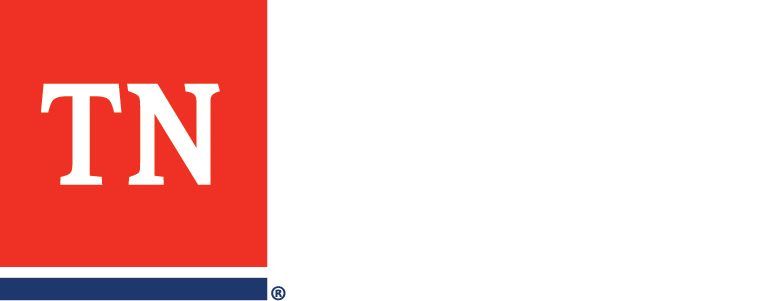


****

  
  
Local Application Guide

2019-20

Division of College, Career and Technical Education | March 2019

[Local Application Compliance 3](#_Toc2182100)

[Local Application Components 4](#_Toc2182101)

[Local Application Development: Annual Improvement Summary Report 5](#_Toc2182102)

[Local Application Development: Comprehensive Local Needs Assessment (CLNA) 6](#_Toc2182109)

[Local Application Development: Completing Goal Sheets 7](#_Toc2182110)

[Budget 11](#_Toc2182118)

[Submission of Local Application 13](#_Toc2182121)

[Appendix 14](#_Toc2182123)

[Accountability Areas of Focus 14](#_Toc2182124)

[Uses of Funds 15](#_Toc2182130)

[Professional Development Guidelines: 19](#_Toc2182131)

[Definitions 20](#_Toc2182132)

[Effective Advisory Panel Membership 23](#_Toc2182146)

[CTE Outcome Measures 24](#_Toc2182147)

[Employment Standards for Career & Technical Education Administrators 25](#_Toc2182148)

Local Application Compliance

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

LEAs must:

1. **Complete Conditions and Assurances**: *Read*. Signing off on the conditions and assurances means you agree and will execute each item listed.
2. **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.
3. **Verify CTE Director Employment Standard:** This form must be filled out in its entirety. Each endorsement code must include its title. Refer to page 26 for director employment standards.
4. **Identify Quality Program 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 IV funds. Identify the postsecondary component and the postsecondary institution. *Each middle school who is a member of a consortium must* *declare a program of study which leads into a feeder high school program of study.*
5. **Indicate Coordination Status**: Choose the appropriate consortium option. If you are part of a consortium, ensure that you complete the appropriate sections on that page.
6. **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. Budget must be cross-referenced with goals.
7. **Upload Local Application Excel File**: All LEAs will complete the 2018-19 Annual Improvement Summary Report, Comprehensive Local Needs Assessment, and at least two Goals in the Local Application Excel file based on their local application goals for 2019-2020.
8. **Identify Professional Development:** Professional development necessary to meet goals should be written as action steps and also listed in section C.2 of the goal sheet. Please include all professional development which will be offered to help the LEA reach its goals, regardless of funding source.
9. **Identify Equipment Purchases**: Equipment purchased with Perkins funds must be included and be connected to at least one action step. Equipment purchases must meet minimum requirements identified in the Master Inventory document.
10. **Core Indicators of Performance**: This section in ePlan is solely for planning purposes. No additional action needs to be taken at this time.

Local Application Components

To meet the requirements for Perkins V (Sec. 134(b) (1-9)), *all of the following 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;
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;
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. 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, 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.

**Local Application Development: Annual Improvement Summary Report**

This report should reflect the effectiveness of your 2018-19 local plan for career and technical education by analyzing performance data collected during the current school year, as well as indicate how federal dollars were used to improve programs.

Complete the summary report with the following components of your 2018-19 local plan. As June 30, 2019 is the last day of Perkins IV, terminology in this summary report will be based on Perkins IV definitions and terms.

**Goal**

Identify all goals in your 2018-19 local plan.

Have more than 3 goals? To insert additional rows, right-click on the number 10 an select “Insert” a row will appear above “Summary Question:”. Repeat for as many additional rows as you need.

**Required & Permissive Uses of Funds**

Identify your Required (R) and Permissive (P) uses of funds for each goal.

**Perkins IV Funds Used**

Identify the total amount spent for each goal.

**Action Steps Accomplished**

Identify if all, some, or none of the action steps for the goals have been completed. If some have been completed, identify those action steps. If all or none of the action steps have been completed, type an “X” in the appropriate column.

**Improvements made (with data support)**

In narrative form, identify all improvements made, using the appropriate data source to determine the improvement(s). Bulleted items are OK.

**Summary Question**

In narrative form, respond question, “What impact have Perkins funds had on the system in 2018-19?”

**Local Application Development:** Comprehensive Local Needs Assessment (CLNA)

With the transition to Perkins V, the addition of a mini version of the Comprehensive Local Needs Assessment (CLNA) has been added to the local application for 2019-20. As June 30, 2019 is the last day of Perkins IV, terminology in the CLNA should be based on Perkins V definitions and terms.

Answer the following questions, in narrative form. Ensure that connection is made to the LEA goals for the 2019-20 year.

1. Provide a description of how offered CTE programs meet each of the following.
   1. Sufficient in size, scope, and quality to meet the needs of all students served.
   2. Aligned to state, regional, or local in-demand industry sectors or occupations or designed to meet local education or economic needs not identified by state boards or local workforce development boards.
2. Provide an evaluation of progress toward the implementation of CTE programs of study.
3. Provide a description of progress toward implementation of equal access to high-quality CTE courses and programs of study for all students including providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that twill lead to self -sufficiency.

**Local Application Development: Completing Goal Sheets**

**Section A: Goal Setting**

*LEA Goal*

1. **Must** have a minimum of two goals.
2. Goals **must** be SMART, Specific, Measurable, Achievable, Relevant, and Time-bound.
3. Goals **must** connect to the CLNA.
4. Goal 1 **must** focus on Ready Graduate growth.
5. Goal 2 **must** focus on one of the following:
   1. Increasing Work-based Learning (WBL) participation
   2. Implementation of new programs of study
   3. Increases services that prepare students for non-traditional fields.
   4. Increases services that prepare special populations of students for high-wage, high-skill, or in-demand fields/occupations.
6. Goal 3 (optional) can focus on any element of Goal 2 or can be based on your district goals, needs assessment, etc.
7. Goals and action steps **must** be research based.
8. Goals **must** correspond to/be a continuation or improvement of prior year local plan goals.
9. Goals and action steps **must** be based on LEA’s data. Data used in determining goals should include but are not limited to CTE Student Outcome Measures and Perkins Report Card Data (including subgroup data).

*Accountability Focus Area*

Which accountability focus area will be addressed? An accountability focus area may be used multiple times, but all must be addressed in the local application. Refer to page 14 of this guide for the accountability focus areas. Focus areas without deficiencies (CIPIP) may be written as maintenance goals or action steps.

*Local Application Component(s)*

Which local application component(s) does this goal address? When a component is included, select the component number from the drop down list. Components may be used multiple times, but **all must be addressed** in the application. Refer to Guide, page 4for a listing of local application components.

*Uses of Funds*

Which use of funds will be used to address this goal? When a use of funds is included, identify the funds number (1-6). Refer to pages 15-18 for a listing of the uses of funds.

**Section B: Action Steps**

What activities are you going to include which will help reach your goals? Activities, equipment, the use of new and emerging technology, professional development, and special populations must be addressed in the action steps. Each action step must be research-based and descriptive, including how it meets required components.

**Have more than 10 action steps?** To add additional action steps, right click on the row number 18 and select insert. A row will appear above. Repeat for as many additional action steps as you need.

**Section C: Implementation Plan**

**C.1 | Action Steps**

Action Step:

Identify which action step (from Section B) to describe the timeline, evaluation strategy, line item, amount, and expected outcome. You can enter AS1, AS2, etc.

**Have more than 10 action steps?** To add additional action steps, right click on the number next to the last row above “Section C.2 – Implementation Plan | Professional Development” and select insert, a row will appear above. Repeat for as many additional action steps as you need.

TimelineAction step timelines will be more specific for the one-year action steps. When will the activity take place? Example: August-December 2018, April-May 2019. **Do not use ongoing or July–June for all timelines**. Action step timelines which target a specific timeframe will facilitate implementation and evaluation of the action step.

Evaluation Strategy

Evaluation should take place during the action step timeline. Many of these strategies should be evaluated frequently during the timeline. Below is a listing (non-inclusive) of questions to ask yourself as you develop the evaluation strategy.

* What do you plan to do to determine if the action step is either working/not working?
* Are you, as the CTE director, going to compare data?
* Are the teachers going to compare data?
* Are you going to meet and discuss data? When?

Line Item

Line items should match the budget line item submitted in the budget. If no funding is necessary for the action step, enter “no funds needed” for the line item.

Uses of funds can also be met with local funds. If local funds will be used to meet a requirement, enter “local funds” for the line item. If any action steps require salaries, then a **job description must be uploaded** in ePlan. Refer to page 11-12 for a listing of all line items.

Amount

Indicate the amount of Perkins funds which will be used to implement the action step. Amounts should match the amount submitted in the budget. If no funding is necessary for the action step, enter “0” for the action step.

Uses of funds can also be met with local funds. If local funds will be used to meet an action step, type “0” for the amount. If any action steps require salaries, then a **job description must be uploaded** in ePlan.

Expected Outcome

If your action steps go as planned, what do you hope will be the outcome of this action step? What does success look like? Utilize CTE Outcome Measures in the appendix to assist with this. These should **align to the goal** the action step is reinforcing.

**C.2 | Professional Development**

Action Step

Identify which action step (from Section B) to address the professional development activity, timeline, evaluation, strategy, PD audience, and expected outcome. You can identify more than one action step should an activity touch on more than one action step.

**Have more PD activities?** To add additional rows, right click on the number next to the last row above “Section C.3 – Implementation Plan | Equipment list” and select insert, a row will appear above. Repeat for as many additional PD activities as you need.

Professional Development Activity

Describe using specific terms the professional development activity to address the identified action step(s). Professional development must accompany the Action Steps regardless of whether or not the PD requires Perkins funds.

Timeline

Professional development timelines will be more specific for the one-year. When will the professional development take place? Example: August-December 2018, April-May 2019. **Do not use ongoing or July–June for all timelines**. Professional development timelines which target a specific timeframe will facilitate implementation and evaluation of the professional development.

Evaluation Strategy

Evaluation should take place during the professional development timeline. Many of these strategies should be evaluated frequently during the timeline. Below is a listing (non-inclusive) of questions to ask yourself as you develop the evaluation strategy.

* What do you plan to do to determine if the professional development is either working/not working?
* Are you going to have meetings? If yes, with whom and about what?

PD Audience

In Perkins V, we no longer have professional development components. Instead, identify the audience(s) of the professional development. Refer to page 19 in this guide for professional development guidelines.

Expected Outcome

If your professional development go as planned, what do you hope will be the outcome? What does success look like? These should **align to the goal** the action step is reinforcing.

**C.3 | Equipment List**

The purchasing of equipment to improve programs should be indicated in an action step (Section B). The purpose for section C.3 is to list the equipment, by career cluster, program of study, and school for which equipment will be purchased. Equipment should be specific (writing “computers” is not acceptable, however 15 Dell laptops is acceptable).

Action Step

Select which action step (from Section B) to address the equipment purchase. You can select more than one action step should an activity touch on more than one action step.

**Need more equipment list rows?** To add additional rows, right click on the number next to the last row above “LEA Revisions (once application is approved)” and select insert, a row will appear above. Repeat for as many additional equipment lists as you need. If the drop down menu does not appear, type in the “Action Step # “ to indicate connection to the appropriate action step identified in Section B.

**Goal Sub-Totals**

In the upper right corner of each goal sheet you will find the automatic calculation of each amount listed for the goal. Above the goal sub-total, you will find a running total of all goals in the Total Budgeted Amount. This amount will adjust as any amount is adjust on for any goal.

The goal sheets may not capture all 72230 Supervisor/Director line items nor 99100 Indirect Costs. These line item amounts, however, should be included in the budget.

**Budget**

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

To complete the Budget:

1. Login to ePlan.
2. Navigate to TDOE Resources on the left hand side.
3. Click on ePlan Training Modules.
4. Click on Module 3: Funding Application. This module provides step by step guidance on entering your budget in ePlan.

Line Items

|  |  |  |
| --- | --- | --- |
| 71300 116 | TEACHER SALARIES ( New program/graduated phase out) add benefits | |
| 71300 162 | CLERICAL PERSONNEL (Requires job description) add benefits | |
| 71300 163 | EDUCATIONAL ASSISTANT SALARIES (Requires job description) | |
| 71300 189 | OTHER SALARIES AND WAGES (Requires job description) | |
| 71300 201 | SOCIAL SECURITY | |
| 71300 204 | STATE RETIREMENT | |
| 71300 206 | LIFE INSURANCE | |
| 71300 207 | MEDICAL INSURANCE | |
| 71300 208 | DENTAL INSURANCE | |
| 71300 210 | UNEMPLOYMENT COMPENSATION | |
| 71300 212 | EMPLOYER MEDICARE | |
| 71300 299 | OTHER FRINGE BENEFITS | |
| 71300 311 | CONTRACTS W/OTHER SCHOOLS SYSTEMS | |
| 71300 336 | MAINTENANCE or EQUIPMENT REPAIR - 5% CAP | |
| 71300 399 | OTHER CONTRACTED SERVICES | |
| 71300 429 | INSTRUCTIONAL SUPPLIES & MATERIALS (nonconsumable)  Online software and site license | |
| 71300 499 | OTHER SUPPLIES & MATERIALS (nonconsumable)  Industy certifications | |
| 71300 599 | OTHER CHARGES | |
| 71300 730 | CAREER AND TECHNICAL INSTRUCTION EQUIPMENT  Anything over $100 that is necessary, reasonable, & allocable | |
| 72130 123 | GUIDANCE PERSONNEL (Requires job description) |
| 72130 146 | BUS DRIVERS (Field trips post secondary transition-add benefits) |
| 72130 201 | SOCIAL SECURITY |
| 72130 204 | STATE RETIREMENT |
| 72130 206 | LIFE INSURANCE |
| 72130 207 | MEDICAL INSURANCE |
| 72130 208 | DENTAL INSURANCE |
| 72130 210 | UNEMPLOYMENT COMPENSATION |
| 72130 212 | EMPLOYER MEDICARE |
| 72130 299 | OTHER FRINGE BENEFITS |
| 72130 399 | OTHER CONTRACTED SERVICES |
| 72130 599 | OTHER CHARGES |
| CTSO - 20% CAP | |
| 72130 146 C | BUS DRIVERS |
| 72130 355 | TRAVEL (Student and Teacher CTSO travel) |
|  | Student: Transportation & Hotel |
|  | Teacher: Transportation, Meals, Hotel, & Registration |
| 72130 399 C | OTHER CONTRACTED SERVICES (CTSO BUS CHARTER) |
| PROFESSIONAL DEVELOPMENT - 5% MIN | |
| 72130 189PD | OTHER PD SALARIES (STIPENDS-Note add benefits above) |
| 72130 399PD | OTHER CONTRACTED SERVICES (OUTSIDE PRESENTERS' PD) |
| 72130 524PD | In-Service/Staff Development |
| 72230 | CTE ADMINISTRATION - 5% CAP |
| 72230 105 | CTE DIRECTOR SALARY |
| 72230 162 | CLERICAL PERSONNEL (For Directors benefit; Job description required) |
| 72230 201 | SOCIAL SECURITY |
| 72230 204 | STATE RETIREMENT |
| 72230 206 | LIFE INSURANCE |
| 72230 207 | MEDICAL INSURANCE |
| 72230 208 | DENTAL INSURANCE |
| 72230 210 | UNEMPLOYMENT COMPENSATION |
| 72230 212 | EMPLOYER MEDICARE |
| 72230 299 | OTHER BENEFITS |
| 72230 355 | CTE DIRECTOR TRAVEL |
| 72230 499 | OTHER SUPPLIES AND EQUIPMENT |
| 72230 524 | CTE DIRECTOR INSERVICE/PD (NOT COUNTED TOWARD 5% CAP)  Regional Study Councils & Quarterly CTE Director's Meetings |
| 72230 599 | OTHER CHARGES |
| 72230 790 | OTHER EQUIPMENT |
| 99100 590 | TRANSFERS TO OTHER FUNDS (INDIRECT COST) |

Submission of Local Application

Steps to submitting a local application.

1. Please have your CTE CORE Consultant review *prior* to submission.
2. Once you submit electronically, ePlan will notify the next person identified in your roles and responsibilities to go in and approve.
3. Submission of your local application does not indicate approval. The application will be reviewed by your regional CTE CORE consultant and sent back for revisions as needed.
4. When revisions are complete, the application will then be reviewed by CCTE division senior staff and final approval will be granted no later than June 30, assuming that the application was submitted by the district within established timeline.

**Note**: Notify and submit your final draft of the application to your CTE CORE Consultant prior to submission in ePlan. If submission occurs without CTE CORE consultant review, your director of schools may have to review and approve the application more than once.

Appendix

Accountability Areas of Focus

The Local Application goals should align to accountability performance measures. However, as no State Determined Performance Measures have been established for the Perkins V Transition Year (2019-20), the Local Application goals will connect to broad accountability focus areas. The Local Application goals for 2019-20 **must** align to **at least one** of the following focus areas:

Academic Attainment

Increase attainment of challenging academic standards as defined by the Elementary and Secondary Education Act of 1965 and outlined in the LEA plan.

Secondary School Completion (Concentrators)

Increase rate at which CTE student participants matriculate to CTE concentrator as defined by the Perkins V legislation.

Graduation

Increase the number of CTE concentrators who graduate from high school as measured by the four-year adjusted cohort graduation rate as defined by the Elementary and Secondary Education Act of 1965 and outlined in the LEA plan.

Secondary Placement (Follow-up)

Increase the 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, are volunteers as described by the Peace Corps Act, or are employed.

Non Traditional

Increase the number of CTE concentrators in CTE programs of study that lead to non-traditional fields.

***Uses of Funds***

Reminders:

1. All expenditures in the budget should be referenced in your local application goal sheets. In addition, the budget should reflect improvements to be made on those levels of performance not met last year.
2. Perkins funds may only be spent on the most recent State Board of Education approved CTE courses.
3. Perkins funds may only be spent on 2019-2020 programs of study that meet all Quality Program Indicators.

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—
   1. introductory courses or activities focused on career exploration and career awareness, including non-traditional fields; ‘‘
   2. readily available career and labor market information, including information on—
      1. occupational supply and demand;
      2. educational requirements; ‘
      3. other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and ‘
      4. employment sectors; ‘
   3. programs and activities related to the development of student graduation and career plans; ‘
   4. career guidance and academic counselors that provide information on postsecondary education and career options;
   5. 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
   6. 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—
   1. 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;
   2. 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));
   3. providing teachers, faculty, school leaders, administrators, specialized instructional support 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;
   4. 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;
   5. supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
   6. 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;
   7. 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;
   8. 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
   9. 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—
5. 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
6. CTE participants at the postsecondary level in achieving academic skills;
7. 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—
   1. a curriculum aligned with the requirements for a program of study;
   2. 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;
   3. 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;
   4. 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;
   5. a continuum of work-based learning opportunities, including simulated work environments;
   6. industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;
   7. 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;
   8. 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;
   9. expanding opportunities for students to participate in distance career and technical education and blended learning programs;
   10. expanding opportunities for students to participate in competency-based education programs;
   11. 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;
   12. supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;
   13. 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;
   14. 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;
   15. 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;
   16. making all forms of instructional content widely available, which may include use of open educational resources;
   17. supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;
   18. 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;
   19. 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
   20. other activities to improve career and technical education programs; and
8. 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).

***Professional Development Guidelines:***

Professional development activities **must** be provided for

* secondary teachers,
* faculty, school leaders, administrators,
* career counselors and academic counselors, and
* 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 of 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 which 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.

***Definitions***

Articulation Agreement

A written commitment –

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

All Aspects of An Industry

Strong experience in, and comprehensive understanding of, the industry the individual is preparing to enter. All Aspects of An Industry identify nine aspects that are common to any business or industry.

1. Business Planning
2. Management
3. Health Safety and Environment
4. Finance
5. Community Issues
6. Principles of Technology
7. Personal Work Habits
8. Labor
9. Technical and Production Skills

Concentrator

A student served by an eligible recipient who has completed at least 2 courses in a single CTE program or program of study.

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 are able to 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 postsecondary institutions (unless agreed upon by all parties).

Dual Enrollment

LEAs or high schools partner with postsecondary institutions to determine appropriate dual enrollment course offerings for high school students. However, a [list of common courses](https://www.tn.gov/content/tn/education/early-postsecondary.html) offered for dual enrollment may be helpful in determining student opportunities. Two important criteria to consider in selecting dual enrollment offerings are the [TN Transfer Pathway](http://www.tntransferpathway.org/) (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.

High-Skill Occupations

Occupations which require long term training and lead to a certificate, diploma, apprenticeship or degree). Occupations can be selected in many clusters which are higher skill.

High-Wage Occupations

Occupations with wages 20% greater than the median wage. Each LEA consults the workforce development information from their LWIA to determine high-wage occupations.

In-Demand Industry Sector or Occupations

Occupations that will have the following characteristics: Growth rate for the career cluster in the Local Workforce Investment Area (LWIA) region is positive, and the individual occupations have positive growth rates.

For all occupations in the career cluster, 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 training), then the occupations in the cluster are considered “in demand.”

New and Emerging Technology

New and emerging technology should require training in new teaching strategies and improvement in student performance.

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.

Program of Study

Coordinated, nonduplicataive sequence of academic and technical content that

1. Incorporates challenging state academic standards
2. Addresses both academic and technical knowledge and skills, including employability skills;
3. Is aligned with the needs of industries,
4. Progresses in specificity
5. Has multiple entry and exit points that incorporate credentialing
6. Culminates in the attainment of a recognized postsecondary credential.

Quality Program Indicators

Quality program indicators include

1. programs of such size which offer a sequence of three or more earned credits,
2. programs of such scope which are aligned with a state approved program of study within career clusters,
3. programs having a certified and appropriately endorsed teacher,
4. programs teaching the state-approved curriculum standards,
5. programs having a postsecondary connection through dual enrollment, dual credit, or current agreement for a program of study and current local articulation agreement approved by the lead administrators of secondary and postsecondary institutions,
6. programs being supported by current labor market data to support high-skill, high-wage, in-demand jobs,
7. programs teaching all aspects of an industry,
8. programs having an active advisory panel,
9. programs teaching leadership and providing opportunities for classroom, school, and /or community-based competitions by having a career and technical student organization as a support for the instructional program, and
10. programs promoting general education integration.

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 individual 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
   1. is a member of the armed forces
   2. is on active duty

***Effective Advisory Panel Membership***

Include these individuals:

* County Commission
* Chamber of Commerce
* Industrial Board
* Media Rep. (newspaper, radio, etc.)
* Labor representative, Local Teacher Organization, etc.
* Director of Schools
* Mayor
* Local legislator
* President or dean of the community college
* Director of the TCAT
* President of the PTO/PTA
* Student, such as a president of a CTSO
* Influential small business owners
* Industry CEOs
* Plant Managers
* 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.

CTE Outcome Measures

**Student Participant Definitions:**

* Participant: individual that complete not less than one course in a CTE program or program of study.
* Concentrator: A student served by an eligible recipient who has completed at least 2 courses in a single CTE program or program of study.

**Outcome Measures** (by Explorer, Completer, and Concentrator and by demographics) – as applicable, depending on grade level

* Student achievement
  1. EOC scores (Other)
  2. ACT scores
     1. Composite and Subject
     2. Readiness Benchmarks
     3. Student participation in school or district preparation programs
* Early postsecondary opportunities
  1. Number/percent of students who earned EPSO credits/hours in area of secondary CTE concentration (program of study/career cluster)
* Industry Certifications (transferable - leading to immediate employment or postsecondary credit/hours)
* Number/percent of students who earn industry certification while enrolled in or immediately following aligned course
* CTE teacher data
  1. Observation scores across TEAM domains
  2. Student Achievement
  3. ACT
     1. student composite scores
     2. district/school level composite scores

Employment Standards for Career & Technical Education Administrators

Subparagraph (i) of paragraph (10) of Rule 0520-1-2-.03 Employment Standards is amended by deleting the subparagraph in its entirety and substituting instead the following language so that as amended it shall read

1. Persons holding career and technical education supervisory positions, including local directors, supervisors, coordinator specialists, assistant principals for career and technical education, and center administrators, shall have one of the following sets of qualifications:
   1. a bachelor’s degree in career and technical education from an accredited four-year college or university, three years of teaching experience in an approved career and technical education program and two years of appropriate employment experience in a recognized occupation, or (Standard 1)
   2. a bachelor’s degree with a career and technical education endorsement, three years teaching experience, two years of appropriate work experience, and completion of (by July 1, 2008 or within a three-year period from the date of employment) the required matrix of career and technical education core competencies for professional development, or (Standard 2)
   3. an endorsement as a PreK-12 administrator or secondary supervisor or principal and completion of (by July 1, 2008 or within a three-year period from the date of employment) the required matrix of career and technical education core competencies for professional development (Standard 3).