Strengthening Career and Technical Education in Tennessee

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

Tennessee Department of Education | 2024-2028

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Overview

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

Career and Technical Education

In Tennessee, the term career and technical education, or CTE, refers to the rigorous academic, technical, and employability skills or content that is taught through career-focused standards and courses in grades K-12 and postsecondary which prepare learners for advanced education, training, and employment in aligned occupations and careers.

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

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

*During th*e life of this plan, these career clusters are subject to change according to Advance CTE's proposed modifications to the National Career Clusters Framework. It is anticipated that the new Framework will reduce the number of Career Clusters. Tennessee has anticipated these changes and is set to reduce the number of Career Clusters as needed.

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

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

Federal Role in Career and Technical Education

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

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

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Best for All Education Strategic Plan

Purpose and Vision

CTE is fully embedded into to the department's overarching education strategic plan, *Best for ALL*, which establishes a framework for the department's work moving forward and sets the vision for the department to serve Tennessee students, teachers, administrators, and families.

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

Priorities

In Tennessee K-12 public education, the *Best for ALL* strategic plan is the guiding light across the state rooted in three priority areas: Academics, Student Readiness, and Educators. Within these priority areas, the department has developed policies, programs, and practices through five major initiatives to make targeted interventions, create innovative programs, and permit a safe, healthy learning environment for teachers and students.

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The Tennessee Department of Education, under the direction of Commissioner Lizzette Reynolds, exhibits a strong commitment to CTE for all students. Building upon the state's strong commitment to ensuring Tennessee is future workforce-ready, Governor Bill Lee and the Tennessee General Assembly awarded $530 million in state funds and $32.9 million in ESSER 3.0 funds for Innovative School Models grants to expand opportunities for CTE in 839 Tennessee middle and high schools.

In addition, Tennessee has restructured its student-based public school funding formula to include a portion of Tennessee Investment in Student Achievement (TISA) funds being allocated for students enrolled in high-wage, in-demand, high-skill programs of study. This tiered system encourages school districts to offer programs of study leading to long-term and emerging local employment needs.

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Strengthening Career and Technical Education in Tennessee

Purpose

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

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

1. Set a baseline expectation for career and technical education that includes advanced mathematics and science, leverages existing practices in technical skill attainment, and incorporates purposeful strategies across secondary and postsecondary to support the diverse regions and local communities of Tennessee;
2. Empower all students to build career awareness and explore career opportunities based on their individual aptitude and interest and the needs of their local communities, and expand access to aligned advanced CTE programs to ensure all students develop holistic knowledge including the employability skills necessary to demonstrate their readiness for the workplace of the future;
3. Provide more targeted support for those students who are historically underserved, such as individuals with disabilities, individuals from economically disadvantaged families, individuals living in distressed or at-risk areas, individuals in rural areas, and homeless individuals;

[1] Strengthening Career and Technical Education for the 21st Century Act, section 2

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4. Maintain consistent expectations but increase local flexibility to develop, implement, and improve CTE programs aligned to local and regional high-skill, high-wage, and/or in-demand occupations, with a focus on emerging trends for the long-term employability;
5. Have strong data practices and structures to obtain relevant and timely student outcome data to influence policy, funding, and implementation decisions, and support the continuous evaluation and improvement of CTE programs; and
6. Improve transparency and communication across all stakeholder groups to ensure stronger alignment, build more effective partnerships, and sustain long-term success.

Vision and Priorities

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

> **To expand advanced opportunities for all students to explore career pathways; develop a bespoke plan to follow a program of study and earn a meaningful industry credential; and complete a capstone project and/or work-based learning experience leading to a high-wage, in-demand, high-skill career in an existing or emerging field.**

As a result of implementing this plan, Tennessee will see a substantial increase in the number of students concentrating in workforce-aligned programs of study, participating in Career and Technical Student Organization experiences, beginning their postsecondary journey through CTE-focused early postsecondary opportunities, earning state-promoted industry credentials, and taking part in work-based learning experiences, including apprenticeships and school-based enterprises. Success will be measured through existing enrollment, concentration, and industry credential attainment, as well as student matriculation to 2- and 4-year college and university programs; technical certificate attainment at a Tennessee College of Applied Technology; military enlistment; workforce participation in a high-wage, in-demand field; and similar paths.

The U.S. Department of Education's Office of Career, Technical, and Adult Education has announced four areas of focus for the coming state plan period, including career counseling, early postsecondary opportunities, work-based learning experiences, and industry credential attainment. The Tennessee State plan is in direct alignment with this directive.

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

1. Expand career awareness, exploration, and planning, specifically in **elementary and middle school grades**, advisement, leadership, and employability skill development through new courses, nontraditional and special populations opportunities, and data gathered through required career aptitude and assessment surveys (T.C.A. 49-6-412).
2. Expand participation for all students in **advanced career and technical programs** in secondary and postsecondary, rethinking time, space, and modes of learning, which prepare students to seamlessly transition into high-wage, in-demand, and/or high-skill occupations, including purposeful opportunities for special populations.
3. Expand **STEM opportunities, with emphasis on advanced mathematics and science, engineering, and technology** in all CTE programs, including computer and data sciences, needed to meet the changing workforce demands of Tennessee.

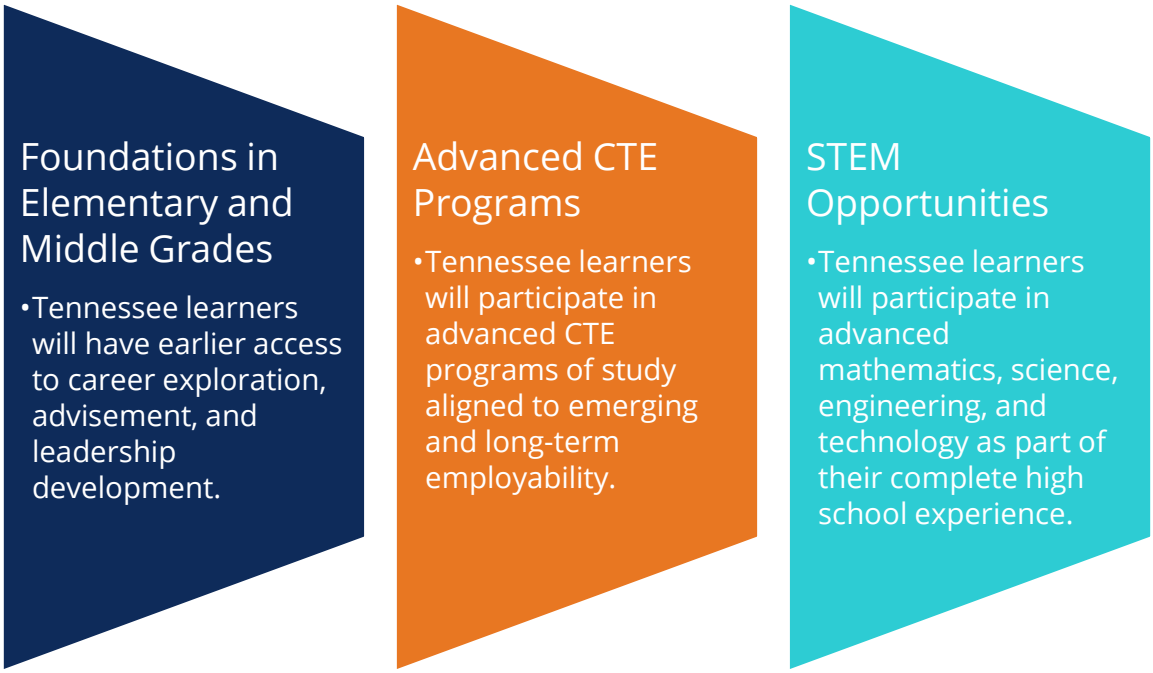

Figure 1: Strengthening Career and Technical Education in Tennessee Goals

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Foundations in Elementary and Middle Grades

The first priority area of the *Strengthening Career and Technical Education in Tennessee* State Plan is to expand career awareness, exploration, and planning, specifically in **elementary and middle school grades**, advisement, leadership, and employability skill development through new courses, nontraditional and special populations opportunities, and data gathered through required career aptitude and assessment surveys.

Over the length of this plan, the department and our partners will implement strategies to expand the reach of CTE in elementary and middle grades.

1. Career Exploration and Planning: The department will develop middle school courses to expand opportunities for career awareness (grade 6), career exploration (grade 7), and career planning (grade 8), in addition to program-specific courses (grades 6-8) and middle school Career and Technical Student Organization (CTSO) offerings (grades 6 -8) which lay the foundation for high school programs of study. To assist in this work, the department will develop training and resources in middle grades (grades 6-8) that lead to secondary and postsecondary programs and are aligned to high-skill, high-wage, and/or in-demand career pathways.
2. College and Career Advisement and Awareness Services: The department and partners will develop plans for utilizing required career interest and aptitude surveys (grades 7-8) to expand the advisement of students to create differentiated six-year plans for all students, including course selection with advanced coursework in math, English Language Arts, social studies and science; access to early postsecondary course offerings; and meaningful industry credentials as part of the systematic college and career advisement strategy for all Tennessee students.
3. Work-Based Learning Experiences: The department will support the expansion of work-based learning opportunities in the middle grades, including industry-led class projects, field trips, and job shadowing opportunities. As a part of this, the department will utilize competitive Perkins Reserve and other state funding to support innovative practices in this area.
4. Elementary Career Awareness: The department will develop a framework of elementary career awareness opportunities (grades K-5) which can be utilized to share careers with students throughout the year. As part of this, the department will encourage the utilization of STEM classroom resources such as Tennessee STEM Innovation Network's (TSIN) career awareness lesson plans, integrating math and science with career exploration. In addition, professional development will be offered to CTE directors to inform discussions between high school, middle school, and elementary school staff on a trajectory of math, science, and technology instruction to ensure student preparedness.

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Advanced Career and Technical Programs

The second priority area of the *Strengthening Career and Technical Education in Tennessee* State Plan is to expand participation for all students in **advanced career and technical programs** in secondary and postsecondary, rethinking time, space, and modes of learning, which prepare students to seamlessly transition into high-wage, in-demand, and/or high-skill occupations, including purposeful opportunities for special populations.

Over the length of this plan, the department and our partners will implement strategies to expand participation in advanced CTE programs.

1. Advanced CTE Programs of Study: The department and partners will collaborate with state and national stakeholders to further research high-skill, high-wage, and in-demand career pathways for alignment to the Tennessee Investment in Student Achievement (TISA) formula and develop new or revise current CTE programs of study to ensure articulation of credit between secondary and postsecondary. As a part of this, the department will continue its work to align early postsecondary opportunities in collaboration with the Tennessee Higher Education Commission (THEC) and the Tennessee Board of Regents (TBR) and fully integrate work-based learning and career and technical student organizations (CTSO) in a three-component model (classroom, CTSO, WBL) for instruction. The department's goal is to increase the federal accountability measure of Ready Graduate by 4% (from 46% state-determined performance level to 50%) with comparable growth in the CCR indicator over the four-year lifetime of this plan. The department currently publishes its statewide Core Indicators of Performance on the department's CCTE website and has created a statewide improvement plan (beginning on page 90 of this document) to increase deficit areas, while improving transparency.
2. Industry Credential Alignment: The department and our partners will revise the current statewide promoted student industry certification process and criteria to fully align with the Tennessee Department of Labor and Workforce Development (TDLWD), TBR, and the Tennessee Higher Education Commission (THEC) to increase postsecondary articulation and the ability to earn stackable certifications, credentials, and degrees in high wage, in-demand, and high-skill career pathways. The department will work to align these industry credentials to TISA tiers to highlight the credentials that are most needed in the state of Tennessee.
3. Time, Space, and Modes of Learning: The department will support the continuing efforts to change the high school experience for students through alternative uses of time and space, including flexible course scheduling, distance learning, and the use of school days as internship and apprenticeship training time.
4. Advisement for Differentiated Pathways to Postsecondary: The department will develop resources and professional development for school counselors and career coaches to assist in

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differentiated course planning and attainment of industry credentials to prepare students for their specific postsecondary plans, including program of study marketing materials to assist in the understanding of all options available through dual enrollment, industry credentials, and work-based learning. In addition, the department will work to increase the connections to student longitudinal data to determine matriculation from programs of study to aligned postsecondary education and workforce and monitor student progress beyond K-12.

5. Special Populations Participation: The department and partners will develop resources, supports, and strategies for intentional special populations concentration in CTE programs, CTSOs, work-based learning, and industry credential attainment. This will include an increase in professional development opportunities for occupational licensed teachers to support special populations in the classroom.
6. Work Ethic, Leadership, and Employability Skill Development: The department and partners will develop accessible work ethics, leadership, and employability skills framework, content, training, and resources for LEAs and institutions to utilize and improve emerging workforce development in Tennessee. This will include support for Industry 4.0 and a revised senior year, which allows students flexible options in graduation requirements and time required in the classroom. Integrating Career and Technical Student Organizations (CTSOs) into the classroom will further enhance these efforts by fostering the practical application of the developed framework. By embedding CTSO activities within the curriculum, students will actively engage in hands-on experiences, refining their work ethic, leadership, and employability skills in real-world scenarios, ultimately preparing them more comprehensively for the evolving demands of Industry 4.0.
7. Increased Vertical Alignment with Four-Year Postsecondary Institutions: The department will work to increase its alignment with universities and postsecondary credentials through intentional meetings with Tennessee Higher Education Commission (THEC) and the development of courses that lead directly to university programs.
8. Educator Recruitment, Retention, and Training: The department and partners will research and implement proven strategies to recruit, retain, and train educators in CTE pathways that are aligned to high-skill, high-wage, and in-demand career pathways. As a part of this, the department will strive to think beyond traditional routes to teaching to support the development of a no-cost occupational license educational preparation program, expand the Occupational Licensed New Teacher Training opportunities, and provide additional educational leader supports that increase access to and success in the profession.

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STEM Integration

The third priority area of the *Strengthening Career and Technical Education in Tennessee* State Plan is to expand **STEM and project-based learning opportunities, with emphasis on advanced mathematics and science, engineering, and technology** in all CTE programs, including computer and data sciences, needed to meet the changing workforce demands of Tennessee.

Over the length of this plan, the department and our partners will implement strategies to expand STEM opportunities across CTE programs.

1. STEM Standards in All CTE Programs of Study: The department and partners will follow the revised Advanced CTE framework and develop standards to be embedded in all CTE programs of study, including advanced math and science content, computer science, data science, and technology. This will include the development of professional development and resources for all CTE instructors.
2. Data Science in CTE: The department will develop rigorous course standards and a program of study to increase student knowledge of data science and its uses in the workforce. This will include resources and professional development for all CTE instructors.
3. Industry-Focused Project-Based Learning: The department and partners will offer frameworks for project-based learning, sample work-based learning placements, and resources for classroom project development. This will include differentiated options for all career clusters.
4. Emerging Trends in the Workplace: The department will work closely with industry advisory councils to ensure that emerging needs are on track to be met in the areas of emerging needs.

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Requirements of the Plan

The following sections outlined in this plan are required pursuant to the U.S. Department of Education, Office of Career, Technical, and Adult Education (USED, OCTAE), Guide for the Submission of State Plans.

The Tennessee 4-Year Perkins V State Plan submission, Strengthening Career and Technical Education in Tennessee will be in effect from July 1, 2024, through June 30, 2028, unless otherwise amended. Figure 2 further details the sections that are required in this plan and/or the sections that were revised from submission with the transition plan.

4-Year State Plan Items	Requirements for 4-Year State Plan July 1, 2024 – June 30, 2028
I. Cover Page	Required
II. Narrative Descriptions	
a. Plan Development and Coordination	Required
b. Program Administration and Implementation	Required
c. Fiscal Responsibility	Required
d. Accountability for Results	Required
III. Assurances, Certifications, and Other Forms	Required
IV. Budget	Required
V. State-Determined Performance Levels	Required

Figure 2: State Plan Submission Checklist for 4-Year State Plan

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Section I—Cover Page

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

A. State Name: **Tennessee**

B. Eligible Agency (State Board)[2] Submitting Plan on Behalf of State: **Tennessee Department of Education**

C. State Agency delegated responsibilities by the Eligible Agency under section 131(b) for the administration. Operation, or supervision of activities of the State plan (if applicable):
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D. Individual serving as the State Director for Career and Technical Education:

1. Name: Candi Collier
2. Official Position Title: Senior Director of CTE and Special Projects
3. Agency: Tennessee Department of Education
4. Telephone: (629) 259-1921
5. Email: Candi.Collier@tn.gov

E. Type of Perkins V State Submission: State Plan (FY 2024-28) – *if an eligible agency selects this option, it will complete Items G, I, and J*

F. Type of Perkins V State Plan Submission: State Plan (FY2024- 28)

G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2024 (Check one):
☐ Yes
☒ No

H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – Subsequent Years (Check one):
☐ Yes
☒ No

I. Governor's Joint Signatory Authority of the Perkins V State Plan (Fill in the text box and then check one box below):

J. Date that the State Plan was sent to the Governor for signature:
☐ The Governor has provided a letter that he or she is jointly signing the State plan for submission to the department (USED).
☐ The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the department (USED).

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

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

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1. To the assurances, certifications, and other forms enclosed in its state plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

Authorized Representative Identified in Item C Above (Printed Name) Candi Collier, Senior Director of CTE; State Director	**Telephone**: (615) 259-1921
Signature of Authorized Representative *Candi Collier*	Date: March 29, 2024

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Section II-Narrative Descriptions

A. Plan Development and Coordination

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

The Perkins V State Plan has motivated stakeholders to work collaboratively to revise the state vision and plan for career and technical education.

In 2023, department staff conducted 15 additional in-person and virtual focus groups, public meetings, and presentations across Tennessee to share information on the State Plan draft and to solicit additional feedback.

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

- Advance CTE
- Association of Career and Technical Education (ACTE)
- Tennessee Association of Agriculture Educators (TAAE)
- Tennessee Board of Regents (TBR)
- Tennessee Department of Labor and Workforce Development (TDLWD)
- Tennessee Association of Career and Technical Education (TNACTE)
- Tennessee Directors of Career and Technical Education (TDCTE)
- Tennessee Council for Career and Technical Education (TCCTE)
- Tennessee Organization of School Superintendents (TOSS) members
- Tennessee STEM Innovation Network (TSIN)

The department also held numerous meetings to coordinate efforts across other Federal Programs, align financial and monitoring requirements and policies, and ensure consistency in the tasks of different divisions. As a result of this extensive collaboration and input, the department developed the *Strengthening Career and Technical Education in Tennessee* State plan. A timeline and general description of these meetings with workforce, industry, and community partners, LEA and school leaders, postsecondary representatives, and state and local government officials are listed below.

<u>Spring 2023</u>

- Quarterly Statewide CTE Director Meeting, Gatlinburg
- Tennessee Board of Regents (TBR) meetings

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- WIOA meetings
- Supply and Demand Report workgroup meeting

Summer 2023

- Quarterly Statewide CTE Director Meeting, Chattanooga
- Tennessee Directors of Career and Technical Education (TDCTE) Executive Committee Meeting
- Advance CTE Regional Meeting, Phoenix, AZ
- Tennessee Board of Regents (TBR) meetings

Fall 2023

- Quarterly Statewide CTE Director Meeting, Pigeon Forge
- Regional CTE Director Study Council Meetings
    - Multiple trainings held in each of the eight education regions of Tennessee to continue review of Perkins V and CLNA guide and training for 2024.
- Advance CTE New State Director Institute workshops
- Advance CTE Fall National Meeting, Baltimore, MD
- ACTE CareerTech Vision and State Director Meeting
- TN Association of Agriculture Educators monthly meetings
- Special Populations and Nontraditional Summits in Knoxville and Jackson
- Career and Technical Student Organization Fall Leadership Conferences in Memphis, Lebanon, and Knoxville
- Strengthening Career and Technical Education in Tennessee Comment Roadshow
- Mid-Cumberland TN Region: Townhalls at Rossview High School and Nashville TCAT; CTE Director Study Council
- South Central TN Region: Townhall at Columbia State CC at Lawrenceburg; CTE Director Study Council
- South Central TN Region: Regional Advisory Council at Columbia State CC
- Upper Cumberland TN Region: Townhall at Vol State Cookeville; CTE Director Study Council
- Southeast TN Region: Townhall at Chattanooga State CC; CTE Director Study Council
- East TN Region: Townhalls at Pellissippi State CC and Northeast State CC; CTE Director Study Council
- Southwest TN Region: Townhalls at Southwest CC and Jackson State CC; CTE Director Study Council

  Northwest TN Region: Jackson State CC: CTE Director Study Council

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2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)
Through ongoing consultation and partnership with TBR, there were no objections which were not resolved in the updated Reserve and Administration funding split.

3. Describe the opportunities for the public to comment in person and in writing on the State plan. (Section 122(d) of Perkins V).
As detailed in the timeline above, during the development of the Perkins V State plan, there were multiple opportunities for stakeholders to provide feedback and comments. More specifically and to ensure compliance with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), beginning in the spring of 2023, monthly, regional, and statewide meetings of CTE practitioners were held where those educational leaders, teachers, and other stakeholders could provide in-person comments and feedback on the vision for CTE in Tennessee. Furthermore, during and after those meetings additional electronic surveys were shared to solicit further feedback and comment from those who are most impacted by the daily implementation of this law. In September and October 2023, the department and TBR toured the State to conduct public town hall meetings in each of the eight regions of Tennessee. During these in-person public town hall meetings, the department and TBR shared information on the Tennessee State Plan and collected input and comments on the vision, priorities, and goals of the *Strengthening Career and Technical Education in Tennessee* State Plan.
At the release of the draft of the *Strengthening Career and Technical Education in Tennessee* State Plan and in pursuant to Perkins V, the Tennessee State Plan will be open for public comment for a period of not less than 60 days, January 29, 2024, through March 29, 2024. During this period, written and verbal comments will be accepted by the department and may be submitted by: 1. Responding to the electronic survey https://stateoftennessee.formstack.com/forms/perkinsvstateplan

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2. Emailing comments and questions to CTE.Questions@tn.gov
3. Mailing comments and questions to
   Perkins V Public Comment – Attn: Candi Collier, Senior Director of CTE
   Andrew Johnson Tower, 11th Floor
   710 James Robertson Pkwy
   Nashville, TN 37243
4. Sharing comments during regional and statewide meetings with department staff through:
   a. Collective comments shared through partnering organizations and agencies.
      Tennessee Association for Career and Technical Education (TACTE)
      Tennessee Board of Regents (TBR)
      Tennessee Council for Career and Technical Education (TCCTE)
      Tennessee Department of Labor and Workforce Development (TDLWD)
      Tennessee Directors of Career and Technical Education (TDCTE)
      Tennessee Higher Education Commission (THEC)
      Tennessee Organization of School Superintendents (TOSS)
   b. Scheduling in-person meetings or calls with department staff, please email CTE.Questions@tn.gov.

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

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B. Program Administration and Implementation

1. State's Vision for Education and Workforce Development
1. **Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V).**
As mentioned previously, the vision for the *Strengthening Career and Technical Education in Tennessee* State Plan is to expand opportunities for all students to explore, choose, and follow a career pathway to success. This plan will result in a substantial increase in the number of students accessing aligned pathways, participating in high-quality learning experiences, and on track to meet postsecondary goals two years after graduation as measured through 2- and 4-year college persistence, TCAT certificate attainment, military enlistment, workforce participation, or similar paths. This vision and measure of success align with the goals of Tennessee's workforce development and as described in the Intersection of Education and Workforce Development section and Section II (A)(1) of this plan. Tennessee's Workforce Development system is a consortium of state agencies (TBR, THEC, TNECD, TDOC, DHS, TDOE, TDLWD, and others). While the system boasts individual islands of excellence, the multiple agencies charged with executing workforce development have struggled to manage and innovate comprehensively and cohesively. Under the direction of Commissioner Lizzette Reynolds, the department will work to develop a comprehensive strategy that will benefit all stakeholders in developing the workforce of Tennessee. Given the changing landscape of the workforce, this will need to include a formalized strategy of shared projects, shared processes, and shared metrics and/or consolidation of functions. Tennessee is expecting additions to the industry to include EVs and batteries, Clean Energy Manufacturing, Biomanufacturing, and Heavy Industry in multiple areas of the state. (https://www.whitehouse.gov/invest/) In addition, Governor Bill Lee has signed an executive order to build upon Tennessee's work in nuclear energy with a continued investment in a nuclear energy ecosystem.

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This means that the department will need to work closely with all agencies to ensure alignment to LMI and provide consistent and timely updates to eligible recipients to incorporate with their comprehensive local needs assessments (CLNA).

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

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

1. Set a baseline expectation for career and technical education that includes advanced mathematics and science, leverages existing practices in technical skill attainment, and incorporates purposeful strategies across secondary and postsecondary to support the diverse regions and local communities of Tennessee;
2. Empower all students to build career awareness and explore career opportunities based on their individual aptitude and interest and the needs of their local communities, and expand access to aligned advanced CTE programs to ensure all students develop holistic knowledge including the employability skills necessary to demonstrate their readiness for the workplace of the future;
3. Provide more targeted support for those students who are historically underserved, such as individuals with disabilities, individuals from economically disadvantaged families, individuals living in distressed or at-risk areas, individuals in rural areas, and homeless individuals;
4. Maintain consistent expectations but increase local flexibility to develop, implement, and improve CTE programs aligned to local and regional high-skill, high-wage, and/or in-demand occupations (as defined by the Tennessee Investment in Student Achievement Act), with a focus on emerging trends for the long-term employability;
5. Have strong data practices and structures to obtain relevant and timely student outcome data to influence policy, funding, and implementation decisions, and support the continuous evaluation and improvement of CTE programs; and
6. Improve transparency and communication across all stakeholder groups to ensure stronger alignment, build more effective partnerships, and sustain long-term success.

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

> **To expand advanced opportunities for all students to explore career pathways; develop a bespoke plan to follow a program of study and earn a meaningful industry credential; and complete a capstone project and/or work-based learning experience leading to a high-wage, in-demand, high-skill career in an existing or emerging field.**

As a result of implementing this plan, Tennessee will see a substantial increase in the number of students concentrating in workforce-aligned programs of study, participating in Career and Technical Student Organization experiences, beginning their postsecondary journey through CTE-focused early postsecondary opportunities, earning state-promoted industry credentials, and taking part in work-based learning experiences, including apprenticeships and school-based enterprises (5S3: Participating in Work-Based Learning).

Success will be measured through existing enrollment, concentration, and industry credential attainment, as well as student matriculation to 2- and 4-year college and university programs; technical certificate attainment at a Tennessee College of Applied Technology; military enlistment; workforce participation in a high-wage, in-demand field; and similar paths.

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

1. Expand career awareness, exploration, and planning, specifically in **elementary and middle school grades**, advisement, leadership, and employability skill development through new courses, nontraditional and special populations opportunities, and data gathered through required career aptitude and assessment surveys (T.C.A. 49-6-412).
2. Expand participation for all students in **advanced career and technical programs** in secondary and postsecondary, rethinking time, space, and modes of learning, which prepare students to seamlessly transition into high-wage, in-demand, and/or high-skill occupations, including purposeful opportunities for special populations.
3. Expand **STEM and project-based learning opportunities, with emphasis on advanced mathematics and science, engineering, and technology** in all CTE programs, including computer and data sciences, needed to meet the changing workforce demands of Tennessee.

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C. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in the section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)
The department is a member of the Tennessee Workforce Development Board which meets quarterly to discuss industry, including the competitive position of the state and its ability to attract new business and industry through the development of a highly skilled workforce. We work closely with Apprenticeship TN of the Tennessee Workforce Development System (TWDS) consortium with the Departments of Labor and Workforce Development, Human Services, Economic and Community Development, Correction, Tennessee Board of Regents, and the Tennessee Higher Education Commission. TWDS has created a pathway to shared resources between these agencies to increase the number of apprenticeship programs, helping to bridge the skilled labor gap. Attend regular meetings with LaunchTN, which promotes entrepreneurship, technology advancement, capital formation, and workforce development, and the Tennessee Higher Education Commission, Tennessee Department of Economic and Community Development, and the Tennessee Department of Labor and Workforce Development in support of the annual release of the state's Academic and Occupational Demand report.

D. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. The full list of required uses of State leadership funds is under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V
The department will retain ten percent (10%) of the annual State award to conduct State leadership activities which will improve career and technical education in Tennessee. Of the amount retained eighty-five percent (85%) will be dedicated to secondary State leadership and fifteen percent (15%) will be allocated for postsecondary State leadership. Through the amount allotted to secondary and postsecondary for State leadership, the department and TBR will annually provide the following:

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

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

1. $60,000 for the preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and/or in-demand occupations;
2. $45,000 for individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;
3. $50,000 for the recruitment, preparation, or retraining of career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs.

Furthermore, from the amount allotted for secondary State leadership, the department will create and/or expand efforts to build capacity for local implementation. This will include statewide professional development and training activities targeting specific initiatives for the vision of Tennessee, the expansion of the Occupational Licensed New Teacher Training to assist in the development of stronger teacher instructional practices, and the expansion of the New CTE Director Academy for aspiring and new CTE administrators.

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

1. Developing statewide programs of study, courses, standards, curriculum, career exploration activities, guidance, and advisement resources, and approving locally developed special programs of study and/or special courses[3];
2. Establishing statewide articulation agreements and early postsecondary opportunities that are aligned to approved programs of study;

[3] Special programs of study and courses must meet the requirements established in Perkins V, Section 122(d)(4)(B) and Tennessee State Board Policy

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3. Establishing statewide industry or sector partnerships among eligible recipients, employers, including small businesses, and parents, as appropriate to –
    b. Develop and implement career pathways that are aligned to state, regional, and/or local economic and education needs, including high-skill wage, and/or in-demand industry sectors and occupations;
    c. Facilitate the establishment, expansion, and integration of opportunities for students at the secondary level to –
        i. Successfully complete coursework that integrates rigorous and challenging technical and academic instruction aligned with the challenging academic standards adopted by the State; and,
        ii. earn a recognized postsecondary credential or credit toward a recognized postsecondary credential, which may be earned through a dual enrollment program or early college high school, at no cost to the student or the student's family; and,
4. Facilitate work-based learning opportunities (including internships, youth-, pre-, and registered apprenticeships, simulated work environments, and externships for educators) into programs of study;
5. Teachers, faculty, specialized instructional support personnel, and paraprofessionals providing CTE instruction, support services, and specialized instructional support services, high-quality comprehensive professional development that is grounded in evidence-based research (to the extent a State determines that such evidence is reasonably available) that identifies the most effective educator professional development process and is coordinated and aligned with other professional development activities carried out by the State including programming that –
    A. Promotes the integration of the challenging academic standards adopted by the State and relevant technical knowledge and skills, including programming jointly delivered to academic and career and technical education teachers;
    B. Prepares career and technical education teachers, faculty, specialized instructional support personnel, and paraprofessionals to provide appropriate accommodations for students who are members of special populations, including through the use of principles of universal design for learning, multi-tier systems of support, and positive behavioral interventions and support; and;
    C. Increases the ability of teachers, faculty, specialized instructional support personnel, and paraprofessionals providing career and technical education instruction to stay current with industry standards and earn an industry-recognized credential or license, as

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appropriate, including by assisting those with relevant industry experience in obtaining State teacher licensure or credential requirements;

6. Eligible recipients in eliminating inequities in student access to –
   A. High-quality programs of study that provide skill development; and;
   B. Effective teachers, faculty, specialized instructional support personnel, and paraprofessionals;
7. Provide support for –
   A. The adoption and integration of recognized postsecondary credentials and work-based learning into programs of study, and for increasing data collection associated with recognized postsecondary credentials and employment outcomes; or,
   B. Consultation and coordination with other State agencies for the identification and examination of licenses or certifications that –
      i. Pose an unwarranted barrier to entry into the workforce for career and technical education students; and,
      ii. Does not protect the health, safety, or welfare of consumers;
8. The creation, evaluation, and support of competency-based curricula;
9. Partnerships with qualified intermediaries to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;
10. Improvement of career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;
11. The integration of employability skills into career and technical education programs and programs of study;
12. Programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science, coding, and architecture), support for the integration of arts and design skills, and support for hands-on learning, particularly for students who are members of groups underrepresented in such subject fields, and students who are members of special populations;
13. Career and technical student organizations, especially concerning efforts to increase the participation of students in nontraditional fields and students who are members of special populations;
14. Establishing and expanding work-based learning opportunities that are aligned to career and technical education programs of study and career pathways;
15. The use of career and technical education programs of study and career pathways aligned with State, regional, or local high-skill, high-wage, and/or in-demand industry sectors or

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occupations identified by the State Workforce Development Board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) or local workforce development boards;

16. Making all forms of instructional content widely available, which may include the use of open educational resources;
17. Developing and enhancing valid and reliable data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes; and,
18. Any other State leadership activities that improve career and technical education in Tennessee.

2. Implementing & Technical Education Programs and Programs of Study

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

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

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

The secondary programs of study, courses, and standards, including revisions and additions, are published annually in the CTE Program of Study Matrix, Course_and_Program_of_Study_Matrix_TISA.pdf (tn.gov). These are available for all Tennessee eligible recipients to adopt and implement. All updates to course standards, the addition or

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retirement of courses, and the addition or retirement of program(s) of study are submitted to the TSBE for review and adoption.

In the 2023-24 program year, the department and industry advisory councils review programs of study, courses, and standards yearly and justify through labor market data and stakeholder input at both the secondary and postsecondary level which leads to relevant opportunities through the Comprehensive Career Cluster Review (C3R). Additionally, industry-specific advisory councils of Workforce Development staff, teacher educators, school counselors, college, and university representatives, CTE directors, business and industry representatives, parents, community advocates, etc. are consulted regularly to evaluate and inform the alignment of course standards and programs of study within the 16 Career Cluster framework.

At the postsecondary level, programs of study are defined as a suite of courses that prepare students for a postsecondary credential, diploma, or degree with an aligned industry sector focus. These programs of study at the postsecondary level are influenced by local advisory councils, and regional labor market data, and approved by the governing institutional board. To ensure alignment and transference of courses from secondary to postsecondary, ongoing meetings are held with postsecondary representatives from the Tennessee Board of Regents (TBR), which governs the community college and College of Applied Technology (TCAT) institutions, and the Tennessee Higher Education Commission (THEC), which oversee all higher education institutions in Tennessee. This process helps to ensure program(s) of study are vertically aligned beginning in the middle grades and transitioning through secondary to postsecondary certifications, diplomas, and associate and baccalaureate degrees.

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

In 2024, the department will release a tiered listing of programs of study that are based on high-wage, in-demand, high-skill employment needs in the state of Tennessee. This will aid districts in choosing programs that closely align with statewide needs, including aligned state-promoted industry credentials.

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B. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—

i. promote continuous improvement in academic achievement and technical skill attainment;

j. expand access to career and technical education for special populations; and

k. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V

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

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

During the State Plan timeline, special courses and special programs of study applications will be reviewed by the department. During this process, content area experts will review submissions to ensure that course standards are rigorous and substantially different from the content of currently approved courses, support the inclusion of academic achievement, technical, and employability skills, and expand access to CTE for special populations. Special course and program of study submissions must justify the need for the special course or program of study with relevant labor market data, articulate student needs, and outline connections to career pathways covered in the content. Based on this review, the department will recommend approval or denial of the special course by TSBE. The TSBE provides final approval of all special courses in either one-, three-, or six-year(s) periods. For additional information regarding the special course and a special program of study approval, please refer to the Special Course Application and Special Program of Study Application document:
Special Courses and Special Programs of Study Application Guidance 2024-25

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C. Describe how the eligible agency will—

i. **make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;**

ii. **facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;**

iii. **use State, regional, or local labor market data to determine the alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;**

iv. **ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;**

v. **coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;**

vi. **support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and**

vii. **improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)**

Tennessee believes in providing high-quality career and academic experiences for all students through vertically aligned career and technical education programs of study. Tennessee state law and TSBE policy are aligned to ensure that the department provides information on these approved high-quality career pathways publicly and in formats that students, parents guardians, and educators can understand.

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

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

The department will continue to make easily understandable information on approved programs of study, career exploration, work-based learning and early postsecondary opportunities, and guidance and advisement resources, readily available to students, parents and guardians, educators, and special populations. This includes the creation of a dashboard in conjunction with LaunchTN, TBR, and THEC that will allow students to research postsecondary opportunities across the state and submit an instant application based on their pre-loaded data. This will allow students to explore multiple options for postsecondary enrollment from the comfort of their laptop or phone.

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

All secondary CTE career pathways include early postsecondary opportunities and courses built into the program of study and career pathways. These EPSOs include:

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

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

The Tennessee Colleges of Applied Technology (TCATs) provide postsecondary competency-based clock-hour programs with defined certificate and diploma exit levels, and the community colleges provide associate degrees in CTE programs. The TCATs have collaborated with the department to articulate secondary programs of study courses to TCAT certificate programs, and TBR has developed a policy that allows TCAT graduates to articulate clock-hour coursework to the Associate of Applied Sciences General Technology Degree at any public community college. In addition, most TCATs allow students to begin earning clock hours during the freshmen year.

All department-approved programs of study in CTE include opportunities for students to earn postsecondary credit, either through dual enrollment, industry credential articulation agreements, statewide dual credit assessment opportunities, or national programs (such as AP and CIE). Through the state's dual enrollment grant, operated by the Tennessee Higher Education Commission (THEC) and the Tennessee Student Assistance Corporation (TSAC), students can enroll in college courses through either the community college or College of Applied Technology system while still in high school, many times at no cost to them. The department provides additional free and subsidized opportunities for students to obtain postsecondary credit, particularly those who meet the definition of economically disadvantaged.

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

The TSBE high school policy 2.103, in conjunction with the accountability framework outlined in Tennessee's ESSA state plan, will hold schools accountable for graduating students who are college and workforce-ready. The Tennessee General Assembly also passed legislation that impacts secondary and postsecondary transition opportunities. Public Chapter Number 459 (PC 459), now codified at Tennessee Code Annotated Title 49, Chapter15, calls for the establishment of transition opportunities between secondary schools and all public postsecondary institutions including the TCATs, community colleges, and universities. It also calls for the expansion of statewide transition opportunities to include dual enrollment, credit by assessment, and articulation. The law calls for the establishment of early college credit opportunities in both academic and career and technical education courses.

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F. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance, and academic counselors, local businesses (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122 (d)(12) of Perkins V)
As part of the local planning development process, the department requires eligible recipients to demonstrate the involvement of parents, academic and career and technical education teachers, administrators, faculty, career guidance, and academic counselors, local businesses (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of programs. Eligible recipients will include evidence of this involvement in the local application and the size, scope, and quality indicator portfolios described in Section II (B)(2)(h) of this plan. At the State level, the department and TBR are fortunate to maintain multiple active state-level advisory councils and be involved in committees representing these stakeholders. These councils, including the Tennessee Council for Career and Technical Education (TCCTE) and committees, are active and provide research and recommendations for career and technical improvement in Tennessee. At both State and local levels, CTE programs of study are planned, developed, and implemented by a strong network of these required and additional, interested stakeholders. Evaluation of the effectiveness of these programs of study and career pathways is based on an organized results-based monitoring process and the evaluation of student-level performance data. Furthermore, at the postsecondary level programs of study require peer review, review by the business and industry that they serve, by accreditation agencies, and by students. Postsecondary institutions maintain advisory and alumni committees that meet periodically to advise the college and its administration, including specific programs of study. All programs of study and career pathways must be approved by the Tennessee Board of Regents to represent the general public and the required stakeholder groups.

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G. Include a copy of the local application template the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V
All eligible recipients seeking funding under this Act must complete the local application. The Local Application Guide will be included in Appendix D in the final submission. The local application will include specific responses to address the following: 1. A description and results of the comprehensive needs assessment (CLNA); 2. Information on the CTE career pathways or program(s) of study, course offerings, and activities to be provided and supported with Perkins funds; Program(s) of study supported with Perkins funding shall be fully compliant[4]; 3. A description of how the eligible recipient, in collaboration with local workforce development boards other local workforce agencies, and other partners, will provide a series of career exploration and career guidance activities; 4. A description of how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through integration; 5. A description of how the eligible recipient will provide activities to prepare special populations for high-skill, high-wage, and in-demand occupations that will lead to self-sufficiency; prepare CTE participants for nontraditional fields; provide equal access for the special population to CTE courses, and programs, and programs of study; and ensure that members of special populations will not be discriminated against based on 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; 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; 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

[4] For a program of study to be fully compliant it must meet the definition of "size, scope, and quality" as outlined in this 4-year State plan.

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8. A description of how the eligible recipient will address disparities or gaps in performance between groups of students during the application year, and if no meaningful progress has been achieved, a description of the additional actions that will be taken to eliminate these disparities or gaps.

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

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

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

The CLNA guide for eligible recipients is included in Appendix D.

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

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

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

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4. Supports student and parent understanding of how personal interests, abilities, and values might predict success in academic and career fields and how to form goals accordingly.
5. Allows students to demonstrate their college and career readiness through work-based learning experiences, career and technical student organizations (CTSO) participation, and early postsecondary credit attainment, including industry certification(s).

The department will assess this definition during the *Strengthening Career and Technical Education in Tennessee* 4-Year State plan through local CTE program implementation which will reestablish minimum expectations of quality, relevancy, and alignment with Perkins V requirements:

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

1.1 Program(s) of study offered by the eligible recipient with course offerings, descriptions, and enrollment which appropriately addresses the needs identified during the CLNA process.

1.2 Current labor market data to support high-skill, high-wage, and/or in-demand employment opportunities in the aligned program(s) of study.

1.3 Active advisory council engaged regularly to inform, implement, and evaluate program(s) of study.

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

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

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

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

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

4.1 Student learning plan(s) which include interest inventory and aptitude assessment results and advisement activities leading to enrollment in aligned course pathways.

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4.2 Activities demonstrating parent/guardian and student advisement sessions.

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

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

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

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

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

3. Meeting the Needs of Special Populations

A. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—

a. will be provided with equal access to activities assisted under this Act;

b. will not be discriminated against based on status as a member of a special population;

c. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and high-skill, high-wage, or in-demand industry sectors or occupations;

d. will be provided with appropriate accommodations; and

e. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122 (d)(9) of Perkins V).

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

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

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

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

1. Specific professional development activities for CTE teachers, counselors, and administrators demonstrating a focus on special populations of students;
2. Plans to close performance gaps between groups of students based on disaggregated student-level data;
3. Outreach and recruitment information regarding high-skill, high-wage, and/or in-demand occupations with an emphasis on non-traditional opportunities;
4. Special or adapted existing instructional materials, tools, and individualized education plans that outline individualized support for special population students enrolled in CTE programs;
5. Coordinated supplemental services for special population students enrolled in CTE programs; and,

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6. Appropriate adaptive equipment, assistive devices, and new technology for students with disabilities, as funding is available.

During the comprehensive local needs assessment (CLNA) and local application process, each eligible recipient must review and analyze student-level data that is disaggregated for special populations served by CTE programs and their performance. Using the disaggregated data, eligible recipients are required to design programs and services that enable special populations to improve performance outcomes and overcome barriers. This comprehensive evaluation includes reviewing each targeted subgroup, identifying activities to improve performance outcomes, developing strategies and timelines to overcome these barriers, and documenting the expected outcomes. Technical assistance is provided to districts as needed to address concerns or questions around access, non-discrimination, and appropriate accommodations and modifications for students of special populations.

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

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

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

To ensure that all CTE teachers are equipped to work with students in special populations, staff development activities will be provided through department-provided professional development. This support will be provided to assist teachers, administrators, and counselors in analyzing data to differentiate instruction, develop programs of study for high-skill, high-wage, and/or in-demand occupations, and develop intervention strategies for specialized support services to special populations.

During the 4-Year State Plan timeline, the department will use Leadership funds to provide additional targeted support and build capacity in districts to support students in special populations. This will include a project with Advance CTE to increase the CTE program completion and industry credential attainment of students included in special population groups.

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

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4. Preparing Teachers and Faculty

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

In 2019, the TSBE approved the first "district led" EPP in Rutherford County, TN which allows new educators to earn their license and meet the legislated requirements while working in the LEA. Initial success with this program has prompted additional LEAs to explore this as an alternative to meet their needs in addition to traditional EPPs.

The department offers the facilitation of Occupational Licensed New Teacher Training twice a year to assist in the development of stronger teacher instructional practices. The primary focus of this program is to effectively transition new educators to teaching from industry.

In this plan, the department will focus on strong support for CTE teachers and administrators including ongoing pedagogical training, leadership, and content-focused professional development. This will include department strategies:

- Professional development training through statewide training like the Institute for CTE Educators, will target CTE teachers, special education teachers, postsecondary, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals, to provide instruction, leadership, and support the knowledge and skills needed to work with and improve instruction for special populations.
- Regional and statewide professional development for CTE administrators to build capacity for local implementation, including the New CTE Director Academy, launched in 2019. This will be accomplished through statewide quarterly meetings, regional monthly study councils, and monthly webinars highlighting information needed for successful CTE administration.
- The expansion of Occupational Licensed New Teacher Training to include a no-cost educator preparation program to eliminate financial obstacles for individuals transitioning to education from industry.
- Additional teacher support through regional career cluster professional development, allowing educators to come together to discuss best practices in standard attainment, work-based learning opportunities, CTSO participation, and instruction leading to an industry credential.

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- Monthly internal meetings in the department with directors of special education and counseling to determine ways to better meet the needs of the school professionals listed and provide timely professional development for CTE instructors around instruction for special populations.

C. Fiscal Responsibility

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

a. each eligible recipient will promote academic achievement;

b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and

c. **each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V**

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

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

1. Complete the comprehensive local needs assessment (CLNA) and respond to the required questions in narrative form.
2. Complete a local application which will:
    a. Identify the approved CTE program(s) of study offered by the eligible recipient and supported with Perkins V funds, meeting size, scope, and quality indicators.
    b. Outline the strategies implemented across the supported CTE career pathways and program(s) of study which promote academic achievement, technical and employability skill development, career advisement, work-based learning activities, aligned industry certification, and early college and career experiences for participating students;
    c. Detail the goals, action steps, timelines, and expected outcomes which must be aligned to the regional and local economic and education needs identified through

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the CLNA to prepare students for regional and local high-skill, high-wage, and/or in-demand occupations;

d. List professional development activities the eligible recipient plans to offer and describe the coordination with postsecondary institutions to support the recruitment, preparation, retention, and training of CTE educators;
e. Describe the process adopted by the eligible recipient for how disparities or gaps in student performance will be addressed.
f. Identify the appropriate contact for the eligible recipient who meets the employment standards outlined by the TNSBE and TBR.

3. Complete a detailed budget that accounts for the funding allocated to the eligible recipient and remains within the budget parameters established by the department and TBR:
    a. NO LESS THAN 5% of the eligible recipient's basic allocation must be used to prepare, train, recruit, and/or retain CTE educators through professional and leadership development.
    b. NO MORE THAN 5% of the eligible recipient's basic allocation will be retained to carry out the administration of the Act.
    c. NO MORE THAN 5% of the eligible recipient's basic allocation will be used to purchase consumable program supplies and materials.
    d. NO MORE THAN 5% of the eligible recipient basic allocation will be used to repair or maintain previously purchased equipment, or consumable supplies and materials.
    e. NO MORE THAN 20% of the eligible recipient's basic allocation will be used to support career and technical student organizations or competitions.
    f. If an eligible recipient does not meet performance targets for 2 or more consecutive years, THEN NO LESS THAN 5% of the eligible recipient's basic allocation must be used recipients to address the performance indicator and identify gaps in student performance. This percentage will increase if the eligible recipient does not meet performance targets for 3- and 4- consecutive years.

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

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2. **Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—**
A. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and **B. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)**
Tennessee has chosen to distribute funding during the 4-Year State Plan timeline as outlined below. This is further explained in Section IV: Budget and Appendix B: Funding Summary and Distribution Chart. 1. **State Administration**: The department will retain the maximum five percent (5%) of the State award to conduct state-level administration activities. 2. **State Leadership:** The department will retain the maximum ten percent (10%) of the State award to conduct state-level leadership activities. A. Of the amount retained for State Leadership, no more than eighty-five percent (85%) will be dedicated to secondary leadership activities. ii. Of the amount retained for secondary leadership activities, no less than $50,000 will be expended on state-level support and recruitment for nontraditional populations of students. iii. Of the amount retained for secondary leadership activities, no less than $60,000 will be expended on state-level support and recruitment for special populations of students. iv. Of the amount retained for secondary leadership activities, no more than two percent (2%) will be expended on state-level support for state institutions. B. Of the amount retained for State Leadership, no less than fifteen percent (15%) will be dedicated to postsecondary leadership activities. 3. **Local Funds**: The department will distribute no less than eighty-five percent (85%) of the State award to eligible recipients as subrecipients. A. Of the amount distributed as Local Funds, no less than eighty-five percent (85%) will be distributed for basic program improvement.

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i. Of the amount distributed for basic program improvement, no more than eighty-five percent (85%) will be distributed to secondary through the formula outlined in the Act.
ii. Of the amount distributed for basic program improvement, no less than fifteen percent (15%) will be distributed to postsecondary through the formula outlined in the Act.

B. Of the amount distributed as Local Funds, no more than fifteen percent (15%) will be distributed to promote and foster innovation through the reserve.
   i. Of the amount distributed through the reserve, no less than sixty-seven percent (67%) will be distributed through a competitive process for secondary.
   ii. Of the amount distributed through the reserve, no less than thirty-three percent (33%) will be distributed through a competitive process for postsecondary.

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

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

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

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

During the 4-Year State Plan timeline and as outlined in Appendix B: Perkins V Funding Summary and Distribution Chart, not less than eighty-five percent (85%) of the total State award will be distributed to eligible recipients as flow-through local funds. Of these local funds, eighty-five

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percent (85%) will be allotted for basic CTE program improvement with the remaining fifteen percent (15%) set aside for reserve funds.

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

The department will not seek a waiver for the secondary allocation formula, per Section 131 (b) of the Act. No eligible recipient at the secondary level receiving funds under this Act will receive less than the $15,000 minimum allocation, per Section 131 (c) of the Act. The department will not authorize basic CTE program improvement funds at the secondary level in limited jurisdiction agencies as defined in Section 131 (d) of the Act, or LEAs which do not offer at least one secondary program of study.

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

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

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

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

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

Any adjustments in Perkins V allocations as a result of changes to school district boundaries will be addressed with the department's Chief Financial Officer and Federal Programs and Oversight staff. To date, no grouping of eligible recipients has submitted documentation for consortia status to warrant an adjustment in the annually provided data.

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

In some special circumstances, the Tennessee Public Charter School Commission may review, approve, and serve as the authorizing entity of a charter school when a charter school and LEA cannot come to authorization terms. To receive funds in the future, the Tennessee Public Charter School Commission would complete the local application process as all other secondary eligible recipients and funding would be allocated based on the same Perkins V population and poverty distribution formula, per Section 131 (a) and (e) of the Act.

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6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
a. include a proposal for such an alternative formula; and **b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds based on poverty (as defined by the Office of Management and Budget and revised annually by section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V) *Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).**
The department will not seek a waiver for the secondary allocation formula, per Section 131 (b) of the Act. No eligible recipient at the secondary level receiving funds under this Act will receive less than the $15,000 minimum allocation, per Section 131 (c) of the Act.

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
a. include a proposal for such an alternative formula; and **b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that has the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)** ***Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).**
The department with TBR will not seek a waiver for the postsecondary allocation formula, per Section 132 (b) of the Act. No postsecondary institution receiving funds under this Act will receive less than the $50,000 minimum allocation, per Section 132 (c) of the Act.

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

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

The reserve funds awarded through the 4-Year State plan must be used as described in Sec. 135 of Perkins V and shall support:

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

The purpose of awarding these reserve funds is to:

1. Foster innovation through the identification and promotion of promising and proven CTE programs, practices, and strategies, and strategies that begin with middle school programs;
2. Promote the development, implementation, and adoption of programs of study aligned with high-skill, high-wage, in-demand occupations in emerging industries; and
3. Integrate advanced mathematics and skills concepts in the CTE classroom.

The reserve funds will be awarded annually through a competitive grant application process with areas of focus that reflect the strategic direction of the department and the State of Tennessee. Those will include and prioritize additional supports for equitable access to CTE for special populations of students, specifically economically disadvantaged students, the effort to build programs in response to emerging industries and skill sets, eliminating barriers for WBL participation, and increasing certification and credential attainment in those areas of Tennessee identified as economically distressed or at-risk.

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8. **Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)**
The aggregate expenditures for the state to establish the baseline MOE for FY22, as determined and reported in the FY Perkins IV Consolidated Annual Report, were $ 2,047,486.90.

D. Accountability for Results

1. **Identify and include at least one (1) of the following indicators of career and technical education program quality--**
a. The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential; b. The percentage of CTE concentrators graduating from high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or c. c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V) d. d. Include any other measure(s) of student success in career and technical education that is statewide, valid, reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that the inclusion of "other" program quality measure(s) is optional for States. Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality program indicator(s) the eligible agency selects to use.
To ensure alignment with the overarching Workforce Development System goals in Tennessee, the department has identified the percentage of CTE concentrators graduating from high school having participated in work-based learning as the program quality indicator 5S3. • Indicator 5S3 – Program Quality through Work-Based Learning (WBL) is defined as "the percentage of CTE concentrators graduating from high school having participated in work-based learning." To report this program quality indicator during the 4-Year State plan, the department will measure performance using cohort CTE concentrator course enrollment in a WBL-identified course using the following calculation:

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- 5S3n – Number of CTE concentrators who were enrolled in any of the following WBL courses during the reporting year: Industrial Maintenance Career Practicum (C13H40), Machining Technology Career Practicum (C13H41), Mechatronics Career Practicum (C13H42), Welding Career Practicum (C13H43), Agribusiness Career Practicum (C18H61), Agricultural Engineering, Industrial, and Mechanical Systems Career Practicum (C18H62), Environmental and Natural Resource Management Career Practicum (C18H63), Food Science Career Practicum (C18H64), Meat Science Career Practicum (TBA), Horticulture Science Career Practicum (C18H65), Veterinary and Animal Science Career Practicum (C18H66), Supervised Agricultural Experience (TBA), Architectural & Engineering Design Career Practicum (C17H45), Interior Design Career Practicum (C17H49), Mechanical, Electrical, & Plumbing Systems Career Practicum (C17H46), Residential & Commercial Construction Career Practicum (C17H47), Structural Systems Career Practicum (C17H48), Audio/Visual Production Career Practicum (C11H25), Digital Arts & Design Career Practicum (C11H26), Fashion Design Career Practicum (C11H24), Business Management Career Practicum (C12H61), Health Services Administration Career Practicum (C12H62), Office Management Career Practicum (C12H60), Early Childhood Education Career Practicum (C32H34), Educational Guidance and Social Services Career Practicum (C32H35), Teaching as a Profession Career Practicum (C32H36), Accounting Career Practicum (C29H16), Banking and Finance Career Practicum (C29H17). Leadership in Government Career Practicum (C15H29), Diagnostic Services Career Practicum (C14H19), Emergency Services Career Practicum (C15H45), Behavioral Health Career Practicum (TBA), Nursing Services Career Practicum (C14H46), Sport and Human Performance Career Practicum (C14H47), Therapeutic Services Career Practicum (C14H48), Culinary Arts Career Practicum (C16H21), Hospitality and Tourism Management Career Practicum (C16H22), Cosmetology Career Practicum (C19H35), Barbering (C19H36), Dietetics and Nutrition Career Practicum (C19H37), Human and Social Sciences Career Practicum (C19H38), Coding Career Practicum (C10H40), Cybersecurity Career Practicum (C10H41), Networking Systems Career Practicum (C10H42), Web Design Career Practicum (C10H43), Criminal Justice and Correction Services Career Practicum (C30H27), Fire Management Services Career Practicum (C30H26), Pre-Law Career Practicum (C30H28), Entrepreneurship Career Practicum (C31H29), Marketing Management Career Practicum (C31H28), Supply Chain Management Career Practicum (C31H30), Advanced STEM Applications Career Practicum (C21H45), BioSTEM Career Practicum (C21H46), Engineering Career Practicum (C21H47), Technology Career Practicum (C21H48), Automotive

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Maintenance and Light Repair Career Practicum (C20H34), Automotive Collision Repair Career Practicum (C20H35), Aviation Flight Career Practicum (C20H36), and Work-Based Learning: Special Education Transition (S23H01).

- 5S3d – Total number of CTE cohort concentrators who were identified in the reporting year.

Please note, that the department reserves the right to modify, expand, or otherwise alter the WBL-identified courses included in the numerator for this program quality indicator calculation through ongoing stakeholder engagement feedback.

The Act also allows States the flexibility to include additional indicators of performance to assess program quality which are "statewide, valid, and reliable, and comparable across the State." In Tennessee, the proposed "Other" program quality indicator 5S4 will measure performance using the number of CTE cohort concentrators who earn a regular high school diploma and attain the Ready Graduate Indicator status identified in Tennessee's Every Student Succeeds Act planning stakeholder engagement feedback.

Due to the reporting timeline and appeals process, Indicator 5S4 – Program Quality through "Ready Graduate" Attainment will be reported on a one-year lag with Indicator 3S1 – Postsecondary Placement.

To report this program quality indicator during the 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 current *Ready Graduate* indicators measures: o Earn a composite score of 21 or higher on the ACT (or 1060 or higher on the SAT); or o Complete 4 early postsecondary opportunities; or o Complete 2 EPSOs and earn a department promoted industry certification; or o 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 transferred out, emigrated, or became deceased which were identified for the reporting year.

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

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

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

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

a. A description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance;

b. An explanation for the State determined levels of performance that meet each of the statutory requirements; and

c. A description of how the State-determined levels of performance set by the eligible agency align with the levels, goals, and objectives of other Federal and State laws. (Section 122 (d)(10) of Perkins V)

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

To determine the baseline and to establish the State Determined Levels of Performance for the 4-Year State plan, the department reevaluated previously reported concentrator data from Perkins IV using the new definitions under Perkins V. Those definitions and calculations are outlined below. For the secondary indicators:

Indicator 1S1: 4-Year Graduation Rate

- Defined in the Act as, "the percentage of CTE concentrators who graduate high school, as measured by the 4-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965)." In Tennessee, indicator 1S1 will be measured to assess performance and accountability using the district 4-year adjusted

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cohort graduation rate, as reported to the department. For indicator 1S1 the following calculation was used:

- 1S1n: Number of CTE concentrators who earned a regular high school diploma by the end of the 4 years plus any summer school terms, including the summer school term after 12th grade which 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 transferred out, emigrated, or became deceased which were identified for the reporting year.

Indicator 2S1: Academic Proficiency in Reading/Language Arts

- Defined in the Act as, "CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act." In Tennessee, the indicator 2S1 will be measured to assess performance using the number of CTE cohort concentrators who have met either (a) the College Readiness Benchmark on the Reading subject test (18 or above for 2018-19) of the ACT assessment; or (b) achieved the level of "on track" or "mastered" on the English II end of course assessment. For indicator 2S1 the following calculation was used:
    - 2S1n: Number of CTE cohort concentrators during the reporting year who have met either (a) the College Readiness Benchmark on the Reading subject test of the ACT assessment; or (b) achieved the level of "on track" or "mastered" on the English II end of course assessment.
    - 2S1d: Total number of cohort CTE concentrators during the reporting year who took the ACT Reading or the English II end-of-course assessment.

Indicator 2S2: Academic Proficiency in Mathematics

- Defined in the Act as, "CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act. "In Tennessee, the indicator 2S2 will be measured to assess performance using the number of CTE cohort concentrators who have met either (a) the College Readiness Benchmark on the Math subject test (score 22 or above for 2018-19) of the ACT assessment; or (b) achieved the level of "on track" or "mastered" on the Algebra II or Integrated Math III end of course assessment administered by the department. For indicator 2S2 the following calculation was used:
    - 2S2n: Number of CTE cohort concentrators during the reporting year who have met either (a) the College Readiness Benchmark on the Math subject test of the ACT

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assessment; or (b) achieved the level of "on track" or "mastered" on the Algebra II or Integrated Math III end of course assessment.

- 2S2d: Total number of CTE cohort concentrators during the reporting year who took the ACT Math or the Algebra II or Integrated Math III end-of-course assessment.

Indicator 2S3: Academic Proficiency in Science

- Defined in the Act as, "CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act. "In Tennessee, the indicator 2S3 will be measured to assess performance using the number of CTE cohort concentrators who have met either (a) the College Readiness Benchmark on the Science subject test (score 23 or above for 2018-19) of the ACT assessment; or (b) achieved the level of "on track" or "mastered" on the Biology end of course assessment administered by the department. For indicator 2S3 the following calculation was used:
    - 2S3n: Number of CTE cohort concentrators during the reporting year who have met either (a) the College Readiness Benchmark on the Science subject test of the ACT assessment; or (b) achieved the level of "on track" or "mastered" on the Biology end of course assessment.
    - 2S3d: Total number of CTE cohort concentrators during the reporting year who took the ACT Science or Biology end-of-course assessment.

Please note, the department reserves the right to modify, expand, or otherwise alter the criteria for the Proficiency Indicators included in the numerator for this core indicator calculation through ongoing stakeholder engagement and feedback.

Indicator 3S1: Postsecondary Placement

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

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Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed.

- 3S1d – Total number of CTE concentrators who were reported to have graduated in the 4-year adjusted graduation cohort from the previous school year.

Indicator 4S1: Non-traditional Program Enrollment

- Defined in the Act as, "the percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields." In Tennessee, Indicator 4S1 will mirror postsecondary indicator 3P1 and will be measured to assess performance at the program of study level. Representatives from secondary, postsecondary, and the Tennessee Department of Labor and Workforce 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 was used:
  - 4S1n – Number of CTE concentrators during the reporting year who were enrolled in programs of study leading to non-traditional occupations or fields from an underrepresented gender.
  - 4S1d – Total number of CTE concentrators during the reporting year who were enrolled in programs of study leading to non-traditional occupations or fields.

Secondary Indicator 5S1: Program Quality through WBL and **Indicator 5S2:** Program Quality through "Ready Graduate" are detailed in Section III (1) of this plan. For the postsecondary and adult indicators:

Indicator 1P1: Postsecondary Retention and Placement

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

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as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

- 1P1d – Total number of CTE concentrators who were reported to have completed the program from the previous school year.

Indicator 2P1: Credential, Certificate, or Diploma

- Defined in the Act, "The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion." To determine the baseline for the 4-Year State plan, the department reevaluated previously reported postsecondary intuition attainment data using the new definition for indicator 2P1 and the following calculation:
  - 2P1n: Number of CTE concentrators who earned a recognized postsecondary credential, certificate, or diploma during participation in or within 1 year of program completion.
  - 2P1d: Total number of CTE concentrators who were reported to have completed the program from the previous school year.

Indicator 3P1: Non-traditional Program Enrollment

- Defined in the Act, "The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields." In Tennessee, postsecondary indicator 3P1 will mirror secondary indicator 4S1 and will be measured to assess performance at the program of study level. Representatives from secondary, postsecondary, and 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 3P1 the following calculation was used:
  - 3P1n – Number of CTE concentrators during the reporting year who were enrolled in programs of study leading to non-traditional occupations or fields from an underrepresented gender.
  - 3P1d – Total number of CTE concentrators during the reporting year who were enrolled in programs of study leading to non-traditional occupations or fields.

Overall, these indicators which evaluate for accountability, complement the goals for long-term improvement as outlined under Best for All, and the Strengthening Career and Technical Education in Tennessee 4-Year State plan. Furthermore, the program quality indicator for current Ready Graduate attainment aligns with the department's ESSA measures for LEA accountability and provides a more holistic view of college and career readiness through CTE.

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

These and the actual percentages outlined for the measures of performance are submitted for comment during the public comment period on the 4-year State Plan.

4. Provide a written response to the comments regarding State determined performance levels received during the public comment period under section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V). As part of the written response, include a description of any changes made to the state-determined performance levels as a result of stakeholder feedback.

The department received nine electronic comments during the open public comment period. Respondents were a mix of educators, government officials, and business representatives. All were Tennessee residents. The electronic format allowed for respondents to include general or open-ended comments and feedback on the State plan:

1. "Will TDOE allocate funds for STEM and STEAM Designation and redesignation as it includes career awareness, college and career readiness skills, work-based learning, and community partners as part of the rubric for grades K-12? Designation and redesignation also promote STEM/STEAM integration across schools, which supports STEM integration in CTE courses, Perkins Plan priority 3."
2. "Will the term "level" be changed to "year" for the courses in each program? Also will the clusters eventually show the higher demand programs and the impact that will have on TISA?"
3. "I just believe that the budget for S.T.E.M. related classes pertaining to CTE such as aviation needs to take into consideration the needs assessment. Aviation is a growing field due to the shortages across the industry for training the next generation; therefore, monies should be invested in this area for simulators, equipment needed for flight, flight training, scholarships, etc."
4. "Why has no curriculum been created for the Educational Guidance course? Why does the Educational Guidance course only have standards to guide their lessons?"
5. "Please consider revising how data is pulled for 2S1, 2S2, and 2S3. Currently data is only pulled for a student when they become an active concentrator. This is a one-time snapshot of student performance. If a student becomes a concentrator their freshman or sophomore year, we get only receive data for that student one time. The current

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model does not allow for the growth of CTE students to be followed, thus not allowing students to demonstrate the positive effect CTE is having on academics. Data should be pulled from all active concentrators, every year, not just the year they become a concentrator."

6. "I love that we are focusing on strengthening CTE in Tennessee and making it a priority to offer students advanced career and technical programs. Adding the expansion into STEM opportunities is also a great component and will prepare students for future roles in the workforce. Funding should include paying WBL supervision over the summer since we do offer it to our students. A certified teacher is necessary for the middle school portion of computer applications."
7. "The current requirement for AWS Certified Welder requires conformance with an AWS QC4/QC7 Standard. This test can only be administered by an AWS Accredited Test Facility. It is my understanding that many schools have performed other types of welder certification testing and this has been acceptable in the past as an IRC. That does not comply with the requirements as spelled out in https://www.tn.gov/content/dam/tn/education/ccte/eps/credentials/cte_sic_AmericanWeldingSociety.pdf 1) Does a welder certification that is in accordance with some other standard besides AWS QC4 and QC7 meet the requirements for Perkins Funding? 2) Are these credentials audited at a level above the CTE Director Level? 3) In the welding industry, most better paid positions will always require a welder to test. Tests can range from very easy to very difficult. For the certifications as governed by AWS QC4/QC 7, the same issue exists. Has any thought been put into requiring a specific test to be administered. For the AWS Certified Welder Credential, Skills can be on the low end or high end. In the context of Dual Enrollment, in many cases, DE hours in High School do not equate to the quality of training received in postsecondary. This can be due to teacher differences, program contact hours per week, production efficiency during short class periods in High School, and high school students overall educational burden at the time. 1) If a student is Dual Enrolled in High School, do they have the option of refusing to use those DE hours. 2) In the case of welding, more training hours always equates to improved performance. The ability to weld has greater value than a piece of paper saying an individual completed a program. The push for DE participation may lead to less skills or available education hours. No Question, Just letting you know."
8. "In accordance with the current plan and proposed drafted CIP measures, the following CIPs need to be adjusted to reflect the work LEAs do to improve their performance in correlation with their local plan and Perkins V law: 2S1, 2S2, 2S3, 4S1. Currently, as defined by the draft plan, 2S1 calculations do not allow the LEA to show/ measure how

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the activities implemented through their local plan impacted student outcomes. In the 2S1, 2S2, 2S3, and 4S1 CIPs, the denominator does not reflect all CTE concentrators that can be impacted in any given year; it only reflects students who became concentrators during that cohort year. The most recent data review stated active concentrators as the metric, but after analyzing the data, this is not the case; it is cohort-based as defined in the state plan. For example, a student who becomes a concentrator in their sophomore year will only have an EOC English 2 score in the CIP metric and will only be included once in the data set. If the district strives to improve the same sophomore student 2S1 metric through academic integration and ACT supports in CTE courses in the student's junior year, that student's outcome will not be included in the LEA's data because they became a concentrator as a part of the previous year's cohort. The student will take the ACT test during their junior year and retake it during their senior year and will have the opportunity to show improvement using the ACT metric options for the 2s1, 2s2, and 2s3 indicators. As for 4s1, the LEA should be able to count all active concentrators that meet the current definition of a non-traditional enrollment. The proposed and current calculation is cohort-based, and data cannot be accurately tracked to show improvements or identify true performance gaps. To truly measure the impact that the local Perkins Plan has on students' outcomes in 2s1, 2s2, 2s3, and 4s1, all concentrator data should be pulled to be included in the numerator and denominator."

From our partner agency, the Tennessee Higher Education Commission (THEC), we received the following feedback:

9. "This feedback has been collected in consultation with the workforce team here at THEC: Your strategies include the following statement: "Deficit areas provide growth opportunities for strong CTE programming. Begin scheduling meetings with district personnel or industry professionals who might provide strategies in increasing program success."
    - "1 - How are schools gathering information from local industry to identify what relevant certifications are needed?
    - 2 - Schools do excellent work engaging staff, directors of Special Education and CTE, Principals, students, and parents. How are schools systematically engaging industry professional to identify their needs for workers with specific certifications that will lead to employment?
    - 3 - What is being done at the Middle School level to imbed stackable certifications for students that can articulate to the High School and College Levels?

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- Additionally, we would like to advocate for clear articulation of CTE experiences to postsecondary credit. With the expansion of dual enrollment scholarships to ninth graders, strong articulation and clear pathways to postsecondary degrees has become even more imperative."

No other written comment was received during the open public comment period. The department received additional in-person, verbal feedback during the public comment period which was used to develop the draft plan.

In general, based on these and the in-person comments received by the department, this updated State plan includes revisions to the State Determined Performance Levels annual targets. This revision allows for smaller, incremental increases over the term of this plan without compromising the goals set by the department.

During the course of this plan, we will work with districts and state administration to determine a method of gathering data for concentrators over the course of their high school career, rather than a one-time data pull. In addition, the department has developed a statewide improvement plan for Core Indicators of Performance to assist districts in meeting State Determined Performance Levels.

Regarding industry credentials, the department will partner with the Tennessee Department of Labor and Workforce Development to transition the ownership of the promoted list. TDLWD works with industry on a consistent basis and can assist with the ever-changing landscape of credentials and workforce needs.

The department is in the process of developing plans to build stronger connections with Tennessee Higher Education Commission to share current processes and ensure the clear alignment between CTE programs and postsecondary opportunities.

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

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5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved before the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V) As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP)[5], the eligible agency could indicate that it will analyze data on the core indicators of performance to identify performance gaps, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan before the third program year to address this requirement.

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

The department will continue to utilize the practice of "Safe Harbor" when evaluating eligible recipient performance. In Tennessee, the term Safe Harbor is used to describe actual performance which is equal to or above 90% of the performance level target. An eligible recipient may meet a performance level target through Safe Harbor if the actual performance is 90% or higher of the performance level target for the indicator and the recipient made meaningful progress (.5 growth) toward the State Determined Performance goal during the reporting year.

If an eligible recipient does not meet the performance target level (accounting for Safe Harbor) for consecutive years, the recipient will be required to take additional actions to address identified gaps and improve student performance. These additional corrective actions which will address gaps in student performance are outlined below:

Corrective Actions in Year 1 – During the first year after a recipient is identified as not meeting a performance level target, the recipient must update the department in the annual summary report to address each indicator in which 90% of the performance level

[5] See page 11 of Committee Report at CRPT-115srpt434.pdf (congress.gov)

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target was not achieved. In the subsequent year, if a recipient meets the 90% level for each indicator, then no improvement plan will be required.

Corrective Actions in Year 2 – During the second consecutive year after a recipient is identified as not meeting a performance level target and is not in safe harbor, the recipient must file an improvement plan with the department that addresses each indicator in which 90% of the performance level target was not achieved in two consecutive years. If the recipient was in safe harbor for two years but did not make the 0.5 meaningful growth, they will take the corrective action for Year 1. The recipient will also be required to budget no less than 3% of the basic allocation to address identified gaps, improve student performance, and support actions outlined in the improvement plan. Department staff will continue to provide technical assistance toward meeting the performance indicators that are not in compliance. In the subsequent year after the improvement plan is filed, if a recipient meets the 90% level for each indicator, then no improvement plan will be required for the next year.

Corrective Actions in Year 3 - During the third consecutive year after a recipient is identified as not meeting a performance level target, is not in safe harbor, and/or failing to implement the improvement plan, the recipient will be required to budget no less than 5% of the basic allocation to address identified gaps, improving student performance, and supporting actions outlined in the improvement plan. If the recipient met the goal or was in safe harbor in one of three years, they will take the corrective action for the number of most recent consecutive years they missed the indicator. If the recipient was in safe harbor for the last two consecutive years but did not make the 0.5 meaningful growth in the current reporting year, they will take the corrective action for the Year 1. Department staff will continue to provide technical assistance toward meeting the performance indicators that are not in compliance. In the subsequent year after the improvement plan is filed, if a recipient meets the 90% level for each indicator, then no improvement plan will be required for the next year.

The recipient will be required to budget no less than 5% of the basic allocation during the fourth year to address previously identified gaps and improve student performance.

Corrective Actions in Year 4 – During the fourth year the recipient waived the option to achieve in two consecutive years. The recipient will also be required to budget no less than 5% of the basic allocation to address identified gaps, improve student performance, and support actions outlined in the improvement plan. Department staff will continue to provide technical assistance toward meeting the performance indicators that are not in compliance. In the subsequent year after the improvement plan is filed, if a recipient meets

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the 90% level for each indicator, then no improvement plan will be required for the next year.

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

In the 2024-25 school year, the State Determined Performance Levels will be modified, and corrective action will reset. Anyone not meeting the SDPL in 2024-25 will be responsible for Corrective Action Year 1.

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SECTION III—Assurances, Certifications, and Other Forms

A. *Statutory Assurances*

The eligible agency assures that:

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

It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) or Perkins V).

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B. EDGAR Certifications

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

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

C. Other Forms

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

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf

2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf 3

3. Certification Regarding Lobbying (ED 80-0013 Form): https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf

4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005):

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Section IV—Budget[6]

Fiscal Year (FY):

State Name: Tennessee

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	**Total Perkins V Allocation**	**Not applicable**	**$N/A**
2	**State Administration**	**5%**	**$N/A**
3	**State Leadership**	**10%**	**$N/A**
3a	○ Secondary Leadership	85%	**$N/A**
3b	○ Postsecondary Leadership	15%	**$N/A**
4	○ Individuals in State Institutions	Secondary Leadership	**$N/A**
4a	○ Correctional Institutions	**Not applicable**	**$N/A**
4b	○ Juvenile Justice Facilities	**Not applicable**	**$N/A**
4c	○ Institutions that Serve Individuals with Disabilities	Secondary Leadership	**$45,000**
5	○ Nontraditional Training and Employment	Secondary Leadership	**$50,000**
6	○ Special Populations Recruitment	Secondary Leadership	**$60,000**
7	**Local Formula Distribution**	**85%**	**$N/A**
8	Reserve	15%	**$N/A**
9a	○ Secondary Recipients	67%	**$N/A**
9b	○ Postsecondary Recipients	33%	**$N/A**

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

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10	Allocation to Eligible Recipients	85%	**$N/A**
11	○ Secondary Recipients	85%	**$N/A**
12	○ Postsecondary Recipients	15%	**$N/A**
13	**State Match (from non-federal funds)**	**Not applicable**	**$N/A**

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Section V—State Determined Performance Levels (SDLP)

Form B: Secondary

State Name: Tennessee

Indicators	Baseline Level *	Performance Levels			
		FY2024	FY2025	FY2026	FY2027
Secondary Indicators[7]					
1S1: Four-Year Graduation Rate	**97.45%**	97.5	97.6	97.7	97.8
2S1: Academic Proficiency in Reading/Language Arts	**46%**	46.5	46.8	47.1	47.5
2S2: Academic Proficiency in Mathematics	**28.2%**	28.5	29	29.5	30
2S3: Academic Proficiency in Science	**38.2%**	38.5	39	39.5	40
3S1: Post-Program Placement	**90.5%**	90.6	90.9	91.5	92
4S1: Nontraditional Program Concentration	**34.6%**	34.8	35.2	35.7	36.2
5S1: Program Quality—Participated in Work-Based Learning	**29.6%**	30	31	32	33
5S2: Program Quality—Other Ready Graduate Attainment	**46.4%**	47	48	49	50

Note: All percentages are rounded to the nearest decimal.

*Denotes average baseline calculation using the previously reported 2020-21, 2021-22 data, and preliminary 2022-23 reported data. The department reserves the right to update the baseline level and performance level targets before the final submission of the Perkins V 4-Year State Plan to reflect any updated calculations and finalized 2022-23 data.

[7] Full definition of secondary indicators, including calculation is included in Appendix A: Definitions and Acronyms

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Section V—State Determined Performance Levels (SDLP)

Form B: Combined Postsecondary and Adult

State Name: Tennessee

Indicators	Baseline Level *	Performance Levels			
		Y2024	FY2025	FY2026	FY2027
Combined Postsecondary and Adult Indicators[8]					
1P1: Post-Program Placement	**78.57**	**78.6**	**78.7**	**78.8**	**78.9**
2P1: Earned Recognized Industry Credential	**60.64**	**60.7**	**60.8**	**60.9**	**70.0**
3S1: Nontraditional Program Concentration	**15.9**	**16.0**	**16.1**	**16.2**	**16.3**

Note: All percentages are rounded to the nearest decimal.

[8] Full definition of secondary indicators, including calculation is included in Appendix A: Definitions and Acronyms

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Acknowledgments

The Tennessee Department of Education would like to thank the many stakeholders who provided valuable feedback during the development of the Strengthening Career and Technical Education in Tennessee 4-Year State plan and specifically these state and national partners[9] who contributed additional intellectual resources, thought, and direct input.

- Advance CTE
- Apprenticeship TN
- Association of Career and Technical Education and Tennessee (ACTE)
- Brustein & Manasevit, PLLC
- Jobs for the Future—Pathways to Prosperity Network
- LaunchTN
- Nissan North America, Inc.
- Tennessee Achieves
- Tennessee Association of Agricultural Educators (TAAE)
- Tennessee Board of Regents
- Tennessee Council for Career and Technical Education
- Tennessee Department of Agriculture
- Tennessee Department of Economic and Community Development
- Tennessee Department of Labor and Workforce Development
- Tennessee Directors of Career and Technical Education (TDCTE)
- Tennessee Farm Bureau
- Tennessee FFA Foundation
- Tennessee Higher Education Commission
- Tennessee Organization of School Superintendents (TOSS)
- Tennessee State Collaborative on Reforming Education (SCORE)
- Tennessee STEM Innovation Network
- Tennessee Workforce Development System (TWDS)
- U.S. Department of Education, Office of Career, Adult and Technical Education

[9] Listed alphabetically.

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The Tennessee Department of Education would also like to thank the many secondary and postsecondary education stakeholders and these specific partners[10] for their intensive contributions to the development of the Strengthening Career and Technical Education in Tennessee's 4-Year State Plan.

- Alcoa City Schools
- Bartlett City Schools
- Bradley County Schools
- Bristol Tennessee City Schools
- Clarksville-Montgomery County Schools
- Cleveland City Schools
- Coffee County Schools
- Dyersburg City Schools
- Germantown City Schools
- Gibson County Schools
- Giles County Schools
- Jackson-Madison County Schools
- Johnson City Schools
- Hamblen County Schools
- Hamilton County Schools
- Hawkins County Schools
- Jackson State Community College
- Kingsport City Schools
- Knox County Schools
- Lawrence County Schools
- Memphis Shelby County Schools
- Milan Special School District
- Northeast State Community College
- Oak Ridge Schools
- Obion County Schools
- Pellissippi State Community College
- Polk County Schools
- Rutherford County Schools
- Tennessee College of Applied Technology—Jackson
- Trenton Special School District
- Williamson County School

Portions of this plan are sourced from publicly available or purchasable documents from:

- Advance CTE
- Apprenticeship TN
- Association of Career and Technical Education
- Brustein & Manasevit, PLLC
- Jobs for the Future, the State Collaborative on Reforming Education
- LaunchTN
- Tennessee Board of Regents
- Tennessee Department of Labor and Workforce Development
- Tennessee Department of Education
- U.S. Department of Education
- …and other state and national partners

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

[10] Listed alphabetically.

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Appendix A: Acronyms, Terms, and Definitions

Common Acronyms and Terms

ACT/ SAT – Standardized tests used for college admissions

ACTE – Association for Career and Technical Education

AP – Advanced Placement

CIE – Cambridge International Examination

CLEP – College Level Examination Program

CTE – Career and Technical Education

DE – Dual enrollment

Department – Tennessee Department of Education

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

ESEA – Elementary and Secondary Education Act

ESSA – Every Student Succeeds Act

IB – International Baccalaureate Diploma Programs

IC – Industry certifications

LDC – Local dual credit or articulation

LWFD – Tennessee Department of Labor and Workforce Development

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

RGI – Ready Graduate Indicator

SDC – Statewide dual credit

TBR – Tennessee Board of Regents

TCAT – Tennessee Colleges of Applied Technology

TSBE – Tennessee State Board of Education

USED – U.S. Department of Education

WDS – Tennessee Workforce Development System

WBL – Work-Based Learning

WIOA – Workforce Innovation Opportunity Act

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Definitions

Career

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

Career and Technical Education (CTE)

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 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, socio-emotional, and career awareness development.

CTE Concentrator

The term CTE Concentrator is defined in the Act as, **"(A)** at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and **(B)** at the postsecondary level, a student enrolled in an eligible recipient who has earned at least 12 credits within a career and technical education program or program of study; or completed such a program if the program encompasses fewer than 12 credits or the equivalent in total." In Tennessee, secondary CTE concentrators will be calculated using the number of CTE participating students who earn credit in at least 2 sequenced courses in a single, approved CTE program of study of secondary courses. Postsecondary CTE concentrators will be calculated by the number of CTE participating students who complete or earn at least 12 credits within a single CTE program of study.

CTE Completer

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

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CTE Participant

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

CTE Program of Study

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

Early Postsecondary Opportunities (EPSO)

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

Eligible Recipient

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

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

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

Emerging Industry

The term Emerging Industry refers to those occupations that are establishing a presence in Tennessee but may not be reflected in current labor market data.

Employability / Work-Ready Skills

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

High Skill Industry Sector or Occupation

The term high-skill industry sector or occupation is defined in Tennessee as occupations 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

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

In-Demand Industry Sector or Occupation

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

- The growth rate for the industry sector in the LWIA region is positive and the individual occupations have positive growth rates.

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

Living Wage

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

Meaningful Progress

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

Non-traditional Fields

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

Ready Graduate Indicator

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

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

Recognized Postsecondary Credential

The term Recognized Postsecondary Credential is defined in the Act as, "the same meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102)" or as defined in

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that law, “a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.” In Tennessee, at the secondary level, this would include the department-promoted industry certification list.

Safe Harbor

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

Special Populations

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

In Tennessee, data reported on CTE concentrators at the secondary and postsecondary levels will be disaggregated by programs of study and special population student groups and compared to all student groups to maintain a focus on historically underserved student groups and identify gaps in performance, growth, equity, and access.

Work-Based Learning

The term Work-Based Learning is defined in the Act as, “sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters 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 with 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.

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Appendix B: Perkins V Funding Summary and Distribution Chart

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

A. Local Funds

1. **NO LESS THAN 85%**[11] of the total State award will be distributed to secondary local education agencies (LEAs) and postsecondary institutions as flow-through local funds.
2. Components of Local Funds
    a. Secondary and Postsecondary Basic CTE Program Improvement
        i. **NO LESS THAN 85%** of the total local funds for secondary LEAs and postsecondary institutions secondary LEAs and postsecondary institutions will be allotted for basic CTE program improvement.
        ii. Distribution of Secondary and Postsecondary Basic
            1. **NO LESS THAN 85%** of the total secondary and postsecondary basic CTE program improvement allotment will be distributed to secondary LEAs through a local application process and based on the Perkins V population and poverty distribution formula.
                a. NO LESS THAN 5% of the individual LEA basic allocation must be used to prepare, train, recruit, and/or retain CTE educators through professional and leadership development.
                b. NO MORE THAN 5% of the individual LEA basic allocation will be retained to carry out the administration of the Act.
                c. NO MORE THAN 5% of the individual LEA basic allocation will be used to purchase consumable program supplies and materials.
                d. NO MORE THAN 5% of the individual LEA basic allocation will be used to repair or maintain previously purchased equipment, or consumable supplies and materials.

[11] If funds remain unspent from other sections, they may be reallocated to increase local funds above the 85% minimum.

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e. NO MORE THAN 20% of the individual LEA basic allocation will be used to support career and technical student organizations or competitions.
f. If an eligible recipient does not meet performance targets for 2 or more consecutive years, THEN NO LESS THAN 5% of the individual LEA basic allocation must be used to address the performance indicator and identified gaps in student performance.
    i. This percentage will increase if the eligible recipient does not meet performance targets for 3- and 4- consecutive years.
g. No LEA receiving funds under this Act will receive less than the $15,000 minimum allocation[12]

2. NO MORE THAN 15% of the total secondary and postsecondary basic CTE program improvement allotment will be distributed to postsecondary through a local application process and based on the specified Perkins Pell Grant and BIA distribution formula.
    a. NO LESS THAN 5% of the individual postsecondary institution's basic allocation must be used to prepare, train, recruit, and/or retain CTE educators through professional and leadership development.
    b. NO MORE THAN 5% of the individual postsecondary institution basic allocation will be retained to carry out the administration of the Act.
    c. NO MORE THAN 5% of the individual postsecondary institution's basic allocation will be used to purchase consumable program supplies and materials.
    d. NO MORE THAN 5% of the individual postsecondary institution basic allocation will be used to repair or maintain previously purchased equipment, or consumable supplies and materials.
    e. NO MORE THAN 20% of the individual postsecondary institution's basic allocation will be used to support career and technical student organizations or competitions.

[12] LEAs may enter into a consortium with other LEAs for the purpose of meeting the minimum allocation requirement, or request a waiver.

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f. If an eligible recipient does not meet performance targets for 2 or more consecutive years, THEN NO LESS THAN 5% of the individual postsecondary institution basic allocation must be used to address the performance indicator and identified gaps in student performance.
    a. This percentage will increase if the eligible recipient does not meet performance targets for 3- and 4- consecutive years.
    b. No individual postsecondary institution receiving funds under the Act will receive less than the $50,000 minimum allocation[13].

b. Secondary and Postsecondary CTE Reserve Set Aside

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

ii. Distribution of the Secondary and Postsecondary Reserve
    a. NO LESS THAN 67% of the reserve set-aside will be distributed through a competitive award process for secondary LEAs.
    b. NO MORE THAN 33% of the reserve grant set aside will be distributed through a competitive award process for postsecondary institutions.

[13] LEAs may enter into a consortium with other LEAs for the purpose of meeting the minimum allocation requirement.

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B. State Funds

1. NO MORE THAN 15% of the total State award will be retained by the State and allotted to carry out administration and required leadership activities.
2. Components of State Funds
    a. State Administration
        i. NO MORE THAN 5%[14] of the total State award will be retained by the department and allotted to carry out the administration of the Act.
    b. State Leadership
        i. NO MORE THAN 10%[15] of the total State award will be retained by the department and allotted to carry out State leadership activities.
        ii. Distribution of State Leadership
            1. NO LESS THAN 85% of the amount that was retained by the department for State leadership activities, will be allocated to carry out secondary leadership activities and fulfill required set-asides.
            2. NO MORE THAN 15% of the amount retained by the department for State leadership activities, will be distributed to TBR to carry out postsecondary leadership activities.
        iii. Required Set-Asides[16]
            1. NO LESS THAN $60,000 but NOT MORE THAN $150,000 of the amount retained by the department for secondary leadership will be set aside for training services that prepare individuals for non-traditional fields.
            2. NO LESS THAN $50,000 of the amount retained by the department for secondary leadership will be set aside for the recruitment of special populations to enroll in CTE programs.
            3. SOME EXPENDITURE IS REQUIRED but NOT MORE THAN 2% of the amount retained by the department for secondary leadership will be set aside for serving individuals in state institutions.

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[14] This cannot exceed 5% of the State award. If funds remain unspent in this category, they may be reallocated to local funds.
[15] This cannot exceed 10% of the State award. If funds remain unspent in this category, they may be reallocated to local funds.
[16] The Required Set Asides must meet the minimum requirements. If funds beyond the minimum remain unspent in this category, they may be reallocated to other State Leadership funds.

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C. Additional Funding Controls

1. Statement on Supplement Not Supplant[17]
    a. Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out CTE activities.
2. Statement on Maintenance of Effort
    a. The department shall maintain at least the minimum maintenance of fiscal effort (MOE) per student, or the aggregate expenditures of the state, concerning CTE to ensure expenditures were not less than the fiscal effort for the preceding fiscal year.
    b. The MOE will be determined and reported annually in the Consolidated Annual Report (CAR) submitted to USED.
3. Statement on Matching[18]
    a. The department shall maintain, from non-Federal sources, at least a dollar-to-dollar match of Federal funds that are retained by the department and allotted to carry out the administration of the Act.
    b. The matching requirement will be determined and reported annually in the Consolidated Annual Report (CAR) submitted to USED.

[17] Perkins V Sec. 211(a) (b)
[18] Perkins V Sec. 112(a)(3)(b)

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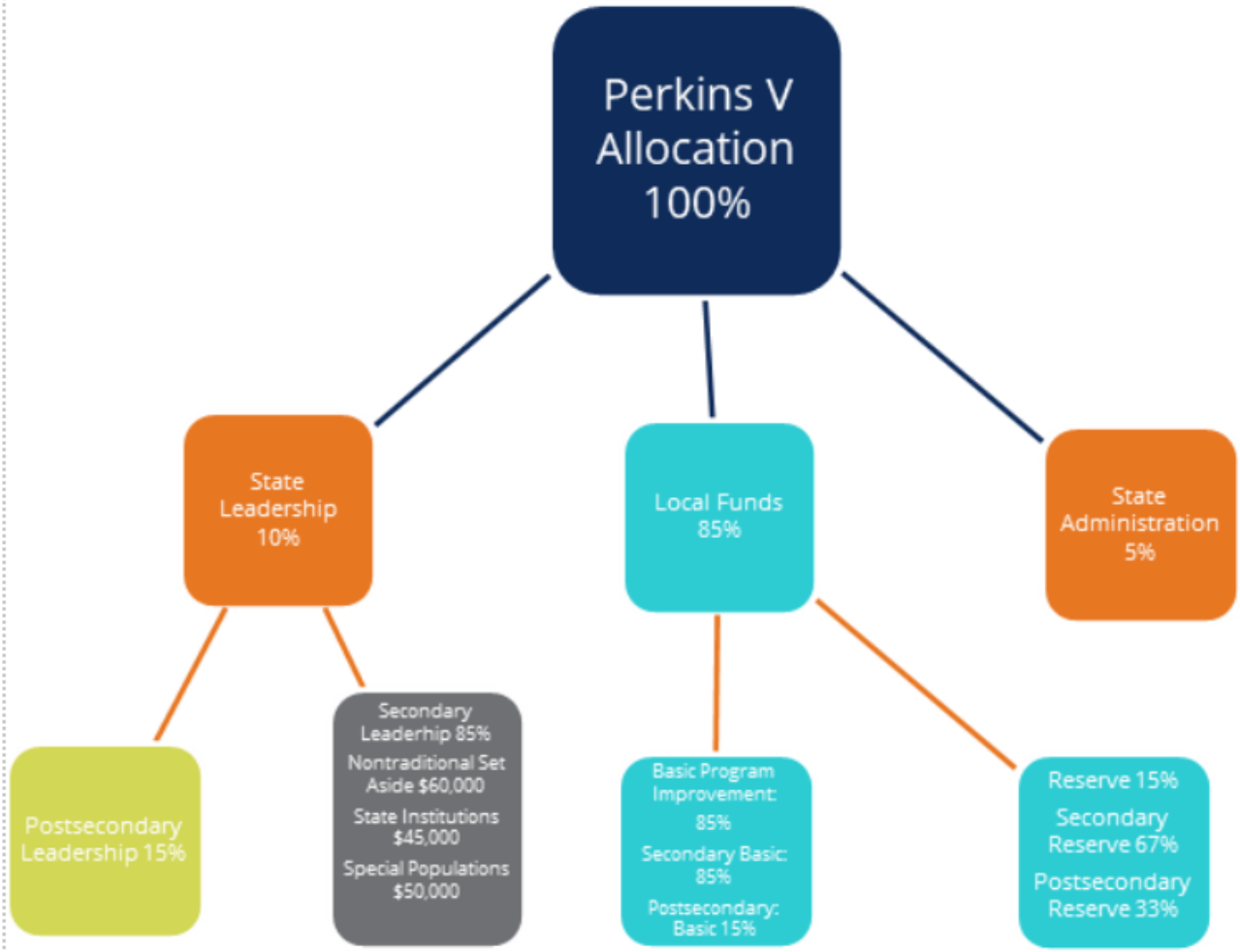
D. Perkins V Distribution Chart



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Appendix C: Perkins V Guide for Local Implementation

The 2025 Perkins V Basic Local Application Guide was released in January 2024 may be found online at https://www.tn.gov/content/dam/tn/education/ccte/cte/Local_Application_Guide_FY25_FINAL.pdf

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Appendix D: Comprehensive Local Needs Assessment and Local Application Guide

The Comprehensive Local Needs Assessment (CLNA) Guide may be found online at FY24 Perkins V_CTE CLNA Guide (3) (3).pdf (tn.gov).

The 2025 Perkins V Basic Local Application Guide was released in January 2024 may be found online at https://www.tn.gov/content/dam/tn/education/ccte/cte/Local_Application_Guide_FY25_FINAL.pdf .

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Appendix E: Perkins V Reserve Consolidated Grant and Application Guide

The 2025 Perkins V Reserve Consolidated Grant Application and Guide may be found online at PRG_GRANT_FY25.pdf (tn.gov)

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Appendix F: Perkins V Programs of Study

The 2023-24 Perkins V approved programs of study and CTE courses may be found online at Course_and_Program_of_Study_Matrix_TISA.pdf (tn.gov).

The draft of 2024-25 Perkins V approved programs of study and CTE courses may be found online at https://www.tn.gov/content/dam/tn/education/ccte/Course_and_Program_of_Study_Guide_TISA_2024-25_School_Year_Feb-2024.pdf .

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Appendix G: Perkins V State Implementation Plans

Taking purposeful steps to improve deficit areas and move forward with the revised state plan, Tennessee will implement the following action items:

- STEM and integration and project-based learning in all CTE programs is a focus area in the state plan to be implemented on July 1, 2024. This means that science and math content will become a more intentional part of CTE director trainings and teacher professional development.
- Supports for special populations in all CTE programs will be an intentional addition to CTE director meetings and teacher professional development. Collaboration with the Division of Special Education at the Tennessee Department of Education will be the springboard for specially developed resources and training for partnerships between LEA directors of CTE and special education.
- A recent partnership with the Tennessee STEM Innovation (TSIN) will allow a partnership in the creation of resources and regional professional development with the objective of creating project-based lessons including math, science, and reading at its foundation. Training for this will begin in July of 2024.
- Low performing program areas will receive special emphasis on educational supports and instructional best practices that allow for contextual reading, math, and science in the classroom.
- Examples of partnership projects with general education teachers will be developed to increase co-teaching strategies in the CTE classroom.
- The department is revising teaching endorsements for introductory and Level 1 CTE courses to include general education teachers where reasonable. This will include math and science teachers. If districts utilize these general education teachers at the foundational levels of CTE courses, it is expected that science and math concepts will be taught more thoroughly.
- CTE directors will be required to bring their Comprehensive Local Needs Assessment to a local study council to review their local data next to statewide data. CTE regional consultants will begin discussions of best practices to be added to the local Perkins Basic application where the LEAs did not meet State Determine Performance Levels.
- All CTE courses will be revised to include explicit callouts of science and math through project-based learning in the standards.
- Ready Graduate indicators include ACT scores, industry credential attainment, EPSO participation, and ASVAB scores. LEAs will be required to look at deficient areas and build a plan as part of their local application and LEA improvement plans.

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TIMELINE

Dates	Action	Responsible Team Members
March 2024	Complete data reports will be shared with CTE directors at regional study councils. CTE directors will be asked to open CLNA in ePlan to review their data against statewide results, including Ready Graduate indicator. Discussions around best practices for improvement will be held for the purposes of developing local Perkins Basic application.	Senior Director of CTE, Director of CTE, Regional CORE consultants
March 2024	Plans for regional Career Cluster professional development and project-based learning integration professional development is outlined, to begin at statewide CTE educator conference in July.	All CCTE, TSIN
March 2024	Meeting between TDOE's divisions of CCTE and Special Education will be added to the calendar for the purposes of building resources and a calendar of events for LEA teams.	CCTE and Special Education
April 2024	Special sessions in science and math project-based learning integration and supports for Special Populations will be developed for spring events. Additional sessions will be planned for the quarterly meeting in July, including best practices.	Senior Director of CTE, Director of CTE, Senior Director of Special Education
April 2024	Perkins Reserve applications will open with special considerations for plans including STEM and project-based learning integration and supports for special	Senior Director of CTE, Director of CTE, Regional CORE consultants

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	populations. This has been messaged to districts.	
May 2024	First draft of all CTE courses with STEM and project-based learning embedded revisions will be presented to the Assistant Commissioner for approval to move on to Tennessee State Board of Education.	Senior Director of CTE, Assistant Commissioner of CCTE
Summer 2024	General education endorsements will be presented to State Board of Education to increase the number of math and science teachers who are able to offer introductory and Level 1 CTE courses.	Assistant Commissioner of CCTE
May-June 2024	Professional development and resources will be developed to begin in early July and at Institute for CTE Educators and continue through the fall during regional Career Cluster professional development.	Program managers, TSIN
July 2024	Institute for CTE Educators will host multiple sessions on increasing reading, math, and science in the CTE classroom as well as multiple ideas for supports for special populations.	All CCTE and Special Education
July 2024	Quarterly CTE director meeting will provide sessions and call to action in the areas of deficit.	Assistant Commissioner of CCTE, Senior Director of CTE
July and August 2024	Regional professional development sessions will begin with call to action in the areas of deficit.	Program managers, CTSO advisors, TSIN
August 2024	Revised courses with specific STEM and project-based learning embedded concepts with go before Tennessee State Board for review. Upon approval, these will	Assistant Commissioner of CCTE

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	be implemented in the 2025-26 school year.	

As the 2024-25 school year progresses, the CCTE team will seek out best practices to share through meetings, newsletters, professional development sessions, and webinars. This strategy is focused on the idea that awareness of these deficits will cause an increased call to action in bridging the gap for these students. With supports of knowledge and resources, TDOE will see improvements in the Core Indicators of Performance.

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