TN Department of Education

Local Application Guide

2022-23 (FY23)

Division of College, Career and Technical Education | January 2022

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Purpose of this Guide

The purpose of this guide is to walk the user through submitting a local application for the Perkins V Basic allocated funding from the state of Tennessee. This guide will walk through each section of the submission platform, ePlan, as it pertains to the local application. Enclosed you will find screenshots for referenced sections providing direction and guidance for completing.

If you have questions as you complete the local application for allocated Perkins V basic funding, please contact your CTE CORE Consultant.

Definitions

Articulation Agreement

A written commitment –

a. that is agreed upon at the state level or approved annually by the lead administrators of
    a. a secondary institution and a postsecondary educational institution; or
    b. a sub-baccalaureate degree-granting postsecondary educational institution and a baccalaureate degree-granting postsecondary educational institution; and
b. to a program that is
    a. designed to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and
    b. linked through credit transfer agreements between the 2 institutions described in clause (a) or (b) of subparagraph (a) (as the case may be).

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/Academic Counseling

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

Concentrator

Secondary CTE concentrators will be calculated using the number of CTE participating students who earn credit in at least 2 sequenced courses in a single, approved CTE program of study of secondary courses.

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 post-secondary 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 postsecondary credential."

In Tennessee, secondary programs of study are defined by the department or submitted as a special

program of study and approved by the Tennessee State Board of Education.

Dual Credit

Dual credit is a high school course aligned to a postsecondary course that is taught at the high school by high school faculty for high school credit. Students can receive postsecondary credit by successfully completing the course, plus passing an assessment developed and/or recognized by the granting postsecondary institution.

- Local dual credit agreements occur between one postsecondary institution and one or more LEAs. These credits are only accepted by the postsecondary institution(s) involved in that partnership and typically are not recognized by other institutions.
- Statewide dual credit courses are existing high school courses aligned with a TDOE-approved statewide dual credit challenge examination and supplemental resources developed by postsecondary faculty. Students who pass these challenge examinations will earn college credits accepted by all Tennessee public postsecondary institutions.
- Statewide dual credit courses do not alter or replace existing local dual credit agreements between LEAs and postsecondary institutions. However, these local agreements are not automatically transferable to other post-secondary institutions (unless agreed upon by all parties).

Dual Enrollment

LEAs or high schools partner with post-secondary institutions to determine appropriate dual enrollment course offerings for high school students. However, a list of common courses offered for dual enrollment may help determine student opportunities. Two important criteria to consider in selecting dual enrollment offerings are the TN Transfer Pathway (TTP) courses and whether the courses meet General Education (Gen. Ed.) requirements. TTP courses are easily transferred between most postsecondary institutions. Many degree programs require General Education Core Courses.

Early Postsecondary Opportunities (EPSO)

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 promoted industry credentials (IC) which are accepted for credit by Tennessee's postsecondary institutions.

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

Occupations that 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

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

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.

Meaningful Progress

Growth is equal to or greater than one half (0.5) of a percent toward goals and performance targets.

Nontraditional Fields

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.

Size, Scope, and Quality

Vertically aligned programs, which are designed in collaboration with local stakeholders and evaluated through strong student-focused career outcomes and meet 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 credential(s).

Special Populations

Special populations include

1. individuals with disabilities;
2. individuals from economically disadvantaged families, including low-income youth and adults;
3. individuals preparing for nontraditional fields;

4. single parents, including single pregnant women,
5. out-of-workforce individuals;
6. English learners;
7. Homeless individuals as described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
8. youth who are in, or have aged out of, the foster care system; and
9. youth with a parent who
    a. is a member of the armed forces
    b. is on active duty

Work-Based Learning

The term Work-Based Learning is defined in the Strengthening Career and Technical Education for the 21st Century 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 high-quality and/or capstone work-based learning builds on the federal definition to describe an experience that aligns to the program of study or pathway, is based on student interest and aptitude, and facilitates an intentional progression toward the attainment or demonstration of the knowledge and skills necessary for postsecondary and career goals.

Local Application Training

January 10, 2022 | CTE Director Virtual Learning Series
January 2022 | Regional Study Council
February 2022 | Regional work session(s) and Quarterly CTE Director Meeting
March 1, 2022 | Local Application Submission Deadline

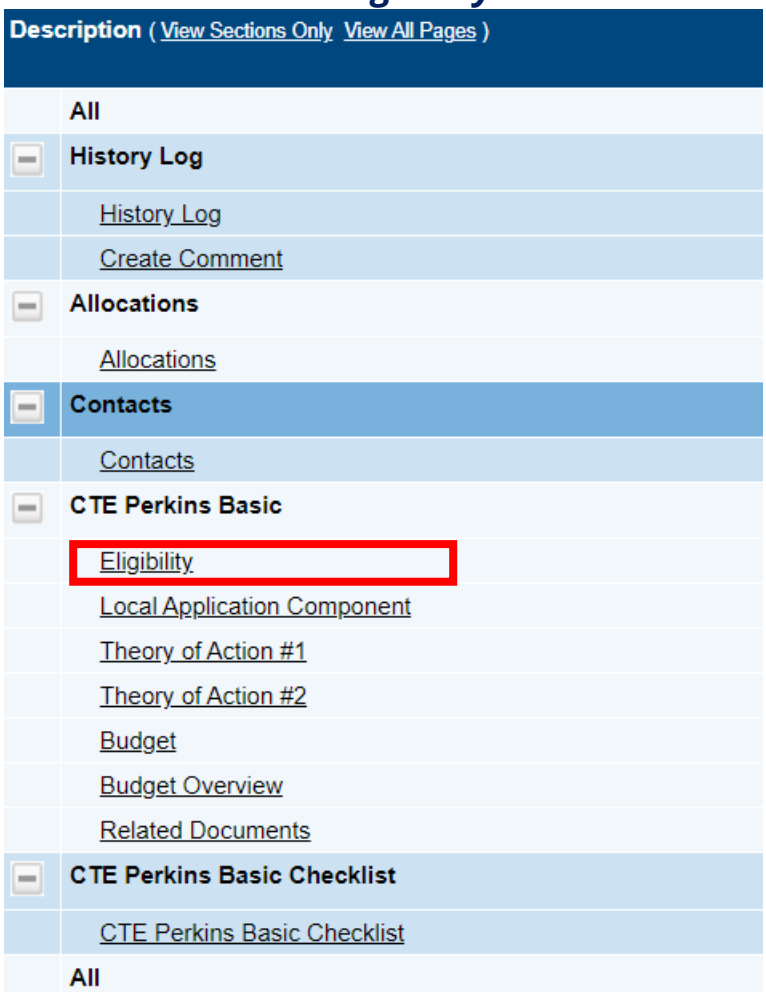
Local Application Compliance – FY23

Below are the minimum requirements to be compliant with the Local Application. Additional information is provided in this guide.

LEAs must:

1. **Verify Eligibility**
    a. **Meet CTE Director Employment Standard:** This form must be filled out in its entirety. Each endorsement code must include its title. Refer to page 10 for director employment standards.
    b. **Identify Two (2) Quality Programs of Study:** List the program of study (including the career cluster in which it is located) for which the LEA affirms meets the requirement to receive Perkins V funds. Identify the postsecondary component and the postsecondary institution. *Each middle school that is a member of a consortium must declare a program of study which leads into a feeder high school program of study.*
    c. **Indicate Consortium Status**: Choose the appropriate consortium option. If you are part of a consortium, ensure that you complete the appropriate sections on that page.
    d. **Complete Assurances and Conditions**: *Read*. Signing off on the assurances and conditions means you agree and will execute each item listed. Assurances and conditions mean you agree and will execute each item listed.
2. **Identify two Theory of Action statements and corresponding action steps for the two-year cycle.** All LEAs will update action steps in FY24.
    a. **Identify Professional Development:** Professional development necessary to meet goals should be written as action steps. LEAs should include all professional development that will be offered to help the LEA reach its goals, regardless of funding source.
    b. **Identify Equipment Purchases**: Equipment purchased with Perkins funds must be included and be connected to at least one action step. Equipment purchases must meet the minimum requirements identified in the Master Inventory document.
3. **Submit Budget Accounting for Perkins Funds:** Each LEA must complete and submit a budget addressing all uses of funds. This includes all LEAs who are members of a consortium. The budget must be cross-referenced with goals.
4. **Receive ePlan Approval**: You will not be able to reimburse Perkins funds until your application has been approved by your fiscal director and director of schools and subsequently approved by the department of education.

CTE Perkins Basic: Eligibility



CTE Director Employment Standard

Tennessee State Board of Education Rule 0520-02-06-.03 defines the CTE Director Employment Standard as:

(3) Career and Technical Education (CTE) Directors. A CTE director shall:
(a) Hold an instructional leader license or a professional administrator license; or
(b) Hold a bachelor's degree with a major in career and technical education with:
1. At least three (3) years of teaching experience in an approved CTE program; and
2. At least two (2) years in an industry-related field.

Programs of Study

To receive Perkins funds, an LEA must have **two programs of study** that include a postsecondary component. Each middle school that is a member of a consortium must declare a program of study. These programs of study must lead to a feeder high school program of study. Indicate the postsecondary component below and list the associated postsecondary institution. The programs of study that you identify for Perkins funding should be in place over time. These programs of study should meet all 5 size, scope, and quality indicators.

Consortium[1]

LEAs will be required to indicate whether or not they will be joining a consortium. Consortium requirements are:

(1) Alliance – Any local educational agency receiving an allocation that is not sufficient to conduct a program which meets the requirements of section 135 (Uses of Funds) is encouraged to
    - (A) form a consortium to enter into a cooperative agreement with an area career and technical education school or educational service agency offering programs that meet the requirements of section 135;
    - (B) transfer such allocation to the area career and technical education school or educational service agency; and
    - (C) operate programs that are of sufficient size, scope, and quality to be effective.

(2) Funds to Consortium – Funds allocated to a consortium formed to meet the requirements of this subsection shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefitting only 1 member of the consortium.

If the LEA does join a consortium, they will be asked to respond to the following questions.

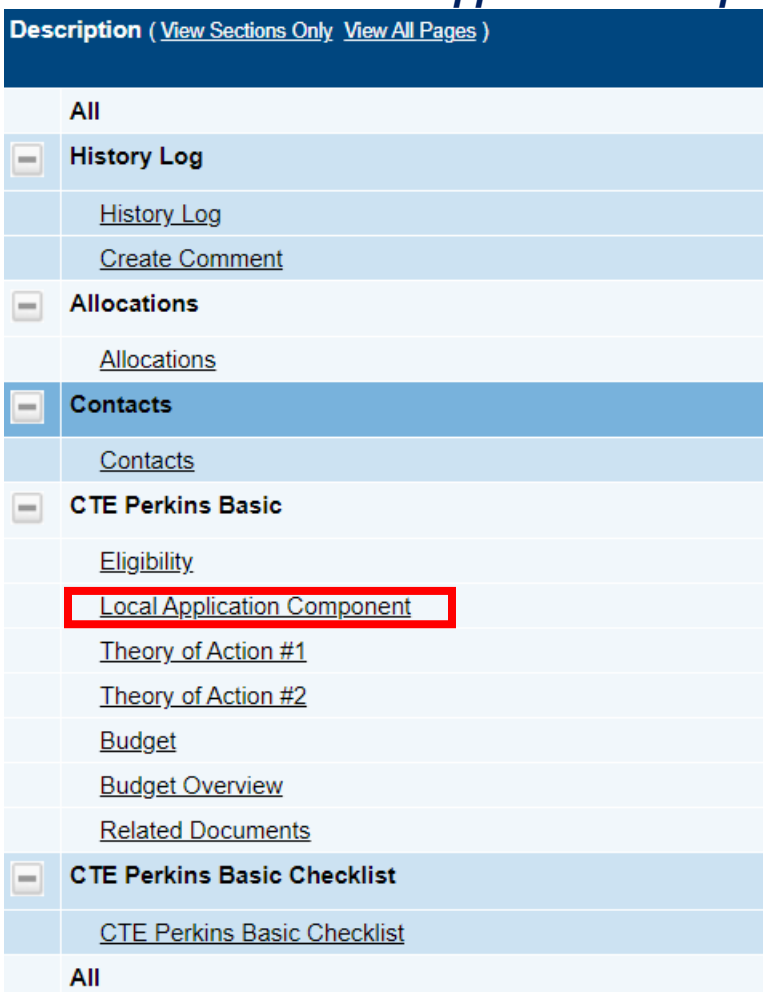
1. Identify consortium members (LEAs)
2. Identify consortium fiscal agent
3. Identify how the consortium goals and action steps are determined.
4. Identify the process for reporting data on performance levels.

Assurances + Conditions

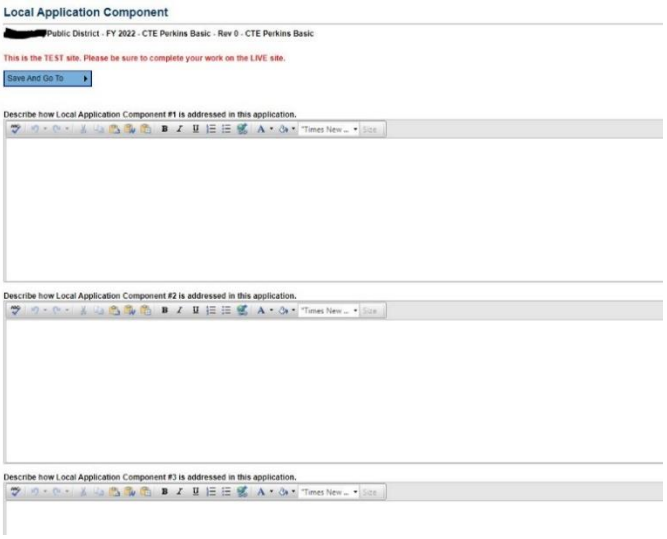
By electronically indicating as such and submitting the Local Application in ePlan, the local Board of Education and/or LEA Authorized Representative certifies that the assurances and conditions stipulated in the application have been reviewed and every reasonable effort will be made to adhere to. To access Perkins V Assurances and Conditions, visit the TDOE Document Library of ePlan or click here.

[1] Strenthening Career and Technical Education for the 21st Century, Section 131(f)

CTE Perkins Basic: Local Application Component



To meet the requirements for Perkins V (Sec. 134(b)(1-9)), *all of the following local application components must be addressed each year:* Components may be used more than once.



1. a description of the results of the comprehensive needs assessment (**CLNA**);
2. information on the **CTE course offerings and activities** to be provided with Perkins funds, which shall include at least one state-approved program of study, including:
    a. how the results of the CLNA informed the selection of the specific program(s) of study and activities to

be funded,

b. a description of any new program(s) of study to be developed or submitted to the department for review as a special program of study

c. and how students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a state-approved program of study;

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**, including:
   a. career exploration and career development coursework, activities, or services,
   b. career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the CLNA,
   c. an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;

4. a description of how the eligible recipient will **improve the academic and technical skills** of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965);

5. a description of how the eligible recipient will provide activities to prepare **special populations** for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency; prepare CTE participants for **non-traditional fields**; provide **equal access** for special populations 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;

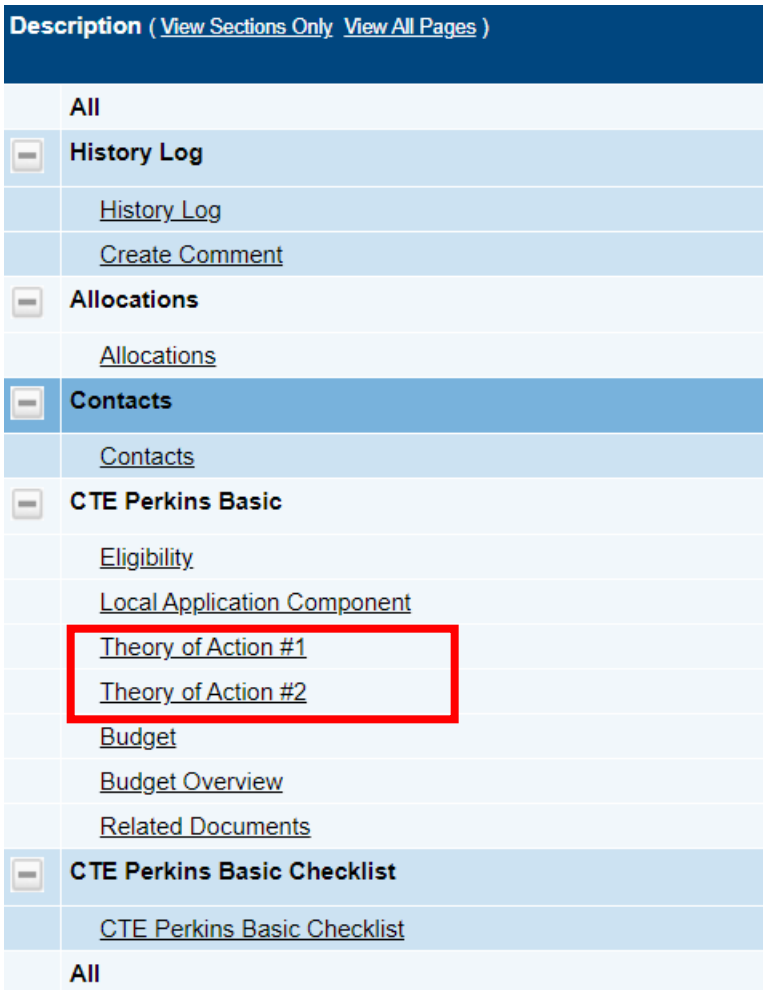
7. a description of how the eligible recipient will provide students participating in CTE the opportunity to gain **postsecondary credit** while still attending high school, as practicable;

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 in each of the application years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps.

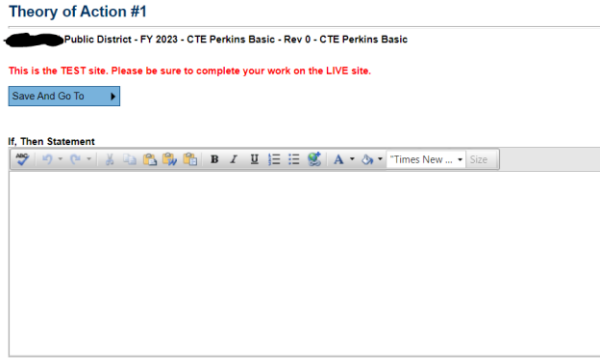
CTE Perkins Basic: Theory of Action

To begin entering theories of action and action steps, select either “Theory of Action #1” or “Theory of Acion #2”.



LEA Two-Year Theory of Action (ToA)

1. **Must** have two theories of action. A theory of action is a logical chain of reasoning that explains how change will lead to improved practices and student outcomes. If we do ABC, then we can expect XYZ.
2. ToA **must** be based on LEA’s FY22 CLNA and data.
3. ToA will cover the 2022-23 and 2023-24 school years.



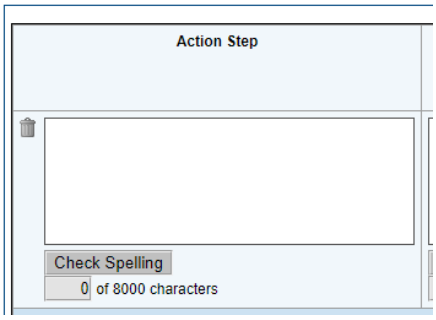
One-Year Action Steps

All action steps should follow the SMART formula, specific, measurable, achievable, relevant, and time-bound. Action steps should be rooted in research-based practices that will drive the change described in the theory of action.

*Define Action Steps (**S**M**A**RT)*

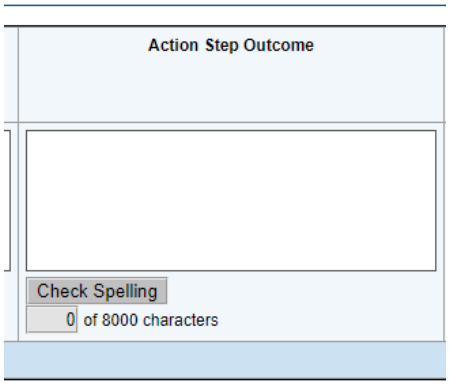
What activities will take place during the 2022-23 school year that will set up the work in the 2023-24 school year? The following must be addressed in action steps:

- activities,
- equipment,
- use of new and emerging technology,
- professional development, and
- special populations



*Action Step Outcome (S**M**ART)*

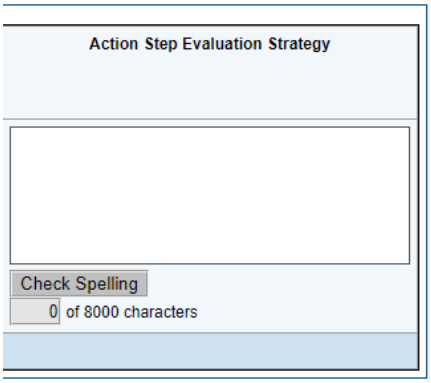
What does success look like for this action step? Outcomes should **align to the ToA** the action step is reinforcing.



*Action Step Evaluation Strategy (S**M**ART)*

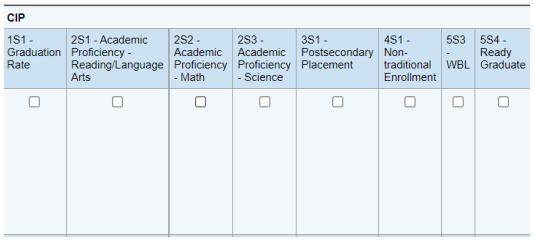
How will you know your outcome is reached? Who will evaluate the action step's outcome for success? Below is a listing (non-inclusive) of questions to ask yourself as you develop the evaluation strategy.

- Who is responsible for evaluating the action steps progress toward success?
- What is being looked for to determine the action steps progress toward success?
- When will you evaluate the action steps progress toward success?
- What is the impact on any, or all, of the core indicators?



***UPDATED!** Core Indicators of Performance (SMA**R**T)*

Which core indicator(s) of performance will be impacted? A core indicator of performance may be used multiple times, but **all must be addressed** in the local application. Refer to pages 25-27 of this guide for the core indicators of performance.



UPDATED! *Connection to CLNA (SMA**R**T)*
Which section of the CLNA informed this action step? Refer to page 24 for a listing of the CLNA sections.

CLNA				
1 - Student Performance	2 - Justify Alignment	3 - Growth Opportunities	4 - Teacher Recruitment, Retainment, Development	5 - Equity and Access
☐	☐	☐	☐	☐

NEW! *Connection to Tennessee Perkins V State Plan (SMA**R**T)*
Which priority of the *Strengthening Career and Technical Education for Tennessee* (Tennessee Perkins V State Plan) aligns to this action step? Refer to page 29 for a listing of the state plan priorities.

State Priorities		
Comprehensive career exploration	Aligned career pathways	HQ WBL and Ready Graduate
☐	☐	☐

UPDATED! *Identify the Timeline (SM**A**RT)*
When will the activity take place? If the action step will be monthly, check the "Monthly" box. Otherwise, select the month(s) in which the action step will take place.

Timeline												
Monthly	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

*Professional Development Activity (**S**MART)*
What is the professional development activity? Describe, using specific terms, the professional development activity to address the identified action step(s). Professional development must accompany at least one action step regardless of the funding required.

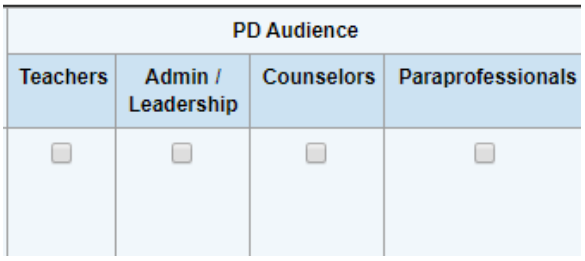
PD Activity

Check Spelling

0 of 8000 characters

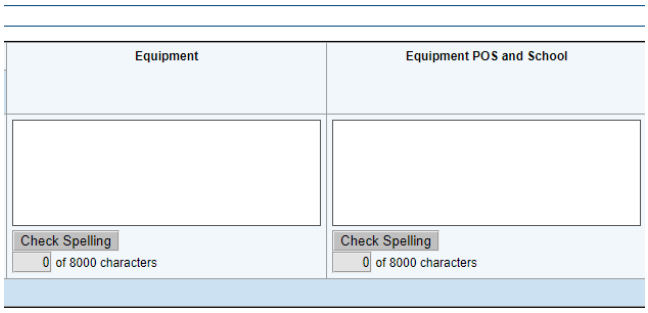
*PD Audience (**S**M**A**RT)*

Who will benefit from the professional development activity? This can include more than those who attend the professional development activity. Refer to page 27 in this guide for professional development guidelines.



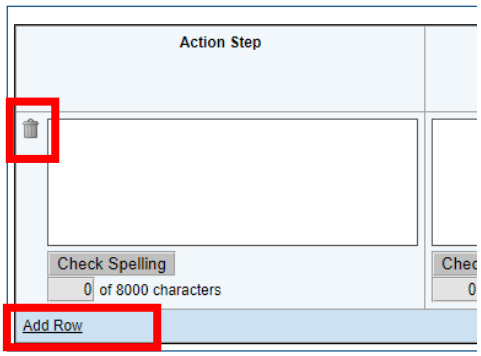
*Equipment (**S**MA**R**T)*

The purchasing of equipment to improve programs should be indicated in an action step. LEAs will identify the planned equipment purchases, by career cluster, program of study, and school. Equipment should be specific (writing "computers" is not acceptable; however, 15 Dell laptops is acceptable). Utilize the Perkins V Expenditure Test to determine if the items planned to be purchased are equipment.



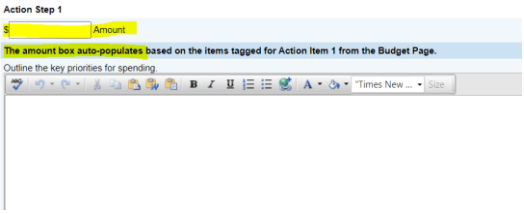
Removing and Adding Action Steps

- To remove an action step, click on the trash can.
- Select "Add Row" below the "Action Step" box to add additional action steps.
- There is a **limit of 10** rows for budget connection.



***NEW!** Action Step Budget (**S**M**A**R**T**)*

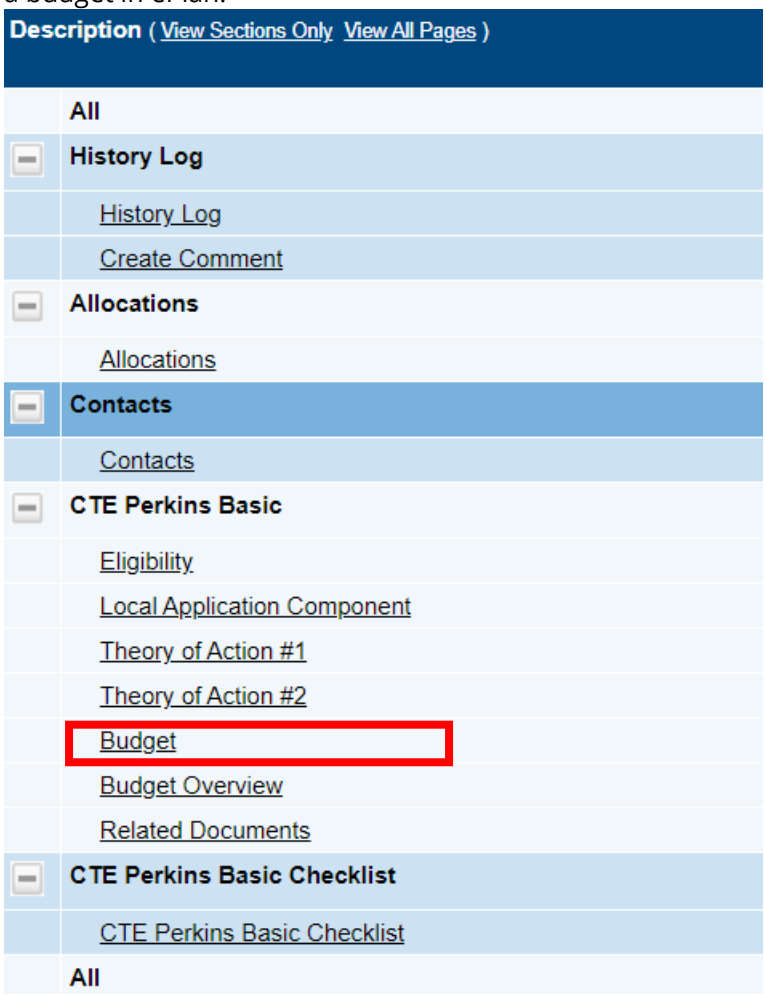
The "Amount" box will automatically update as data is entered in the Budget section of the local application.



In the open text box, briefly outline the key priorities for the spending for this action step. Bullletted lists are acceptable. It is not required to define the amounts by line item as that will be entered in the budget section.

CTE Perkins Basic: Budget

Each CTE director, including each director/LEA who is a member of a consortium, must complete and submit a budget in ePlan.



Budget Minimums and Maximums

Minimums

5% professional development

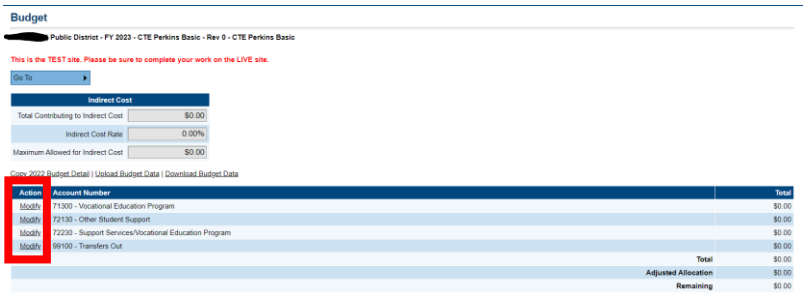
Maximums

5% on equipment repair and maintenance
20% on CTSOs (72230-355C)
5% on administration
5% on consumable items

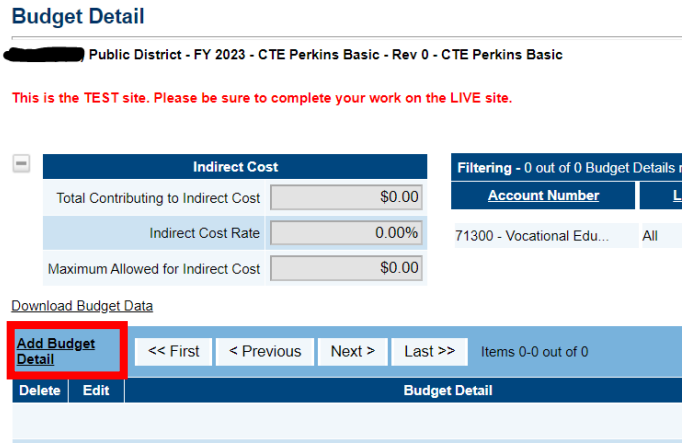
Refer to the Expenditure and Local Implementation Guide and the Perkins V Expenditure Guide for additional guidance. These documents are located under "Other Resources" on the Accountabiilty and Data Reporting webpage.

How to add budget items

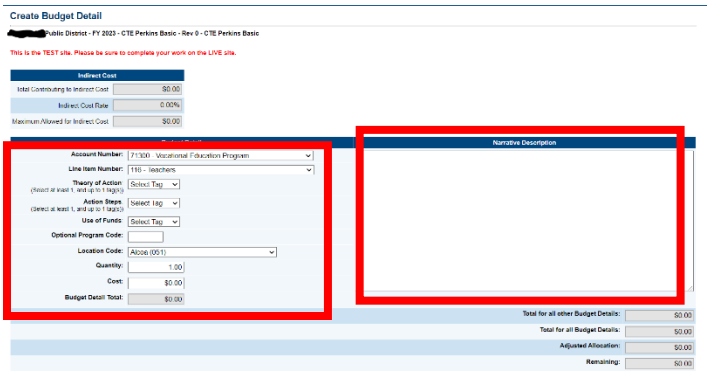
1. Click “Modify” beside the Account Number.



2. Click “Add Budget Detail”

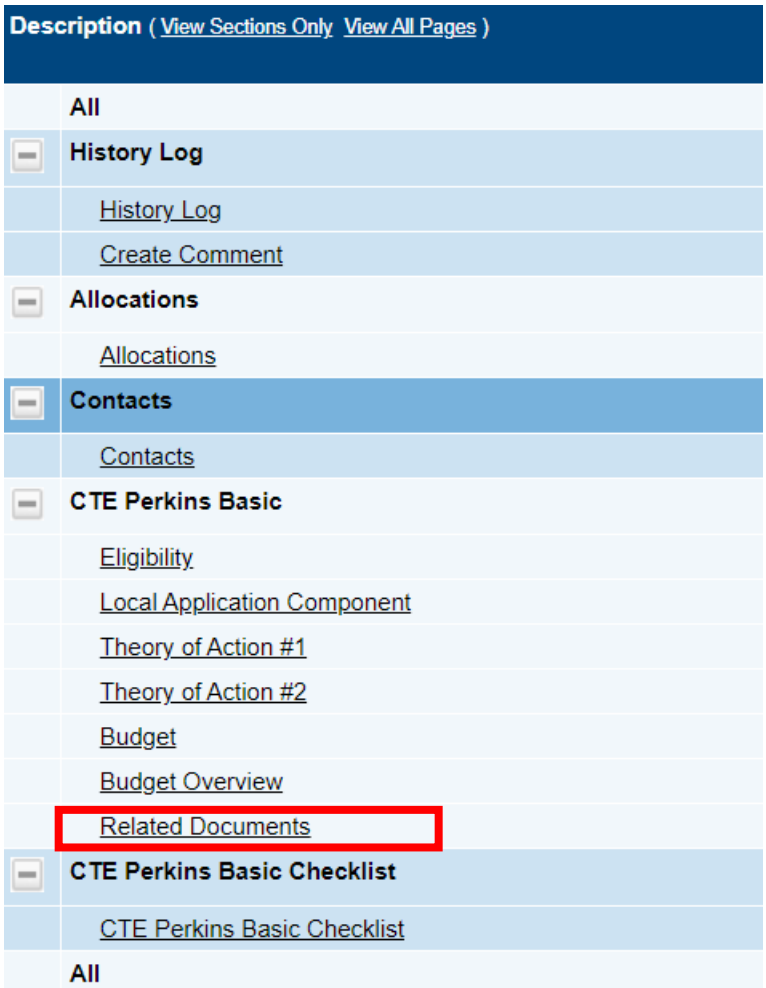


3. Add the following details
   a. *Account Number* | You can change the account within the budget detail if you click on a different “Modify” from the initial page.
   b. *Line Item Number* | Select **one** line item.
   c. *Theory of Action* | Select **one** theory of action that aligns to this budget item.



   d. *Action Step* | Select **one** action step that aligns to this budget item. NOTE: This is what ePlan will pull over to the “Action Step Budget” item on the Theory of Action page.
   e. *Use of Funds* | Select all appropriate uses of funds categories. For more information on uses of funds, refer to page 30 of this guide. NOTE: uses of funds can be used for multiple budget items, but all uses of funds must be used at least one time.
   f. *Location Code* | Select the best location of where these funds will be used.
   g. *Cost* | Enter in the budgeted amount.
   h. *Narrative Descdription* | Provide a <u>brief</u> description of what these funds will be used for to impact/drive the change identified in the theory of action.
4. Click “Create”
5. Repeat until all budget items are entered.

CTE Perkins Basic: Related Documents



There are no required Related Documents for the FY23 Local Application. If the LEA uses Perkins Basic funding for personnel (contracted or other), **job descriptions must be uploaded** in this section.

The following information is the minimum information to be included in each job description.

1. Job Title
2. LEA/School name
3. Funding source(s)
4. Perkins V line items and amounts
5. Job duties/responsibilities categorized as admin and non-admin

Submission of Local Application

Steps to submitting a local application.

1. From the Sections screen:
    a. Read messages in the Validation column
    b. Review and correct any errors in the Validation column.

Description (View Sections Only View All Pages)	Validation	Print Select Items
All	Messages	Print
History Log		Print
History Log		Print
Create Comment		
Allocations		Print
Allocations		Print
Contacts		Print
Contacts		Print
CTE Perkins Basic	Messages	Print
Eligibility	Messages	Print
Local Application Component		Print
Theory of Action #1	Messages	Print
Theory of Action #2		Print
Budget	Messages	Print
Budget Overview		Print
Related Documents	Messages	Print
CTE Perkins Basic Checklist		Print
CTE Perkins Basic Checklist		Print
All	Messages	Print

2. Click "Draft Completed" to send the application to the next level of review.

    Application Status: **Draft Started**

    Change Status To: Draft Completed

3. Once you change the status to draft completed in ePlan, the next person identified in your roles and responsibilities will be notified by email to log in and approve. The approval chain is identified below.
    a. LEA Perkins Basic Grant Director (CTE Director)
    b. LEA Fiscal Representative
    c. LEA Authorized Representative
    d. TDOE CTE CORE Consultant
    e. TDOE CTE Perkins Basic Reviewer

    Any person along this chain can send back the application for revisions before approval.

4. Final approval from the TDOE CTE Perkins Basic Reviewer will be granted no later than June 30, assuming the application was submitted by the district by March 1.

Appendix

Advisory Panel Membership[2]

Required local advisory members

1. Teachers
2. Career guidance and academic counselors
3. Principals and other school leaders
4. Administrators
5. Specialized support personnel and paraprofessionals
6. CTE postsecondary faculty and administrators
7. State board or local workforce development boards
8. Range of local or regional businesses or industries
9. Parents
10. Students
11. Representatives of special populations
12. Representatives of regional or local agencies serving out of school youth, homeless children and youth, and at-risk you (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)
13. A representative of Indian Tribes and Tribal organizations, where applicable.

Others to consider:

- County Commission
- Chamber of Commerce
- Industrial Board
- Media Rep. (newspaper, radio, etc.)
- Labor representative, Local Teacher Organization, etc.
- Director of Schools
- Mayor
- Local legislator
- Professional and social organizations president

School representatives should serve in an ex-officio manner only – not as a voting member.

Note: If a schoolwide advisory committee is in place, each career cluster must be represented by the committee.

[2] *Strengthening Career and Technical Education for the 21st Century Act,* Section 134(d)(e).

Comprehensive Local Needs Assessment (CLNA) Sections[3]

Section 1 | Performance
Learners' performance on state accountability measures in the aggregate and disaggregated by race, gender, migrant status, and special population groups.

Section 2 | Justify Alignment
Evaluation of programs of study, as a whole and individually, to address industry demand, student need, and meet the definition of "size, scope, and quality."

Section 3 | Growth Opportunities
Evaluation of alignment between programs of study offered and current and emerging labor market needs of the local area and region.

Section 4 | Recruitment, Retention, and Training
Assessment and development of plans to improve the quality of their staff through recruitment, retention, training, and professional development, with attention paid to diversity in the profession.

Section 5 | Access and Equitable Participation
Evaluation of progress in providing equal access to CTE programs, particularly CTE programs that lead to strong positive outcomes for learners, and in providing CTE in ways that maximize success for special populations, especially in programs leading to high skill, high wage, or in-demand industry sectors or occupations.

[3] *Strengthening Career and Technical Education for the 21st Century* Act, Section 134(c)

Core Indicators of Performance (CIP)[4]

Each of the following must be addressed at least one time in the LEAs goals.

1S1 | 4-Year Graduation Rate

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 will be 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 was 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.

2S1 | Academic Proficiency in Reading/Language Arts

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 will be used:

- 2S1n: Number of CTE cohort concentrators during the reporting year who have met either 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.

2S2 | Academic Proficiency in Mathematics

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 2S2 the following calculation will be used:

- 2S2n: Number of CTE cohort concentrators during the reporting year who have met either the College Readiness Benchmark on the Math subject test of the ACT assessment; or 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

[4] *Strengthening Career and Technical Education for the 21st Century* Act, Section 132 (b)(2)

or the Algebra II or Integrated Math III end of course assessment.

2S3 | Academic Proficiency in Science

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 2S3 the following calculation will be used:

- 2S3n: Number of CTE cohort concentrators during the reporting year who have met either 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.

3S1 | Postsecondary Placement

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 will be 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.

4S1 | Non-traditional Program Enrollment

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 will evaluate state reported, longitudinal employment data to determine a unified list of non-traditional occupations or fields of work for use during the 4- year Perkins V plan. For indicator 4S1 the following calculation will be 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.

5S3 | Program Quality through Work-Based Learning (WBL)[5]

The percentage of CTE concentrators graduating from high school having participated in work-based learning." To report this program quality indicator during the 4-Year 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. The following course codes[6] are identified as WBL:
    - 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; 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
- 5S3d – Total number of CTE cohort concentrators who were identified in the reporting year.

5S4 | Program Quality through Ready Graduate Attainment[7]

Attainment will be reported on a one-year lag with Indicator 3S1 – Postsecondary Placement. To report this program quality indicator during the 4-Year State plan, the department will measure performance using the following calculation:

- 5S4n – 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 credential; or
    - Complete 2 EPSOs and earn a qualifying score of military readiness on ASVAB AFQT.
- 5S4d – 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.

[5] *Strengthening Career and Technical Education in Tennessee* State Plan, page 69

[6] The courses identified below as Work-Based Learning may be updated in subsequent years.

[7] *Strengthening Career and Technical Education in Tennessee* State Plan, page 70

Professional Development Guidelines

Under Perkins V, professional development must be continuous and consist of sustainable activities[8]. Professional development activities **must** be provided for

- secondary teachers,
- faculty, school leaders, administrators,
- career counselors and academic counselors, and/or
- paraprofessionals

The following professional development components **may** be included as either pre-service or in-service training:

- Effective general education and career and technical integration,
- Effective teaching skills based on research,
- Effective practices to improve parental and community involvement,
- Effective use of scientifically based research and data to improve instruction, and
- Support education programs for teachers of CTE to ensure teachers and personnel stay current with all aspects of industry.

Additional professional development activities relevant to goals, objectives, and strategies include the following:

- Planning internship or externship programs that provide relevant business experience: intern and extern programs are highly encouraged for each teacher every 5 years. There are two (2) routes for completion – local programs and statewide through externship program (teacher must apply and meet requirements for statewide externships).
- Promoting the use and application of technology to improve instruction;
- Initiate, improve, expand, and modernize quality CTE programs, including relevant technology; and
- Provide activities to prepare special populations for high-skill, high-wage, or high-demand jobs.

[8] *Strengthening Career and Technical Education for the 21st Century* Act, Section 3(40)

State Plan Priorities[9]

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[10] " career pathways and programs of study. The 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.

Vision and Priorities[11]

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.

The state 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 highquality 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

[9] Strenthening Career and Technical Education in Tennessee State Plan

[10] Strenthening Career and Technical Education for the 21st Century Act, Section 2

[11] 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.

Uses of Funds[12]

Reminders:

- All expenditures in the budget should be referenced in your local application goal sheets. Also, the budget should reflect improvements to be made on those levels of performance not met last year.
- Perkins funds may only be spent on the most recent State Board of Education approved CTE courses.
- Perkins funds may only be spent on programs of study that meet Size, Scope, and Quality Indictors (SSQIs).

Funds **must** be used to:

1. provide **career exploration and career development activities** through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in **making informed plans and decisions about future education and career opportunities and programs of study**, which may include—
    a. introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;
    b. readily available career and labor market information, including information on—
        i. occupational supply and demand;
        ii. educational requirements;
        iii. other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and
        iv. employment sectors;
    c. programs and activities related to the development of student graduation and career plans;
    d. career guidance and academic counselors that provide information on postsecondary education and career options;
    e. any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or
    f. providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;

2. provide **professional development** for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—
    a. professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;
    b. professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 49l–2(e)(2)(C));
    c. providing teachers, faculty, school leaders, administrators, specialized instructional support

[12] *Strengthening Career and Technical Education for the 21st Century* Act, Section 135

personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;

d. supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;
e. supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
f. providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;
g. training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;
h. training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or
i. training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;

3. provide within career and technical education the **skills** necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;

4. support **integration of academic skills** into career and technical education programs and programs of study to support—
    a. CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and
    b. CTE participants at the postsecondary level in achieving academic skills;

5. plan and carry out elements that support the implementation of career and technical education programs and **programs of study** and that **result in increasing student achievement** of the local levels of performance established under section 113, which may include—
    a. a curriculum aligned with the requirements for a program of study;
    b. sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the

Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;

c. where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;
d. appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;
e. a continuum of work-based learning opportunities, including simulated work environments;
f. industry-recognized credential examinations or other assessments leading toward a recognized postsecondary credential;
g. efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;
h. where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;
i. expanding opportunities for students to participate in distance career and technical education and blended learning programs;
j. expanding opportunities for students to participate in competency-based education programs;
k. improving 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;
l. supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;
m. supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;
n. providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;
o. supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;
p. making all forms of instructional content widely available, which may include use of open educational resources;
q. supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;

r. partnering with a qualified intermediary 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;
s. support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or
t. other activities to improve career and technical education programs; and

6. develop and implement **evaluations of the activities** carried out with funds under this part, including evaluations necessary to complete the **comprehensive needs assessment** required under section 134(c) and the local report required under section 113(b)(4)(B).