subsequent materials presenting portions of this plan are sourced from publicly available photos from:

- Tennessee Department of Education
- Tennessee Economic and Community Development
- Tennessee Farm Bureau Federation

Credit is hereby acknowledged to all state and national partners for their contributions.

## ***Additional Contact Information***

For more information regarding the implementation of the *Strengthening Career and Technical Education in Tennessee State Plan*, please utilize the following contact information:

### **For general comments or questions:**

[CTE.Questions@tn.gov](mailto:CTE.Questions@tn.gov).

### **For secondary education:**

Tennessee Department of Education  
Andrew Johnson Tower, 11<sup>th</sup> Floor  
710 James Robertson Parkway  
Nashville, TN 37243  
(615) 532-2808

- Dr. Jean Luna, Chief of College, Career and Technical Education  
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### **For postsecondary and adult education:**

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TCT  
CONTACT  
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# Appendices

# Appendix A: Acronyms, Terms, and Definitions

## ***Common Acronyms and Terms***

**ACT/ SAT** – Standardized tests used for college admissions

**ACTE** – Association for Career and Technical Education

**AP** – Advanced Placement

**CIE** – Cambridge International Examination

**CLEP** – College Level Examination Program

**CTE** – Career and Technical Education

**DE** – Dual enrollment

**Department/TDOE** – Tennessee Department of Education

**EPSO** – Early postsecondary opportunities, including AP, DE, LDC, SDC, CIE, IB, CLEP, IC

**ESEA** – Elementary and Secondary Education Act

**ESSA** – Every Student Succeeds Act

**IB** – International Baccalaureate

**IC** – Industry certifications

**LDC** – Local dual credit or articulated dual credit

**OCTAE** – U.S. Department of Education, Office of Career, Technical, and Adult Education

**RGI** – Ready Graduate Indicator

**SDC** – Statewide dual credit

**TBR** – Tennessee Board of Regents

**TCAT** – Tennessee Colleges of Applied Technology

**TDLWD** – Tennessee Department of Labor and Workforce Development

**TDECD** – Tennessee Department of Economic and Community Development

**TSBE** – Tennessee State Board of Education

**USED** – U.S. Department of Education

**WDS** – Tennessee Workforce Development System

**WBL** – Work-Based Learning

**WIOA** – Workforce Innovation Opportunity Act

## ***Definitions***

### **Career**

The term career is defined as a long-standing occupation aligned with a person's interests.

### **Career and Technical Education (CTE)**

Career and Technical Education, or CTE, is the knowledge, technical, and employability skills taught through career focused programs of study, courses, standards, and relevant experiences in grades 5-12 and postsecondary and prepare learners for advanced education and/or training in aligned occupations and current or emerging careers.

### **Career Awareness**

Career awareness is gaining hands-on access to the day-to-day work of the career through, for example, an internship.

### **Career Exploration**

The term career exploration refers to gaining hands-on access to the day-to-day work of the career through, for example, a job shadow or virtual industry tour experience.

### **Career Pathway**

The term career pathway and CTE program of study, when used in the Strengthening Career and Technical Education in Tennessee State Plan, may be used interchangeably.

### **Career/ Academic Counseling**

The term Career/ Academic counseling refers to the support of a student's academic, socio-emotional, and career awareness development.

### **Career and Technical Student Organizations (CTSO)**

The term Career and Technical Student Organization, or CTSO, refers to those organizations which are identified by the Department as co- or intra-curricular and support the integration of leadership and skill development experiences in CTE programs of study, courses, and programs. Tennessee formally supports seven CTSOs:

- DECA
- FBLA
- FCCLA
- FFA
- HOSA
- SkillsUSA
- TSA

### **CTE Concentrator**

The term CTE Concentrator is defined in the Act as, “**(A)** at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and **(B)** at the postsecondary level, a student enrolled in an eligible recipient who has earned at least 12 credits within a career and technical education program or program of study; or completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.”

In Tennessee, secondary CTE concentrators will be calculated using the number of CTE participating students in who earn credit in at least 2 sequenced courses in a single, approved CTE program of study of secondary courses. Postsecondary CTE concentrators will be calculated by the number of CTE participating students who complete or earn at least 12 credits within a single CTE program of study.

### **CTE Completer**

In Tennessee, the term CTE Completer will be used to identify the number of CTE participating students in grades 9-12 who earn credit in at least 3 courses in sequence in a single CTE program of study. These students would meet the Tennessee State Board of Education, High School Policy (2.103), elective focus requirement for high school graduation.

### **CTE Participant**

The term CTE Participant is defined in the Act as, “an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient.”

### **CTE Program of Study**

The term CTE Program of Study is defined in the Act as, “a coordinated, nonduplicative sequence of academic and technical content and the secondary and postsecondary level that, incorporates challenging State academic standards; addresses both academic and technical knowledge and skills, including employability skills; is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area; progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); has multiple entry and exit points that incorporate credentialing; and culminates in the attainment of a recognized...credential.”

More specifically in Tennessee, at the secondary level, programs of study are defined by the Department or submitted by a LEA as a special program of study and approved by the Tennessee State Board of Education and consist of a minimum sequence of three levels of courses and are aligned to the Federal definition. Special programs of study will be reviewed on a three year rotation. At the postsecondary level, programs of study are defined and approved by the Tennessee Board of Regents and consist of a minimum sequence of 12 credit hours earned through levels of courses and are aligned to the Federal definition.

### **Early Postsecondary Opportunities (EPSO)**

In Tennessee, the term Early Postsecondary Opportunities (EPSO) means an opportunity allowing high school students to earn postsecondary credit which is accepted by Tennessee higher education institutions. These opportunities include, Advanced Placement (AP); Cambridge International Examinations (CIE); College Level Exam Program (CLEP); Dual Enrollment or concurrent enrollment (DE); International Baccalaureate (IB); Local Dual Credit (LDC); Statewide Dual Credit (SDC); and certain promoted industry certifications (IC) which are accepted for credit by Tennessee’s postsecondary institutions.

### **Eligible Recipient**

The term Eligible Recipient is defined as, **(A)** a local educational agency (LEA) or a consortium of LEAs, an area career and technical education center, an educational service agency, an Indian Tribe or Tribal organization or Tribal educational agency; or **(B)** an eligible institution or consortium of institutions, which meet the eligibility requirements necessary to receive assistance as outlined in the Act.

In addition to these, an eligible recipient must offer at least two full compliant programs of study or career pathways for students to obtain concentrator status and adhere to all assurances as outlined in the local application.

Limited jurisdiction agencies, or a LEA which does not directly serve secondary students, and individual high schools do not meet the definition of an eligible recipient. Funds made available under this Act shall be distributed to the local educational agency or regional educational agency that provides services to secondary school students in the same attendance area.

### **Employability/ Soft/ 21st Century/ Work-Ready Skills**

The term(s) Employability/ Soft/ 21st Century/ Work-Ready skills are the interpersonal skills necessary for success in the workforce beyond academic knowledge or technical or hard skills. Examples of Employability/ Soft/ 21st Century/ Work-Ready Skills may include but are not limited to critical thinking, teamwork, verbal and non-verbal communication, punctuality, work-ethic, etc.

### **High Skill Industry Sector or Occupation**

The term high skill industry sector or occupation is defined in Tennessee as occupations which require postsecondary and/or long-term training such as an apprenticeship which leads to a postsecondary credential, certificate, diploma, or degree.

### **High Wage Industry Sector or Occupation**

The term high wage industry sector or occupation is defined in Tennessee as occupations with wages 20% greater than the median regional wage to be determined using workforce development information in the respective Local Workforce Investment Area (LWIA) region.

### **In-Demand Industry Sector or Occupation**

The term in-demand industry sector or occupation is defined in Tennessee as occupations with the following characteristics:

- The growth rate for the industry sector in the LWIA region is positive and the individual occupations have positive growth rates.
- For all occupations in the industry sector, the ratio of program completers (supply) to the number of annual average openings for the occupations (demand) is no more than 1.5.
  - Exception: If the available placement rates for program completers are 95% or above (program completers placed in jobs related to their high skill training), then the occupations in the industry sector is considered “in demand.”

The average annual number of openings in the industry sector is equal to or greater than the average number of openings for all regional employment.

### **Living Wage**

A wage that ensures a person can support themselves, and their families, without the need of government assistance as calculated using the Massachusetts Institute for Technology (MIT) Living Wage Calculator or similar calculations.

### **Meaningful Progress**

In Tennessee, the term Meaningful Progress is defined as growth equal to or greater than one half (0.5) of a percent toward goals and performance targets.

### **Non-traditional Fields**

The term Non-traditional Fields is defined in the Act as, “occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.”

### **Ready Graduate Indicator**

In Tennessee, the Ready Graduate Indicator is one of the indicators in the high school accountability model for the Every Student Succeeds Act (ESSA). This indicator is designed to measure the percentage of students who earn a regular high school diploma and who have met at least one of the following measures which are predictive of postsecondary success:

- Earn a composite score of 21 or higher on the ACT (or 1060 or higher on the SAT); or
- Complete 4 early postsecondary opportunities; or
- Complete 2 EPSOs and earn an industry certification; or
- Complete 2 EPSOs and earn a qualifying score of military readiness on ASVAB AFQT.

### **Recognized Postsecondary Credential**

The term Recognized Postsecondary Credential is defined in the Act as, “the same meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102)” or as defined in that legislation, “a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.” In Tennessee, at the secondary level this would include the Department promoted industry certification list.

### **Safe Harbor**

In Tennessee, the term Safe Harbor is used to describe actual performance which is equal to or above 90% of the attainment target. An eligible recipient may meet a performance indicator through Safe Harbor if the actual performance is 90% or higher of the performance target and the recipient made meaningful progress toward the state goal during the reporting year.

### **Special Populations**

The term Special Populations is defined in the Act as, “individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.”

In Tennessee, data reported on CTE concentrators at the secondary and postsecondary levels will be disaggregated by programs of study and special population student groups and compared to

all student groups in order to maintain a focus on historically underserved student groups and identify gaps in performance, growth, equity, and access.

### **Work-Based Learning**

The term Work-Based Learning is defined in the Act as, “sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.”

In Tennessee, the term work-based learning is expanded in state statute (TN Code § 49-11-901) and the Department WBL Policy Guide to include “the application of academic and technical knowledge in a work setting that involves actual work experience.” The WBL Policy Guide may provide additional definitions of “Capstone WBL Experiences” and others which could be included in this understanding of WBL.

## Work-Based Learning Course List

2020-21	Course Name
C21H18	STEM IV: Practicum
C11H07	Applied Arts Practicum
C10H08	Coding Practicum
C10H12	IT (Information Technology) Clinical Internship
C10H18	Web Design Practicum
C10H21	Cybersecurity Practicum
C12H23	Virtual Enterprise International
C12H35	Business & Entrepreneurship Practicum
C12H37	Human Resources Management Practicum
C12H38	Health Service Administration Practicum
C31H09	Supply Chain Management Practicum
C13H08	Manufacturing Practicum
C14H11	Clinical Internship
C14H16	Nursing Education
	Public Health Practicum*
C14H24	Emergency Medical Services Practicum
C25H15	Success Skills through Service Learning
C30H03	Criminal Justice Practicum
C21H14	Engineering Practicum
C17H22	Construction Practicum
C19H20	Human Services Practicum
C25H00/ C25H16	Work-Based Learning: Career Practicum
C21H10	BioStem Practicum
C32H09	Early Childhood Education Careers IV
C32H03	Teaching as a Profession Practicum
C32H15	Educational Therapy & Support Practicum
S25H01	Work-Based Learning: Special Education Transition

April | 2020

**Note:** Course titles and codes are subject to change. Course titles and codes may be added and/or removed. Special courses are not identified in this table but will be included in local reporting if identified as WBL by the Department during the special course approval process.

\* Denotes retired course/course code which was previously included in WBL calculations.

# Appendix B: Perkins V Funding Summary and Distribution Chart

The annual Perkins V State award will be distributed based on this funding summary and distribution chart.

## A. Local Funds

1. **NO LESS THAN 85%**<sup>19</sup> of the total State award will be distributed to secondary local education agencies (LEAs) and postsecondary institutions as flow-through local funds.
2. Components of Local Funds
  - a. Secondary and Postsecondary Basic CTE Program Improvement
    - i. **NO LESS THAN 85%** of the total local funds for secondary LEAs and postsecondary institutions secondary LEAs and postsecondary institutions will be allotted for basic CTE program improvement.
    - ii. Distribution of Secondary and Postsecondary Basic
      - aa. **NO LESS THAN 85%** of the total secondary and postsecondary basic CTE program improvement allotment will be distributed to secondary LEAs through a local application process and based on the Perkins V population and poverty distribution formula.
        - (1) **NO LESS THAN 5%** of the individual LEA basic allocation must be used for the purpose of preparing, training, recruiting, and/or retaining CTE educators through professional and leadership development.
        - (2) **NO MORE THAN 5%** of the individual LEA basic allocation will be retained for the purpose of carrying out administration of the Act.
        - (3) **NO MORE THAN 5%** of the individual LEA basic allocation will be used for the purpose of purchasing consumable program supplies and materials.
        - (4) **NO MORE THAN 5%** of the individual LEA basic allocation will be used for the purpose of repairing or maintain previously purchased equipment, or consumable supplies and materials.
        - (5) **NO MORE THAN 20%** of the individual LEA basic allocation will be used to support career and technical student organizations or competitions.
        - (6) If an eligible recipient does not meet performance targets 2 or more consecutive years, **THEN NO LESS THAN 5%** of the individual LEA basic allocation must be used for purpose of addressing the performance indicator and identified gaps in student performance.
          - I. This percentage will increase if the eligible recipient does

---

<sup>19</sup> If funds remain unspent from other sections, they may be reallocated to increase local funds above the 85% minimum.

not meet performance targets for 3- and 4- consecutive years.

(7) No LEA will receive funds under this Act will receive less than the **\$15,000 minimum** allocation<sup>20</sup>.

bb. **NO MORE THAN 15%**<sup>21</sup> of the total secondary and postsecondary basic CTE program improvement allotment will be distributed to postsecondary through a local application process and based on the specified Perkins Pell Grant and BIA distribution formula.

(1) **NO MORE THAN 5%** of the individual postsecondary institution basic allocation will be retained for the purpose of carrying out administration of the Act.

(2) **NO MORE THAN 5%** of the individual postsecondary institution basic allocation will be used for the purpose of purchasing consumable program supplies and materials.

(3) **NO MORE THAN 5%** of the individual postsecondary institution basic allocation will be used for the purpose of repairing or maintain previously purchased equipment, or consumable supplies and materials.

(4) If an eligible recipient does not meet performance targets 2 or more consecutive years, **THEN NO LESS THAN 5%** of the individual postsecondary institution basic allocation must be used for purpose of addressing the performance indicator and identified gaps in student performance.

II. This percentage will increase if the eligible recipient does not meet performance targets for 3- and 4- consecutive years.

(5) No individual postsecondary institution receiving funds under the Act will receive less than the **\$50,000 minimum** allocation<sup>22</sup>.

(6) TBR is exempt from the minimum and maximum requirements for professional development and career and technical student organizations as these and other funds are used to provide this annually for institutions.

b. Secondary and Postsecondary CTE Reserve Set Aside

i. **NO MORE THAN 15%** of the total local funds for secondary LEAs and postsecondary institutions will be set aside and allotted for CTE reserve funding.

ii. Distribution of the Secondary and Postsecondary Reserve

aa. **NO LESS THAN 34%** of the reserve set-aside will be distributed through

---

<sup>20</sup> LEAs may enter into a consortium with other LEAs for the purpose of meeting the minimum allocation requirement.

<sup>21</sup> Percentages for postsecondary are currently outlined in the memorandum of understanding (MOU) between TBR and the department.

<sup>22</sup> LEAs may enter into a consortium with other LEAs for the purpose of meeting the minimum allocation requirement.

- a competitive award process for secondary LEAs.
- bb. **NO MORE THAN 33%** of the reserve grant set aside will be distributed through a competitive award process for postsecondary institutions.
- cc. **NO MORE THAN 33%** of the reserve grant set aside will be distributed through a competitive award process for regional career pathways.

## **B. State Funds**

1. **NO MORE THAN 15%** of the total State award will be retained by the State and allotted for the purpose of carrying out administration and required leadership activities.
2. Components of State Funds
  - a. State Administration
    - i. **NO MORE THAN 5%**<sup>23</sup> of the total State award will be retained by the Department and allotted for the purpose of carrying out administration of the Act.
    - ii. Distribution of State Administration
      - aa. **NO LESS THAN 85%** of the amount which was retained by the Department for State administration activities, will be allocated for the purpose of carrying out administration activities at the Department.
      - bb. **NO MORE THAN 15%** of the amount retained by the Department for State administration activities, will be distributed to TBR for the purpose of carrying out postsecondary specific administration activities.
  - b. State Leadership
    - i. **NO MORE THAN 10%**<sup>24</sup> of the total State award will be retained by the Department and allotted for the purpose of carrying out State leadership activities.
    - ii. Distribution of State Leadership
      - aa. **NO LESS THAN 85%** of the amount which was retained by the Department for State leadership activities, will be allocated for the purpose of carrying out leadership activities and fulfilling required set asides.
      - bb. **NO MORE THAN 15%** of the amount retained by the Department for State leadership activities, will be distributed to TBR for the purpose of carrying out postsecondary specific leadership activities.
    - iii. Required Set Asides<sup>25</sup>
      - (1) **NO LESS THAN \$60,000** but **NOT MORE THAN \$150,000** of the amount retained by the Department for secondary leadership

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<sup>23</sup> This cannot exceed 5% of the State award. If funds remain unspent in this category they may be reallocated to local funds.

<sup>24</sup> This cannot exceed 10% of the State award. If funds remain unspent in this category they may be reallocated to local funds.

<sup>25</sup> The Required Set Asides must meet the minimum requirements. If funds beyond the minimum remain unspent in this category they may be reallocated to other State Leadership funds.

will be set aside for training services that prepare individuals for non-traditional fields.

- (2) **NO LESS THAN \$50,000** of the amount retained by the Department for secondary leadership will be set aside for the recruitment of special populations to enroll in CTE programs.
- (3) **SOME EXPENDITURE IS REQUIRED<sup>26</sup>** but **NOT MORE THAN 2%** of the amount retained by the Department for secondary leadership will be set aside for serving individuals in state institutions.

### ***C. Additional Funding Controls***

1. Statement on Supplement Not Supplant<sup>27</sup>
  - a. Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out CTE activities.
2. Statement on Maintenance of Effort
  - a. The Department shall maintain at least the minimum maintenance of fiscal effort (MOE) per student, or the aggregate expenditures of the state, with respect to CTE to ensure expenditures were not less than the fiscal effort for the preceding fiscal year.
  - b. The MOE will be determined and reported annually in the Consolidated Annual Report (CAR) submitted to USED.
3. Statement on Matching<sup>28</sup>
  - a. The Department shall maintain, from non-Federal sources, at least a dollar-to-dollar match of Federal funds which are retained by the Department and allotted for the purpose of carrying out administration of the Act.
  - b. The matching requirement will be determined and reported annually in the Consolidated Annual Report (CAR) submitted to USED.

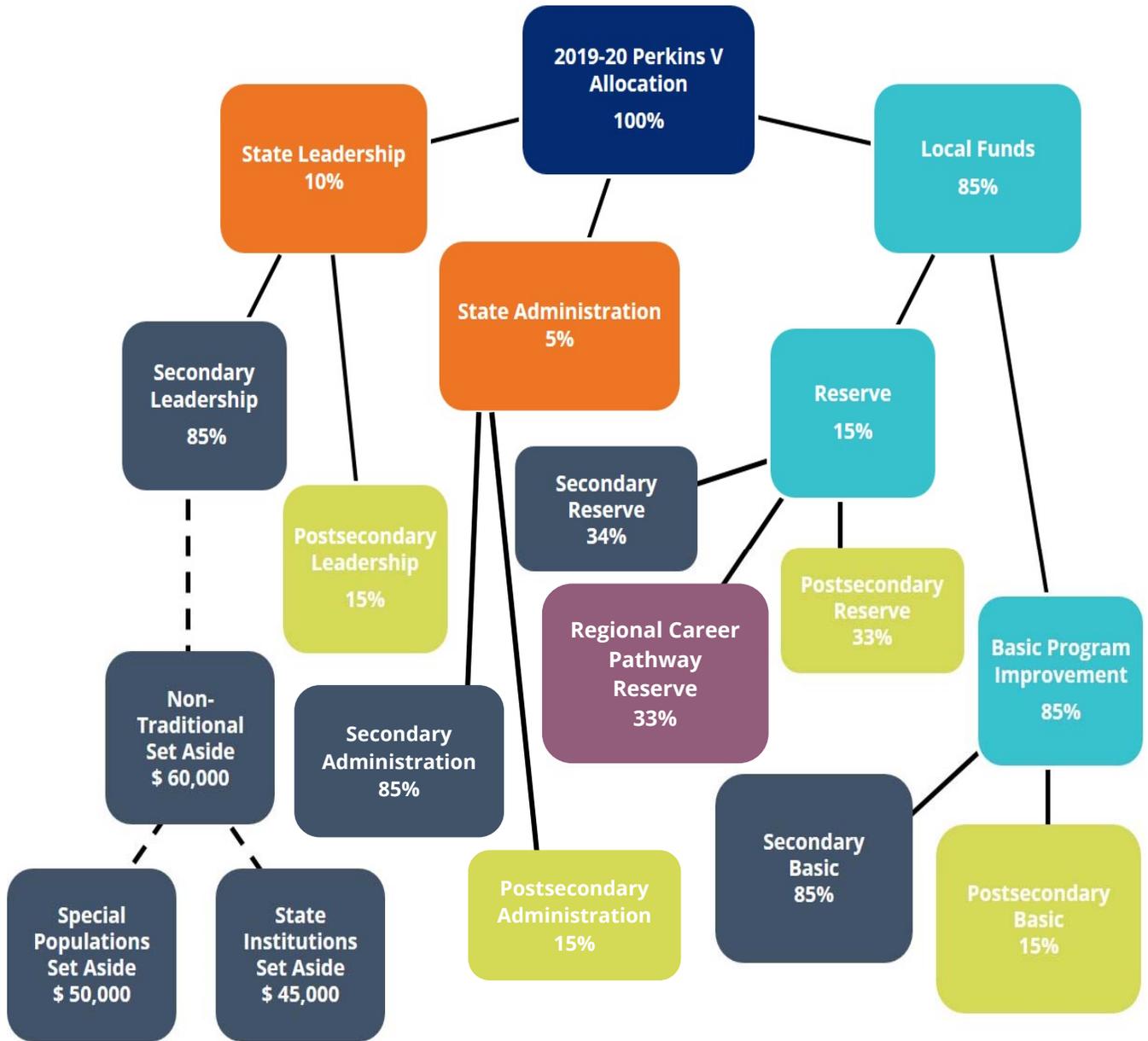
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<sup>26</sup> Some expenditure is required but there is no minimum. If funds remain unspent in this category they may be reallocated to other State leadership funds

<sup>27</sup> Perkins V Sec. 211(a)(b)

<sup>28</sup> Perkins V Sec. 112(a)(3)(b)

### D. Perkins V Distribution Chart



- Key:
- Total State Award
  - State Funds
  - Local Funds
  - Secondary
  - Postsecondary
  - Regional Career Pathways
  - Set Aside from Secondary Leadership

# Appendix C: Perkins V Local Implementation Guidance

The 2020 Perkins V local implementation guidance and training resources may be found online at:

- <https://www.tn.gov/education/career-and-technical-education/cte-educator-resources.html>
- [https://www.tn.gov/content/dam/tn/education/ccte/cte/CTEDirectorGuide\\_Nov2019%20\(1\).pdf](https://www.tn.gov/content/dam/tn/education/ccte/cte/CTEDirectorGuide_Nov2019%20(1).pdf)
- [https://www.tn.gov/content/dam/tn/education/ccte/cte/cte\\_res\\_director\\_responsibilities.pdf](https://www.tn.gov/content/dam/tn/education/ccte/cte/cte_res_director_responsibilities.pdf)

# Appendix D: Perkins V Local Application and Comprehensive Local Needs Assessment Guide

The Comprehensive Local Needs Assessment (CLNA) Guide and training resources may be found online at:

- [https://www.tn.gov/content/dam/tn/education/ccte/cte/PerkinsV\\_CTECLNAGuide.docx](https://www.tn.gov/content/dam/tn/education/ccte/cte/PerkinsV_CTECLNAGuide.docx)
- [https://www.tn.gov/content/dam/tn/education/ccte/cte/2019\\_Oct\\_CLNA.pptx](https://www.tn.gov/content/dam/tn/education/ccte/cte/2019_Oct_CLNA.pptx)

The Perkins V Basic Local Application Guide and training resources may be found online at:

- <https://www.tn.gov/content/dam/tn/education/ccte/data/FY21LocalApplicationGuide.pdf>
- <https://www.tn.gov/content/dam/tn/education/ccte/data/FY21LocalApplicationPresentation.pdf>
- [https://www.tn.gov/content/dam/tn/education/ccte/data/FY21\\_LocalApplicationChecklist.docx](https://www.tn.gov/content/dam/tn/education/ccte/data/FY21_LocalApplicationChecklist.docx)

# Appendix E: Perkins V Reserve Grant Application and Guide

The 2020-21 Perkins V Reserve Consolidated Grant Application and Guide may be found online at:

- <https://www.tn.gov/content/dam/tn/education/ccte/cte/FY21PerkinsReserveGrantAnnouncement.pdf>

# Appendix F: Perkins V Programs of Study

The 2020-21 Perkins V approved programs of study and CTE courses may be found online at:

- [https://www.tn.gov/content/dam/tn/education/ccte/cte/202021\\_CourseandProgramofStudyMatrix.pdf](https://www.tn.gov/content/dam/tn/education/ccte/cte/202021_CourseandProgramofStudyMatrix.pdf)

# Appendix G: Letter of Support from the Tennessee State Board of Education

The Tennessee State Board of Education (TSBE) is authorized by law to prescribe rules and regulations for the approval, classification and governance of all public schools and serves an oversight capacity for the Tennessee Department of Education. However, concerning career and technical education, Tennessee state law designates the Tennessee Department of Education as “the state board for career and technical education” (T.C.A., § 49-11-101 (a)(1)) and approval of the *Strengthening Career and Technical Education in Tennessee* State Plan by the Tennessee State Board of Education is not required.

In lieu of approval, the following letter of support for the *Strengthening Career and Technical Education in Tennessee* State Plan is provided by TSBE. This letter is the result the February 2020 TSBE meeting in which the Department presented this State Plan as a report item and for public discussion.

The Tennessee State Board of Education will remain a critical partner in the implementation and oversight of the strategies and actions of the *Strengthening Career and Technical Education in Tennessee* State Plan.



**BILL LEE**  
GOVERNOR

**STATE OF TENNESSEE**  
**STATE BOARD OF EDUCATION**  
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**(615) 741-2966**  
**[www.tn.gov/sbe](http://www.tn.gov/sbe)**

**DR. SARA H. MORRISON**  
EXECUTIVE DIRECTOR

February 28, 2020

To Whom It May Concern:

**Subject: Support for Tennessee Plan for Career and Technical Education Perkins V Grant Application**

Members of the State Board of Education were recently briefed by the Department of Education on the Tennessee 4-Year State Plan (2024) for the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act.

In reviewing the plan, there are numerous aspects that will provide significant benefits to the State CTE program. Because of this, the undersigned State Board of Education members support the plan's submission to the Federal Government and request its funding. Some specific benefits for our support include the following:

1. Over the past 3 years, previous grant funding has provided Tennessee more than \$75M to support our CTE programs. This Perkins V funding will provide the opportunity to continue to expand high-quality CTE within Tennessee, including career exploration and counseling, as well as career-focused learning experiences.
2. Funding through this program will offer significant funding to support Governor Bill Lee's strong educational and workforce priorities and vision to lead the nation in high-quality workforce development and training.
3. This funding will provide additional focused support for those students who are historically underserved or marginalized.
4. More Tennessee learners overall will participate in high-quality and vertically aligned career pathways preparing them "to seamlessly transition into high wage, high skill, and/or in-demand occupation".
5. The funding will support a Tennessee Model career pathway framework that expands access in the early grades, engaging industry and community partners to develop foundational skills and include job shadowing and virtual tours.
6. At the secondary level, funding through this program will validate high-quality CTE pathways to ensure alignment to regional and local community needs.

February 28, 2020

The Tennessee State Board of Education will have a specific role in the implementation of the grant. It is planned that during the time period covered by this grant, Tennessee will continue to utilize the national CTE Career Clusters Model, and the K-12 programs of study will be approved by the Tennessee State Board of Education.

Ultimately, this grant will positively impact thousands of students across the State of Tennessee. For all the reasons stated in this letter and many more, the undersigned are pleased to endorse the submitted application and request approval from the Federal Government of the grant.

Sincerely,



Robert S. Eby, Vice Chairman  
Congressional District 3



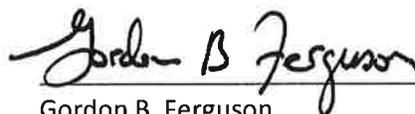
Nick Darnell,  
Congressional District 1



Elissa Kim,  
Congressional District 5



Nathaniel "Nate" H. Morrow,  
Congressional District 7



Gordon B. Ferguson,  
Congressional District 4



Lillian Hartgrove, Chairman  
Congressional District 6



Mike Edwards,  
Congressional District 2



Darrell Cobbins,  
Congressional District 9

**Tennessee Department of Education**

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