TISA Quick Guide: Career and Technical Education (CTE) Programs

Overview

TISA provides direct funding for student participation in Career and Technical Education (CTE) programs to drive college and career readiness outcomes. The direct funding is further structured to incentivize LEAs to align program of study offerings with careers that are in-demand and produce strong living wage potential.

Pursuant to T.C.A. § 49-3-105(c)(2), a direct allocation amount is generated for each student membership in a CTE program based on:

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

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

CTE funding amounts are subject to annual appropriations by the Tennessee General Assembly. For FY26, the proposed CTE funding through TISA is based on the following matrix:

Program of Study Level	Progression Year			
	Year 1	Year 2	Year 3	Year 4
Level 1	$5,000	$5,050	$5,150	$5,300
Level 2	$5,200	$5,250	$5,350	$5,500
Level 3	$5,400	$5,450	$5,550	$5,700

Program of Study (POS) Leveling

Programs of Study are assigned a level, one through three, based on demand, wage, and skill. Each POS is aligned to standard occupational classification (SOC) codes by CTE Directors, Tennessee Department of Economic and Community Development, Advance CTE, and other CTE stakeholders. Before the scoring process begins, the ten SOC codes with the highest projected employment are identified for each POS. These top ten codes are the only occupations considered in the scoring process.

Using occupation data from Tennessee Department of Labor and Workforce Development (TDLWD), each POS produces a score for high demand (1-5), high wage (1-4), and high skill (0-2). The final program score is determined based on the following weights: wage is 70%, demand is 20%, and skill is 10%. These scores are then used to level each POS as follows:

- Level 3 – at or above 80th percentile
- Level 2 – between the 40th and 80th percentile
- Level 1 – below the 40th percentile

Progression Year

The CTE course matrix, posted on the department's CTE website, provides course code assignments within each program of study, assigned to a progression year. Progression years represent the advanced status of the course, beginning with introductory courses (Year 1) up to more intensive learning experiences (Year 4). Course codes assigned to multiple programs of study appear in the same progression year within each.

LEAs are not required to follow the progression years in how coursework is offered to students. LEAs may exercise flexibility in course sequencing while ensuring students' progress through appropriate coursework and expectations of the program of study. If an LEA exercises this flexibility, however, it does not alter the progression year assignment of the course code.

CTE ADM and Calculation

In order to generate CTE ADM, students must be enrolled in a "C" course outlined in the department's course matrix. Course enrollment data is entered by LEAs in local student information systems and pushed into EIS for state data pulls. CTE ADM is calculated by using the standard ADM calculation and then further calculating the portion of the student's instructional day spent in the CTE course. This CTE ADM will differ from a student's base ADM due to whether a student is enrolled in an approved CTE course, and by the length of time out of the school day spent in the course. For example, if a student is on a block schedule and takes one CTE course for the full reporting period, then the student generates a .25 CTE ADM for that reporting period. This reflects taking one CTE course out of the four courses provided in the student's instructional day.

If a course code appears in multiple programs of study, it will be funded at the highest aligned level. Program of Study levels are calculated for funding purposes every 3 years; however, trend calculations are released annually. For a complete list of POS levels and more details on the calculation, visit the department's CTE website.

Example

Sample District			
	Funding Amount	**ADM**	**Allocation**
Level 1, Year 1	$5,000	100.0	$500,000
Level 1, Year 2	$5,050	15.0	$75,750
Level 1, Year 3	$5,150	12.0	$61,800
Level 1, Year 4	$5,300	10.0	$53,000
Level 2, Year 1	$5,200	95.0	$494,000
Level 2, Year 2	$5,250	50.0	$262,500
Level 2, Year 3	$5,350	20.0	$107,000
Level 2, Year 4	$5,500	25.0	$137,500
Level 3, Year 1	$5,400	150.0	$810,000
Level 3, Year 2	$5,450	30.0	$163,500
Level 3, Year 3	$5,550	8.0	$44,400
Level 3, Year 4	$5,700	5.0	$28,500

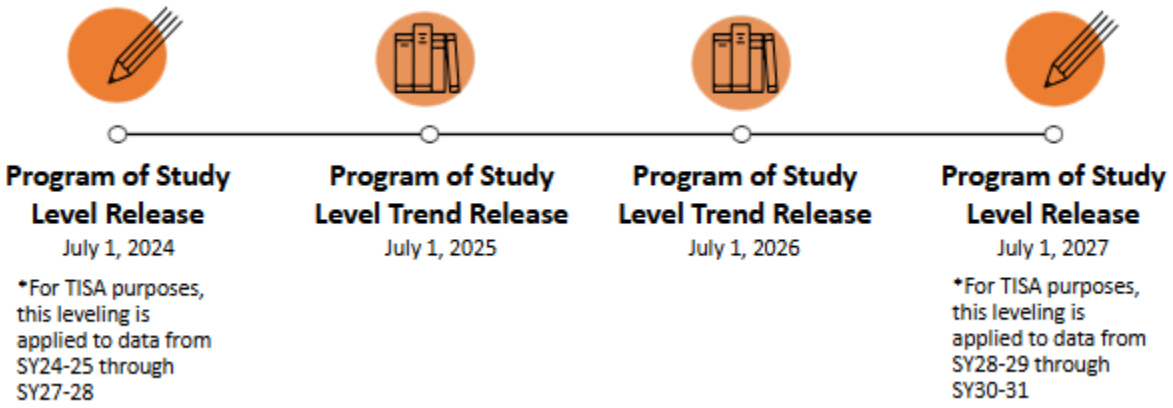
TOTAL			**$2,737,950**

Additional Funding

The CTE TISA Additional Allocation ensures that students enrolled in a program of study that requires the most additional resources and is determined to be a Level 2 or Level 3 are funded at an increased amount. Additional CTE funding will be a set amount of $2,000,000. This amount will be divided by the statewide student membership in CTE courses which have been identified by stakeholders as requiring additional funds to maintain and implement effectively and distributed proportionally to districts with students participating in these programs.

POS Leveling Timeline

With the exception of the first year of implementation, program levels and course assignment to progression years, while evaluated annually, will be updated for TISA funding purposes every three (3) years to allow LEAs appropriate time to align programs. This re-evaluation, including additional resources analysis, will be released by July 1 on the three (3) year cycle and become effective for the subsequent fiscal year, providing a full year between the release date and the year in which data will drive updated funding implications.



Note that TISA data pulled in a particular school year generates funding for the following school year. For example, data for SY24-25 determines funding for SY25-26.