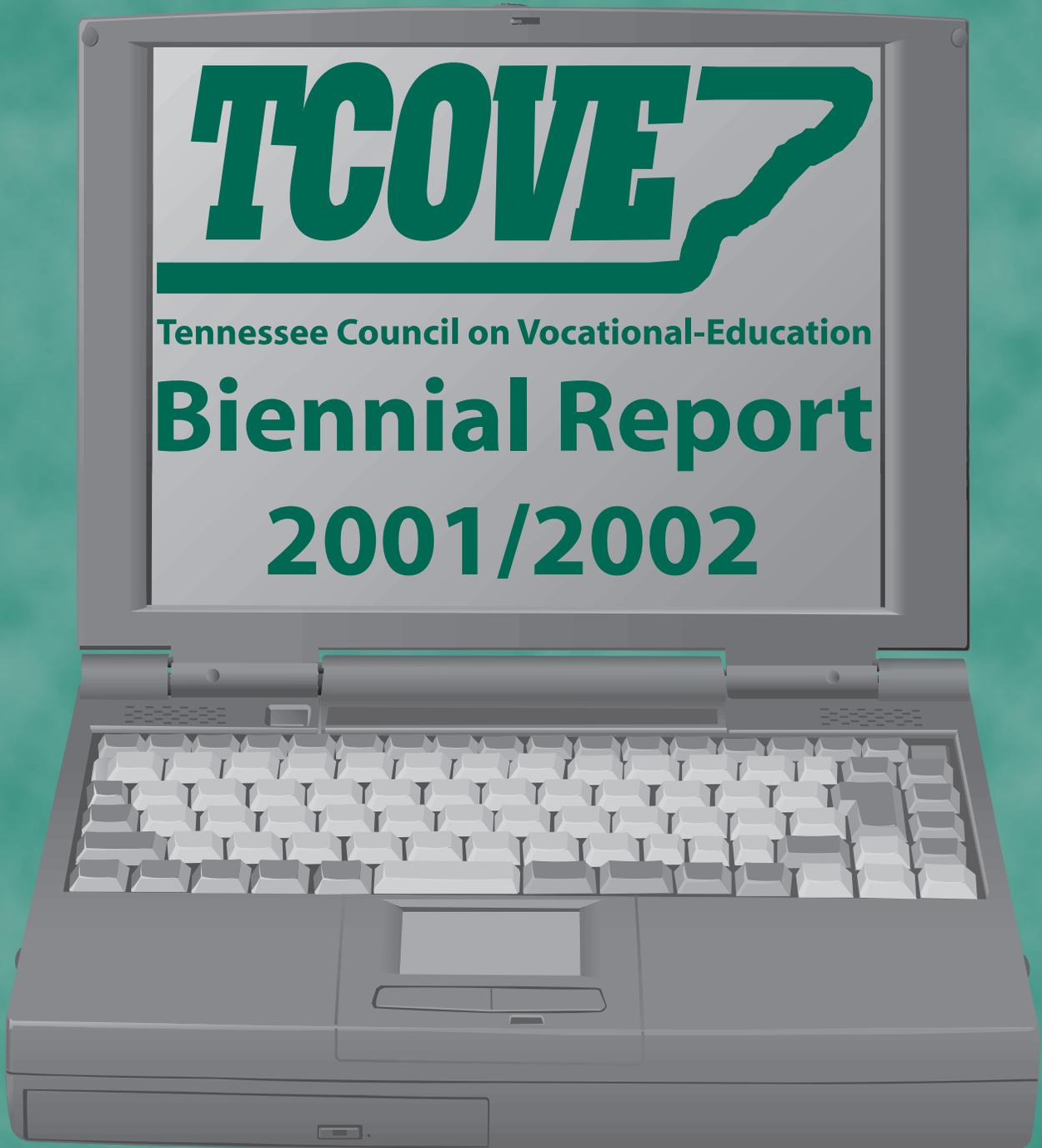




Tennessee Council on Vocational-Education

# Biennial Report

## 2001/2002



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# About TCOVE

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**T**he Tennessee Council on Vocational-Technical Education (TCOVE) consists of thirteen members appointed by the governor to serve in an advisory capacity to the Tennessee Board of Education, Tennessee Board of Regents, the governor, and the general assembly. Members of the council are appointed to serve terms of six years.

Seven individuals are representatives of the private sector in the state and constitute a majority of the membership. Six individuals are representatives of secondary and post-secondary vocational institutions, career guidance and counseling organizations within the state, and/or individuals who have special knowledge and qualifications with respect to the educational and career development needs of special populations.

Duties of the Tennessee Council on Vocational-Technical Education are:

1. To meet with the Tennessee Board of Education or its representatives during the planning year to advise on the development of the state plan;
2. To advise the Tennessee Board of Education and make reports to the governor, the business community, and the general public of the state;
3. To analyze and report on the distribution of spending for vocational education in the state and on the availability of vocational education activities and services within the state;
4. To furnish consultation to the Tennessee Board of Education on the establishment of evaluation criteria for vocational education programs within the state;
5. To submit recommendations to the Tennessee Board of Education on the conduct of vocational education programs within the state;
6. To assess the distribution of financial assistance furnished under Tennessee laws, particularly the analysis of the distribution of financial assistance between secondary and post-secondary vocational education programs;
7. To recommend procedures to the Tennessee Board of Education to ensure and enhance the participation of the public in the provision of vocational education at the local level within the state;
8. To report to the Tennessee Board of Education on the extent to which individuals are provided with equal access to quality vocational education programs.

# Mission Statement

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**T**he mission of the Tennessee Council on Vocational-Technical Education shall be to serve as an independent advocate of quality vocational-technical education and workforce development and to function as an independent oversight body.

# Vision

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*Vocational-technical education is an integral component of public education in Tennessee—providing individuals (secondary students, post-secondary students, and adults) with opportunities to attain occupational competencies and relevant academic instruction.*

**T**he Tennessee Council on Vocational-Technical Education will be a primary influence in visionary decision-making for global workforce development.

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Vocational-Technical Education’s mission is to enhance the economic development process by providing persons of all ages, socioeconomic status, and learning potential with opportunities to acquire career competencies for the workplace and foundations for career development through matriculation to higher education.

Vocational-technical education is an integral component of public education in Tennessee—providing individuals (secondary students, post-secondary students, and adults) with opportunities to attain occupational competencies and relevant academic instruction. The system is dedicated to helping all students achieve levels of personal accomplishment consistent with their interests, aptitudes, desires, and abilities.

The underlying philosophy of vocational education in Tennessee is that students are entitled to equal opportunity to full participation in the benefits of our society, culture, and economy. Also, all students are entitled to equal opportunity to participate in a quality vocational program that develops basic learning skills and offers useful vocational training.

**T**ennessee's Vocational-Technical Education system is continuing to operate under the Carl D. Perkins Vocational and Applied Technical Education Act of 1998 (Perkins III). The Perkins Act of 1998 sets forth four goals:

1. Support state and local efforts to develop challenging academic standards.
2. Promote the development of services and activities that integrate academic, vocational, and technical instruction and link secondary and post-secondary education.
3. Increase state and local flexibility to provide services and activities.
4. Disseminate national research and provide professional development and technical assistance that will improve vocational and technical education.<sup>1</sup>

Some noteworthy points in Perkins III include:

- ➔ Increasing the minimum within-state allocation of Perkins funds distributed to local groups from 75.0 percent to 85.0 percent;
- ➔ Coordinating activities with the state Workforce Development Board rather than the state Job Training Coordinating Council;
- ➔ Including single parents and displaced homemakers in the definition of "special populations";
- ➔ Excluding individuals in correctional facilities from the definition of "special populations";
- ➔ Expanding the scope of required activities to include supporting programs that integrate academic and vocational education; developing, improving, and expanding use of technology; supporting partnerships of LEAs, institutions of higher education, and adult education providers; and supporting programs for special populations;
- ➔ Increasing the portion of the state's basic grant allotment that may be reserved for state leadership activities from 8.5 percent to 10.0 percent;

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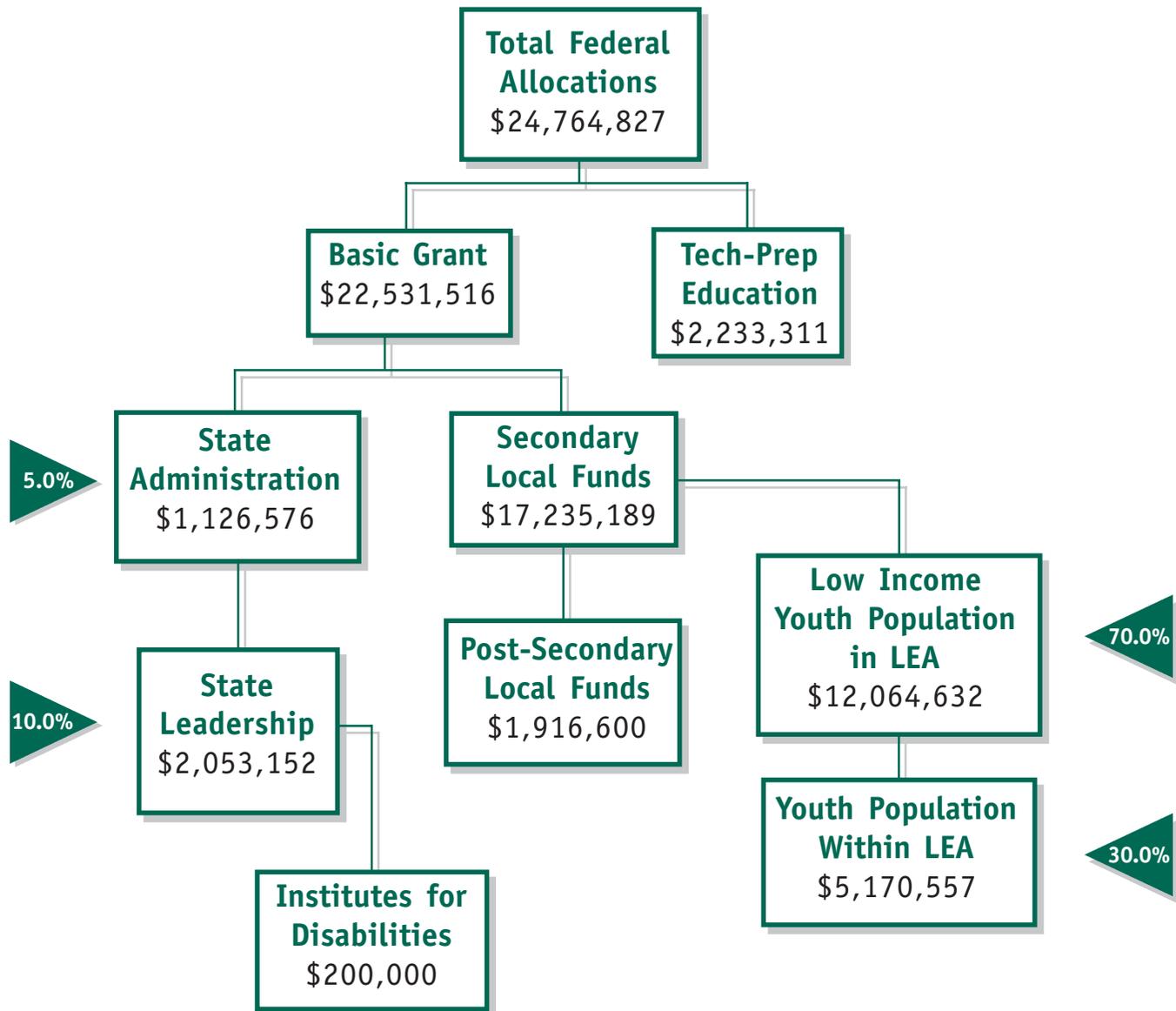
<sup>1</sup> H.R. 1853, Carl D. Perkins Vocational and Applied Technical Education Act of 1998 (VTEA).

***Tennessee's Vocational-Technical Education system is working at the secondary and post-secondary levels to furnish a seamless approach to providing an incentive to the economy of Tennessee. A well-trained workforce with strong academic and technical skills is necessary for the maintenance and expansion of existing business and industry and for the recruitment of new business and industry.***

- Expanding the permissible uses of funds to include technical assistance for local programs, improvement of career guidance and academic counseling, support for cooperative education, support to improve or develop new courses, providing vocational and technical education programs for adults and school dropouts to complete secondary education, providing assistance to participating students to obtain employment or continue their education, support for public charter schools operating vocational-technical education programs, and support for programs that offer experience in and understanding of all aspects of an industry; and
- Strengthening evaluation and accountability by identifying core indicators of performance, establishing performance levels for each core indicator, and involving local program representatives in the development of performance levels.

Tennessee's Vocational-Technical Education system is working at the secondary and post-secondary levels to furnish a seamless approach to providing an incentive to the economy of Tennessee. A well-trained workforce with strong academic and technical skills is necessary for the maintenance and expansion of existing business and industry and for the recruitment of new business and industry.

# Carl D. Perkins Vocational and Applied Technical Education Act of 1998 for Tennessee, FY 2001-2002



# Secondary Enrollment

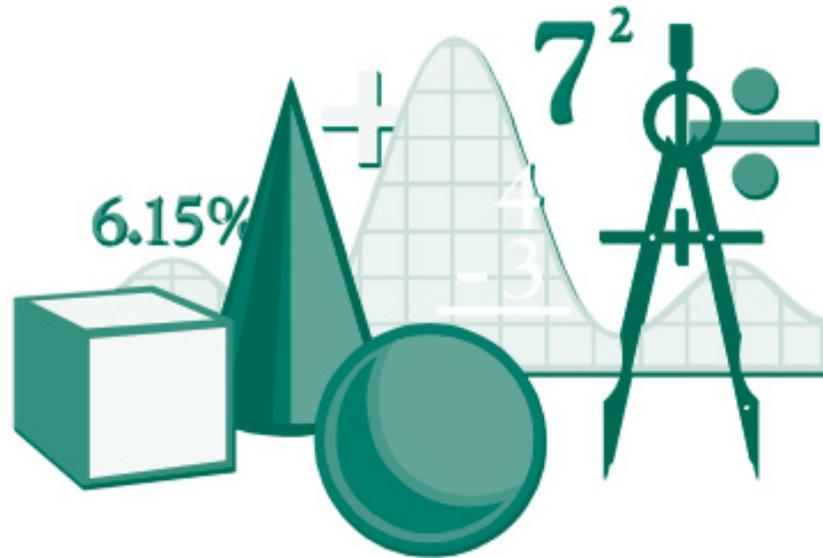
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Since FY 1997, secondary enrollment has increased in six of the nine program areas noted in Table 1. As indicated in past reports, the majority of students are enrolled in three programs: Trade and Industrial, Information Technology (formally Business and Office Education), and Family and Consumer Sciences. Other notable changes are as follows:

- While total secondary enrollment in vocational education programs changed very little between FY 1997 and FY 2002 (just 0.4 percent), the composition of the enrollment has changed dramatically.
- The greatest percentage increase in enrollment during this time period occurred within Health Science and Technology, increasing by 18.7 percent, or by 2,274 persons.
- The greatest numerical increase in enrollment occurred in Information Technology, up by 9,190 persons since the 1997-1998 school year, or by 15.9 percent.
- The greatest percentage decrease and the greatest numerical decrease both occurred in Applied/Tech Prep. Applied/Tech Prep enrollment has fallen by 59.5 percent, or by 21,535 persons. The largest part of this change took place between the 2000-2001 and the 2001-2002 school years when enrollment dropped by 15,855 persons.
- Family and Consumer Sciences – Occupational enrollment also suffered a large decrease, declining by 49.3 percent, or by 3,346 persons. This may reflect increasing enrollment trends in Health Sciences and in Information Technology.

Table 1. Secondary Enrollment in Vocational Education Programs, FY 1997-FY 2001

Program Area	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	Absolute Change	Percent Change
Agricultural Education	24,698	25,466	25,442	26,384	28,651	3,953	16.0
Marketing Education	12,676	13,316	13,339	13,871	14,670	1,994	15.7
Information Technology	57,674	58,713	56,754	49,552	66,864	9,190	15.9
Health Science and Technology	12,154	12,584	11,697	13,068	14,428	2,274	18.7
Family and Consumer Sciences	54,511	55,215	52,458	53,488	60,834	6,323	11.6
Family and Consumer Sciences-Occupational	6,790	7,516	6,446	4,915	3,444	- 3,346	-49.3
Technology Education	28,464	28,740	25,185	25,171	26,456	- 2,008	- 7.1
Trade and Industrial	64,845	68,346	63,621	63,872	69,177	4,332	6.7
Applied/Tech Prep	36,186	36,153	31,746	30,506	14,651	-21,535	-59.5
Total	297,998	306,049	286,688	280,827	299,175	1,177	0.4



# Post-Secondary Enrollment

***Tennessee's post-secondary technical education system consistently produces a job placement rate of over 85.0 percent for program graduates.***

**G**raduates of post-secondary vocational-technical programs in the state of Tennessee are often prime candidates for the highly skilled jobs that comprise today's workforce. Students may select from a wide range of technical education opportunities offered through the state's Technology Centers and community colleges. Tennessee Technology Centers focus on immediate entry into the workforce. Graduates of community colleges also enter the workforce at high rates and frequently choose to continue their education at four-year colleges or universities. Tennessee's post-secondary technical education system consistently produces a job placement rate of over 85.0 percent for program graduates.

The number of students enrolled in technical education programs continues to remain strong across Tennessee Board of Regents (TBR) institutions. For the first time since 1999, headcount enrollment at Tennessee Technology Centers decreased in 2001-2002 by 10.0 percent, while full-time equivalent enrollment increased by 10.0 percent. Community colleges have experienced increases in enrollment numbers in their technical education programs for the past four years. All of this is evidence of changing workforce demands and proof that Tennessee Board of Regents institutions are striving to be crucial players in the Workforce Development community.

**Table 2. Post-Secondary Vocational Education Enrollment in Tennessee Board of Regents Institutions, 2001-2002**

Tennessee Technology Centers	Enrollments
Regular	25,062
Disadvantaged	6,471
Handicapped	1,018
LEP*	14
<b>Total</b>	<b>32,565</b>

\* Limited English Proficiency.

**Table 3. Post-Secondary Vocational Education Graduates, 1991-2001**

Category	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
Graduates Available for Placement	4,351	4,249	4,355	4,348	4,389	4,229	4,390	4,726	5,224	5,437
Graduates Placed in Employment	4,097	3,944	4,056	4,088	3,985	3,808	3,899	4,194	4,567	4,805
% Graduates Placed in Employment	94.2	92.8	93.1	94.0	90.8	90.0	88.8	88.7	87.4	88.4

Tennessee Board of Regents institutions continue to survey both students and employers to determine program effectiveness. Satisfaction surveys from both groups attest to the tremendous success of post-secondary vocational education in Tennessee. Ninety-two percent of recent alumni surveyed in 2001 rated their technical training as good or excellent. An overwhelming majority (98.0 percent) thought that the hands-on projects and practical experiences they received during training enabled them to enter the workplace well prepared. And, employers backed up these findings:

- ➔ 79.0 percent of employers rated the technical knowledge of recent graduates as good or excellent; 82.0 percent of employers scored the work quality of recent graduates as good or excellent as well.
- ➔ 79.0 percent of employers gave recent graduates high marks for technical skills.

*Tennessee Board of Regents institutions continue to survey both students and employers to determine program effectiveness. Satisfaction surveys from both groups attest to the tremendous success of post-secondary vocational education in Tennessee.*

**Table 4. Post-Secondary Vocational Education Alumni Survey, 2001**

Survey Questions	Excellent	Good	Satisfactory	Poor
How well did your training program prepare you in terms of technical theory and knowledge for your job?	52.0%	40.0%	7.0%	1.0%
How well did the hands-on projects, clinicals, or practical experiences received in your training program prepare you for your job?	53.0%	35.0%	10.0%	2.0%
Were instructional tools and equipment in the training program adequate?	42.0%	39.0%	14.0%	5.0%
How well did your training program prepare you to deal with co-workers and other personnel?	48.0%	38.0%	12.0%	2.0%

**Table 5. Post-Secondary Vocational Education Employer Survey, 2001**

Survey Questions	Excellent	Good	Satisfactory	Poor
Job-Related Technical Knowledge and Theory	34.0%	45.0%	18.0%	3.0%
Technical Skills	34.0%	45.0%	18.0%	3.0%
Work Quality	43.0%	39.0%	15.0%	3.0%



# State Leadership and Professional Development

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**T**he Tennessee Technology Centers (TCC) have joined the Regents' Online Degree Program by offering online certificates and diplomas. Premier providers of workforce development training, the TTC's offer online technical certificates in Computer Operations, Information Processing, Detail Drafter, Drafting, and CAD Technician, as well as the Computer Operations Diploma. Online students learn the same things as students in the classroom while setting their own schedules and eliminating travel time. Advising, student support, and other forms of student assistance have been enhanced for online delivery. Technical support for online classes is available 24 hours a day, 7 days a week.

The Tennessee Technology Centers Leadership Program for employees continued for the second year. The purpose of the program is to give employees the skills necessary for executive leadership. Participants were selected from numerous applications through a competitive review of credentials. Session topics ranged from budget administration to THEC responsibilities to team building rope courses. The final session included a project that brought all the pieces together.



# Student Organizations—Secondary

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**T**ennessee's Vocational-Technical Education system is comprised of 122 local secondary vocational-technical education agencies that deliver vocational programs to the state. Each program has an affiliated vocational student organization consultant who provides statewide leadership to local organizations. Each vocational program has developed curricular standards for all programs. Vocational programs use established local, business/industry, national, and state standards with correlated assessment.

- There has been a dramatic increase in enrollment in student programs between the 1997-1998 and the 2001-2002 school years, with total enrollment increasing by 85.9 percent, or by 37,001 pupils.
- Accordingly, there were 235 more student organization chapters in the 2001-2002 school year than there were in the 1997-1998 school year, or an increase of 22.7 percent.
- The greatest changes took place in Technology Education TSA chapters, with total enrollment rising by nearly 770 percent (769.7), or by 20,459 pupils, and the total number of chapters rising by 177.3 percent, or by 78 chapters.
- No student organization experienced a decrease in enrollment during this time period, but there were some chapters in two areas that did decrease: Agricultural Education FFA chapters decreased by 10.1 percent (20 chapters), and Trade and Industry Skills USA chapters fell by 42.3 percent (60 chapters). However, both of these organizations experienced increases in enrollment of 8.0 percent (952 pupils) and 77.9 percent (4,820 pupils), respectively.

**Table 6. Enrollment in Student Organizations, FY 1997- FY 2001**

Student Organizations	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	Absolute Change	Percent Change
<b>Agricultural Education</b>							
FFA Chapters	198	163	172	175	178	- 20	- 10.1
FFA Members	11,883	12,032	12,466	12,666	12,835	952	8.0
<b>Marketing Education</b>							
DECA Chapters	114	119	148	146	134	20	17.5
DECA Members	5,509	6,182	6,648	7,017	6,444	935	17.0
<b>Information Technology</b>							
BPA Chapters	102	110	108	136	135	33	32.4
BPA Members	2,787	3,674	3,723	4,037	4,162	1,375	49.3
<b>Information Technology</b>							
FBLA Chapters	49	52	76	90	99	50	102.0
FBLA Members	1,589	1,577	2,445	2,814	3,382	1,793	112.8
<b>Health Sciences and Technology HOSA Chapters</b>							
HOSA Chapters	102	111	104	129	141	39	38.2
HOSA Members	3,844	4,497	5,128	5,515	6,070	2,226	57.9
<b>Family and Consumer Science</b>							
FCCLA Chapters	285	286	361	376	380	95	33.3
FCCLA Members	8,602	8,766	12,234	10,081	13,043	4,441	51.6
<b>Technology Education</b>							
TSA Chapters	44	52	116	103	122	78	177.3
TSA Members	2,658	3,080	11,586	12,855	23,117	20,459	769.7
<b>Trade and Industry Skills USA Chapters</b>							
Skills USA Chapters	142	300	586	80	82	- 60	- 42.3
Skills USA Members	6,190	6,232	9,075	11,238	11,010	4,820	77.9
<b>Total Chapters</b>	<b>1,036</b>	<b>1,193</b>	<b>1,671</b>	<b>1,235</b>	<b>1,271</b>	<b>235</b>	<b>22.7</b>
<b>Total Members</b>	<b>43,062</b>	<b>46,040</b>	<b>63,305</b>	<b>66,223</b>	<b>80,063</b>	<b>37,001</b>	<b>85.9</b>

# Tech Prep

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*Throughout the 2002 year, Dr. Townsend met with various college presidents and with vice presidents of academic affairs from the community colleges, listening and explaining what changes could be made in the Tech Prep program related to each individual campus.*

**T**he 2001-2002 time period experienced a flux in leadership at the state level with three state directors. After a year and nine months of service, Mrs. Carolyn Pearre accepted other responsibilities in early June 2001. Dr. Kay Clark, Associate Vice Chancellor for Academic Affairs, served as interim director until the arrival of Dr. John M. Townsend in October 2001.

Upon assuming the director's position, Dr. Townsend visited each of the thirteen consortia to meet with each of the coordinators and with many of the consortia's leadership. It was found that community college presidents were concerned that Tech Prep was not meeting the needs of the host institutions. Throughout the 2002 year, Dr. Townsend met with various college presidents and with vice presidents of academic affairs from the community colleges, listening and explaining what changes could be made in the Tech Prep program related to each individual campus.

The emphasis of these two years was on the improvement of data collection and reporting for the Tech Prep program:

1. While the general definition of a Tech Prep student has remained the same since 1998, during 2002 the Office of Research and Assessment in coordination with the State Office of Tech Prep at the Tennessee Board of Regents released directions counting these students at the post-secondary level. The statistical definition is based upon the student who has completed a secondary articulated course of study receiving benefit at the post-secondary level. The benefit received should be in the form of credit for or waiver of post-secondary courses.
2. The state Tech Prep office moved to complete the federal Consolidated Annual Report for Tech Prep based upon electronic data gathered by the state Department of Education and the Tennessee Board of Regents. Secondary students were identified as eleventh and twelfth grade student concentrators currently enrolled in articulated courses. Post-secondary students were identified by the individual post-secondary institutions in the SIS (community college) and SIM (technology centers) systems as individuals who have received benefit.
3. The 2001-2002 end-of-year reports provide a narrative reflective as to what extent the consortia completed their goals, are ongoing with activities, or did not meet their expectations expressed in the year's Plan of Activities.

**CAR Tech Prep Student Data, 2000-2001:**

<b>Post-Secondary</b>	<b>408</b>
<b>Secondary</b>	<b>4,419</b>

**CAR Tech Prep Student Data, 2001-2002:**

<b>Post-Secondary</b>	<b>1,178</b>
<b>Secondary</b>	<b>5,394</b>

The need for a consistent and reliable tool for preparatory services for students in the state of Tennessee began to come to the forefront during 2002. The state office worked with various community partners to seek a means to better assist students with career and education development. Of particular concern was an interest by the Tennessee Hospital Association (THA) on early identification of students who might be interested or qualified to enter the health care field. THA invited the Office of Tech Prep to help them explore means to increase articulation between upper and lower level schools and to work with the community to seek to increase marketing to students.

Throughout the Perkins III authorization, the U.S. Department of Education has actively increased accountability of all programs. The Office of Vocational and Adult Education of the U.S. Department of Education conducted a program audit of all Tennessee vocational-technical, federally-funded programs during August 2002, including Tech Prep. The audit encouraged the Tech Prep program to update its policies and procedures guide, insure strong post-secondary involvement in the overall programs, and integrate performance results in the application process.

The Tech Prep consortia provided mini-grants in excess of \$500,000 to schools and post-secondary institutions in 2001-2002. These grants provide schools and institutions with small amounts of funds to try innovative strategies in their classrooms. Grants have been awarded for such activities as applied mathematics and applied English in the classroom, career exploration, and the development of new courses. These mini-grants seek to undergird the core competencies that every student needs in order to be successful in the workplace and in school.

## Challenges for the Future

1. Improvement of data will continue to be a challenge for Tech Prep and other vocational-technical programs. The U.S. Office of Management and Budget (OMB) and the U.S. Department of Education will continue to demand more accountability from programs funded with federal dollars.
2. Working with community partners, Tech Prep will seek to identify the career interests of students and attempt to assist in the provision of tools for the students and parents to make knowledgeable education and career decisions.
3. Because students, faculty, and administrators of secondary and post-secondary institutions have limited awareness of Tech Prep programs, a statewide effort to increase awareness will be undertaken.
4. The integration of Tech Prep activities with the No Child Left Behind legislation will need to be emphasized, with greater focus on providing remediation activities for students not prepared to enter post-secondary education.

# Special Populations

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**T**he Tennessee Department of Education, Division of Vocational Education, requires that all secondary school systems provide quality vocational education programs for all students while also providing a comprehensive support program for special populations. Special population students have equal access to a full range of vocational education programs and are assessed as regular students, with the exception of vocational students with individual educational plans (IEP). Policies are in place that eliminate discrimination against special population students in the classroom. Programs are designed to include single parents; disadvantaged, including foster children; Limited English Proficiency; displaced homemakers; handicapped; and non-traditional students. Modifications have been made to educate special population students for high-skill, high-wage employment. Collaboration with the Division of Special Education and the Division of Vocational-Technical Education is a continuous process aimed at offering the best services to special population students without duplication. For FY 2000-2001, there were 119,331 individuals enrolled in programs for special populations. These participants included 85,586 in programs for disadvantaged individuals, 28,270 in programs for the handicapped and disabled, and 5,475 in programs for individuals with Limited English Proficiency (LEP).

Realizing that as we enter the next century more students than ever before will need to be educated at higher levels than ever before, farsighted educators and legislators have instituted numerous education reforms. Tennessee's Education Improvement Act of 1993 (EIA), the Perkins Act of 1998, Tech Prep's High Schools That Work program, and the School-to-Work Opportunities Act each call for a systematic restructuring of education in order to meet the developmental needs of all students. The guiding principle in each of these reform initiatives is that all students can learn. Secondary schools in Tennessee have already taken great strides toward delivering developmentally-appropriate education opportunities designed to easily transition students from school to career.

The following assurances from the New High School Policy capture the essence of education reform initiatives in the 1990s:

- ➔ All students will have access to a rigorous core curriculum that includes challenging subject matter.
- ➔ Teachers, parents, and students will hold high expectations for all students.

*Special population students have equal access to a full range of vocational education programs and are assessed as regular students, with the exception of vocational students with individual educational plans (IEP). Policies are in place that eliminate discrimination against special population students in the classroom.*

***During fiscal year 1999-2000, personnel representing all of the instructional divisions within the Tennessee Department of Education worked collaboratively to promote inclusion at the local school level. The concept of inclusion is rapidly becoming a reality across the state, with most disabled students receiving education and training in regular workshops, labs, and classrooms. In order to ensure that these students are able to meet the same high standards as other students, comprehensive support programs are being provided in an increasing number of high schools.***

- Schools will minimize tracking of students by ability, eliminate lower level classes, and provide all students with a challenging course of study.
- Whenever possible, and with appropriate support, students with disabilities will be included in regular classes.
- All students will pursue a focused program of study preparing them for post-secondary study in either university or technical training.
- While all students may not enter post-secondary training immediately following high school, they must be prepared for lifelong learning.

During fiscal year 1999-2000, personnel representing all of the instructional divisions within the Tennessee Department of Education worked collaboratively to promote inclusion at the local school level. The concept of inclusion is rapidly becoming a reality across the state, with most disabled students receiving education and training in regular workshops, labs, and classrooms. In order to ensure that these students are able to meet the same high standards as other students, comprehensive support programs are being provided in an increasing number of high schools. Included in these support programs are the following key components:

1. Teacher assistants, aides, peer tutors, and/or volunteer tutors assist students with disabilities in shops, labs, and classrooms;
2. Students with disabilities experience work-based learning environments in the local community;
3. Vocational, academic, and special support teachers work closely together to give disabled students the extra support they need to succeed in regular programs; and
4. Learning labs, equipped with state-of-the-art, computer-assisted programs, are being made available to all students in an effort to accelerate skill development.

In an effort to make the transition from secondary school to post-secondary school and/or career training opportunities a reality for all of Tennessee's disabled students, Division of Vocational Education staff have collaborated with all state agencies responsible for serving this population. Staff members serve as active members with other state

agency representatives on the following committees: the Developmental Disabilities Planning Council (DDPC), Tennessee Initiatives on Employment (TIE), the Tennessee Occupational Information Coordinating Committee (TOICC), and the Least Restrictive Environment Committee (LRE).

Although much work remains to be done in Tennessee before all schools are restructured to the point that all students can progress from kindergarten through the twelfth grade and into post-secondary education and lifelong learning in a "seamless system" of education, the state has taken great strides toward this goal. Under our state's new and emerging educational system, an increasing number of schools are able to offer comprehensive support programs. At these schools, support staff members are available in all classrooms and shops to assist any student who may be experiencing difficulty with his or her instructional program. This method of providing support has proven far superior to the old "pull-out" method of providing supplemental special classes for students who were labeled as being unable to learn. In the schools that are moving ahead with systemic educational restructuring, all students are expected to meet the same high standards and are provided appropriate support to make certain they gain the required competencies in their programs. All students now develop focused four-year plans designed to connect their career goals to their high school instruction.

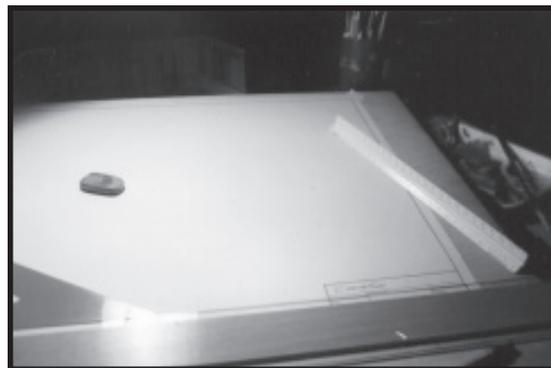
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# Youth Apprenticeship Programs

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**Y**outh Apprenticeship typically is a multi-year program that combines school and work-based learning in a specific occupational area or occupational cluster and is designed to lead directly into a related post-secondary program, entry-level job, or registered apprenticeship programs. If the program is registered with the U.S. Department of Labor's Bureau of Apprenticeship and Training or with an approved state apprenticeship agency, the program will follow strict guidelines regarding type of training and length of apprenticeship. Registered apprenticeships are usually paid work experiences. Youth apprenticeships give students the opportunity to work in businesses that offer career ladders for success. The businesses provide a coherent sequence of job training and work experiences coordinated with the students' school-based activities. The businesses and schools collaborate in monitoring the students' progress and assigning school credits. Students begin the four-year apprenticeship in the 11th grade and continue with a seamless curriculum through the 14th grade.



For more information concerning TCOVE, visit their web site at <http://www.k-12.state.tn.us/tcove>.



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## Tennessee Council on Vocational Education

The Tennessee Council on Vocational Education's (TCOVE) mission is to serve as an independent advocate of quality vocational technical education and functions as an independent oversight body regarding Vocational Education.

Tennessee Council on Vocational Education (TCOVE) is a primary influence in visionary decision making for global workforce development.

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# Core Indicators of Performance: Secondary Education

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**P**erkins III, which is the source of federal funding for vocational-technical education, has a greatly increased focus on accountability. This legislation requires that states collect data and report on four core indicators of performance, which are:

1. Skill attainment of challenging state-established academic and vocational-technical skill proficiencies.
2. Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a post-secondary degree or credential.
3. Placement in, retention in, and completion of post-secondary education or advanced training, placement in military service, or placement or retention in employment.
4. Student participation in and completion of vocational-technical education programs that lead to non-traditional training and employment.

Tennessee, like other states, has provided the U.S. Office of Education with baseline data regarding each of these core indicators. These baseline data were derived primarily from information reported by Local Education Agencies (LEAs).

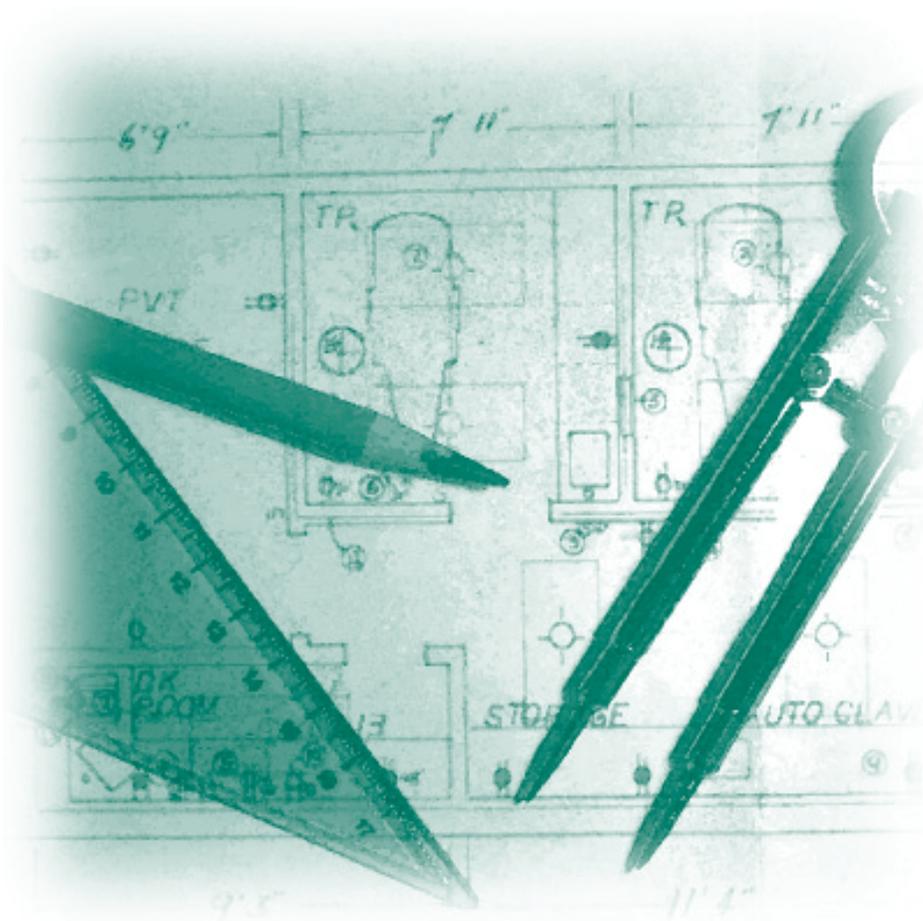
Congress has mandated that the U.S. Office of Education negotiate with states on the levels of performance for each core indicator. States, and likewise LEAs, are required to meet or exceed these negotiated levels of performance each year. Consequences for failing to do so are as follows:

1. The first year that all levels are not met or exceeded, the state or LEA will be required to develop a plan of improvement targeting budget expenditures to areas not met.
2. The second year that levels are not met or exceeded, the state or LEA may be sanctioned by having funds withheld after notice and an opportunity for a hearing may sanction LEA.

# Core Indicators of Performance: Measurement Definitions and Baseline and Performance Levels

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Local Education Agencies have the responsibility for implementing and evaluating core indicators of performance as designated by the state. The term concentrator, as used in these core indicators, is defined as a student with three units in a focused, sequential vocational program of study (concentration) and one unit in an additional vocational-related area or an additional credit in the sequence. The core indicators of performance are listed in Appendix A.



# Performance Standards and Core Measures: Tennessee Technology Centers

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## Standard I

Eighty percent of the students completing remedial classes (through technology foundation courses) will meet established academic competency levels for their chosen occupational program.

## Standard I Measurement

Each student entering a technology center as a full-time student will be assessed in basic skills. Students not meeting established academic competency levels in their chosen occupational program will be required to enter technology foundation courses.

## Standard II

Sixty percent of students meeting time requirements for completion will receive a completion award, a diploma, or a competency certificate.

## Standard II Measurement

School completion data will be used to determine the rate of students completing programs with a diploma or competency certificate.

## Standard III

Eighty percent of students completing occupational programs will be placed in employment.

## **Standard III Measurement**

Exit interviews and follow-up procedures will be used to determine the number of completers placed in employment.

## **Standard IV**

Students responding to Alumni Surveys will rate the institution in the relevant categories 75.0 percent of the time as Good or Excellent.

## **Standard IV Measurement**

Each student completing an occupational program will be surveyed to determine his or her satisfaction level with the training provided.

## **Standard V**

Employers responding to Satisfaction Surveys will rate the institution in the relevant categories 70.0 percent of the time as Good or Excellent.

## **Standard V Measurement**

Each employer employing an occupational completer will be surveyed to determine his or her satisfaction level with the training provided.

# Recommendations of the Tennessee Council on Vocational-Technical Education

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**E**ach year, the Tennessee Council on Vocational-Technical Education conducts a public hearing in which the general public is invited to openly express commendations and recommendations on the state's skill training and education programs. In addition to the hearing, constant input is solicited from the providers and users of the Vocational-Technical training programs in the state.

The following recommendations reflect the input received by the Council. Contrary to past reports, the recommendations on post-secondary and secondary programs have not been separated. The idea needs to be emphasized that post-secondary education is a necessary continuation of secondary education. No separation should exist, and we should eliminate the old concept that high school is an end. It is merely a benchmark leading to more specializations. In recent years, it is of increasing necessity that students have post-secondary experiences to be successful.

## Recommendation 1

The Division of Vocational Education should revise the curriculum in the Trade and Industrial areas to more closely align with the curriculum in the Tennessee Technology Centers. This revision should be implemented as quickly as possible and should involve a joint effort between the Division of Vocational Education and the Technology Centers. The revised curriculum should be designed to provide an opportunity for secondary students to develop competencies while in high school that will articulate to the Technology Centers, and to some extent to community colleges.

### Rationale:

The system of Tennessee Technology Centers and community colleges offers students who have completed a high school cluster in vocational education an excellent opportunity to continue their development in technical and skilled areas. In addition, apprenticeship programs, private technical schools, and four-year colleges offer the opportunity for students to become proficient in highly technical skills.

A smooth, unjointed transition should be developed from secondary school programs to Tennessee Technology Centers and from TTC's to community colleges. The transition should be further enhanced from community colleges to four-year institutions. The

feasibility, practicality, and economics of this articulated process cannot be over-emphasized. The citizens of Tennessee cannot afford for duplicated, mismatched, and unrelated skill and technical competencies to be taught in our public institutions. Student dropout rates, a delay in entering a functional and productive career, and the price of duplications are too costly for all involved.

## Recommendation 2

An increased emphasis should be placed on Health Science programs at all levels of education. An organized, articulated program should begin with awareness in the middle grades, then progress to increased emphasis and programs at the secondary (high school) level, leading to a Certified Nursing Assistant (CNA) designation; increased emphasis and programs at the Technology Centers, leading to a Licensed Practical Nurse (LPN) designation; and increased enrollment at the community college level, leading to the Registered Nurse (RN) designation.

The programs should be articulated and coordinated between all levels of institutions in order to earn dual credit from one level to the next. The Division of Vocational Education (Tennessee Department of Education), the Tennessee Board of Regents, and the Tennessee Board of Nursing should combine efforts and expertise to make this a reality.

### Rationale:

We are experiencing acute manpower shortage in healthcare that is very critical and will grow as we move through this decade. This includes a nursing shortage that is crippling American healthcare. The National Council of Nursing has decided to start offering nurse licensing exams overseas by October 2004. According to a *USA Today* article, “desperate U.S. hospitals are looking to hire thousands of foreign-educated nurses to help fill more than 125,000 nursing positions. Experts predict that figure will triple in the coming decade...”<sup>2</sup> More than 23,000 foreigners took U.S. nurse licensing

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<sup>2</sup>“The Nursing Shortage and You,” *USA Today*, August 29, 2003.

examinations last year, up from about 20,000 the year before. This increasing shortage of nurses, with its implication for healthcare quality and cost, dictates that we make a concerted effort in this state and nationwide to “grow more of our own nurses.” The need for radiologists, technologists, and pharmacists is equally as great.

### **Recommendation 3**

The Division of Vocational Education is currently exploring the possibilities of making online courses available through Board of Regents schools. In addition to this, the Tennessee Council on Vocational Education recommends that the Division of Vocational Education work with teacher education institutions to explore the possibilities and to devise a plan to concentrate the responsibilities of specific course offerings in one or more nucleus institutions. This will make needed certification courses more feasible relative to geographics and economics for Trade and Industrial and Business and Information Technology teachers.

#### **Rationale:**

The shortage of teachers in Tennessee public schools is prevalent in many critical areas of instruction. A variety of factors contribute to this shortage. In the areas of Trade and Industrial and Business and Information Technology, a shortage is imminent unless steps are taken to facilitate the availability of teacher education programs. Trade and Industrial teachers are required to have five years of work experience and to complete eighteen semester hours of prescribed college credit within the first three years of teaching.

The teacher preparation institutions, which have provided required courses in the past, are no longer providing these courses in an accessible manner for a full-time teacher. Currently, only two public higher education institutions in Tennessee offer certification programs in Business and Information Technology. In addition, about three private institutions offer these programs. Not only is initial certification a concern, but additional endorsements are difficult for a full-time teacher to obtain.

## **Recommendation 4**

The Tennessee Council on Vocational Education recommends that the Work-Based Learning program be expanded and that logical and workable regulations be established in order to allow maximum participation by those students who can benefit from this learning strategy and have it available.

### **Rationale:**

Teaching strategies vary in Vocational-Technical education and can include classroom, laboratory, and various types of actual on-the-job experiences. The economy for the past several years has prevented the purchase of adequate equipment to keep school laboratories (shops) properly equipped. In order for most students to experience state-of-the-art equipment, they must participate in some type of on-the-job training. In addition, the student has an opportunity to experience real job situations. Transferable skills such as teamwork, work ethics, etc., are a valuable part of education and skill training.

The opportunity to associate with older full-time workers provides a maturing opportunity that will be invaluable throughout the early years of employment. According to University of Minnesota sociologist Jeglan Mortimer, parents of working teens believe that jobs help their children learn to manage time and prepare them for later challenges in the work world. Additionally, Mortimer found that adults who worked part-time in high school coped with job stress in their early 20s better than their peers who did not work as teens. Mortimer followed about 750 St. Paul adolescents over ten years to see how jobs during high school affected their reactions to work in later years.

## **Recommendation 5**

Within a broad core curriculum, flexibility to provide vocational courses that relate to local needs should be made available. A choice of approved courses, particularly in the Trade and Industry areas, would provide students and employers with the opportunity to select skill development areas that best meet local needs. In addition, programs that complement the post-secondary offerings available in the area will encourage articulation

of secondary to post-secondary in order to encourage more students to continue after high school. The Vocational Council recommends that courses of high demand by local systems be approved and made available to all local systems.

### Rationale:

Variances exist in every local school system in Tennessee. Demographic, geographic, and economic basics contribute to diverse and varied educational needs. A simple, single, overall prescription cannot be written that will meet all educational and business and industry requirements.

A core curriculum with common elements in clusters is advantageous, but a narrowly prescribed and detailed list of courses with uniform competencies in every school provides no degree of flexibility for local diversities. Various student needs and desires, differences in types and sizes of businesses and industries, and number of employment opportunities indicate a need for latitude in the programs available.

## **Recommendation 6**

The Tennessee Council on Vocational Education recommends approval of the Division of Vocational Education's and the Tennessee Department of Education's requests that the state Board of Education give the flexibility to local education systems to schedule required academic courses, including Algebra and Geometry. This will give local education agencies the same flexibility with scheduling certain vocational students that they have with all other students.

### Rationale:

All students who graduate from high school must have one credit in Algebra, and in the future they must have one credit in Geometry. Currently, by state Board of Education policy, students in certain Trade and Industrial vocational programs must take these courses at a prescribed time. For example, a student who takes Carpentry I must have

taken Algebra or take it concurrently. In order for that student to take Carpentry II, the student must have taken or take Geometry concurrently. If a student takes Carpentry I as a sophomore or junior and fails Algebra, he/she is then prevented from taking Carpentry II. Most local systems will not let a student who failed Algebra take Geometry, nor would the student be expected to take Algebra and Geometry at the same time, having already failed Algebra. The student would not be able to be a completer in Vocational Education.

By giving local systems the flexibility to schedule these students in academic courses, including Algebra and Geometry, just as they do all other students, a better assessment of student and course sequence can be made. Basic principles and contextual learning experiences in vocational programs can only serve to enhance a student's chances to pass required math courses. One of the many factors necessary to keep students in school is to keep them interested and focused on learning experiences they enjoy. By restricting the school system from making local assessments and judgments relative to individual students, the dropout problem can be somewhat alleviated.



# Appendix A: Core Indicators of Performance

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## Final Agreed Upon Performance Levels for Years 3, 4, and 5

The following are the final baselines and adjusted performance levels agreed upon by the state and the U.S. Department of Education for Years 3, 4, and 5. These baselines and adjusted performance levels are incorporated into the State Plan as a condition of approval pursuant to Section 113(b)(3)(A)(v) of the Carl D. Perkins Vocational and Applied Technical Education Act of 1998, 20 U.S.C. 2301 et seq., as amended by Public Law 105-332.

Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Agreed Upon Level (00-01)	Adjusted Levels of Performance for Years 3, 4, & 5		
					7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04
151 Academic Attainment	<p><b>Numerator:</b> Number of 12<sup>th</sup> grade secondary vocational concentrators graduating from high school.</p> <p><b>Denominator:</b> Total number of 12<sup>th</sup> grade secondary vocational concentrators.</p> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>▪ Concentrator data reported by LEAs</li> <li>▪ Report of 12<sup>th</sup> graders receiving diplomas filed with the DOE by the LEA</li> <li>▪ MIS forms</li> </ul>	<p><b>High School Completion Combined with State Academic Assessment System</b></p> <p>The measurement approach to be used for academic attainment in this core indicator is the high school graduation rate, which includes a prerequisite that students pass the Tennessee Comprehensive Assessment Program (TCAP) competency test in the areas of math and language arts. A minimum of 70 on each test is considered passing. This is the requirement for all students in order to graduate with a regular education diploma, as mandated by the State Board of Education.</p>	83.54	84.04	84.54	85.04	85.54
				<p>Actual Level of Performance/ Increase or Decrease 88.74</p> <p>+5.46</p>	<p>Actual Level of Performance 86.06</p> <p>Increase or Decrease +1.52</p>		

Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Agreed Upon Level (00-01)	Adjusted Levels of Performance for Years 3, 4, & 5		
					7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04
152 Skill Proficiencies	<p><b>Numerator:</b> Number of 12<sup>th</sup> grade concentrators who have met state-established, industry-validated career and technical standards.</p> <p><b>Denominator:</b> Number of 12<sup>th</sup> grade concentrators.</p> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Competency attainment data submitted by LEAs</i></li> <li>▪ <i>Concentrator data submitted by LEAs</i></li> <li>▪ <i>MIS forms</i></li> </ul>	<p><b>Vocational-Technical Education Course Completion and Competency Attainment</b></p> <p>Vocational-Technical Education Course Completion coupled with Performance Benchmarks will be used as the measurement approach for vocational-technical skill attainment in this core indicator. Occupational skill attainment of vocational concentrators shall be measured by using course competencies established for each vocational course. Competency profiles correlated to each vocational-technical education course will be provided to LEAs. As curriculum standards are revised using the DACUM process, new competency profiles will be developed and disseminated. As in the past, the revised standards will incorporate national and industry standards (where available) as well as input from business and industry representatives in the state.</p>	93.15	93.15	93.15	93.15	
				<p>93.15</p> <p>Actual Level of Performance/ Increase or Decrease 93.10</p> <p>-0.05</p>	93.15	93.15	93.15

Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Agreed Upon Level (00-01)	Adjusted Levels of Performance for Years 3, 4, & 5			
					7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04	
2S1 Completion	<p><b>Numerator:</b> Number of 12<sup>th</sup> grade secondary vocational concentrators graduating from high school.</p> <p><b>Denominator:</b> Total number of 12<sup>th</sup> grade secondary vocational concentrators.</p> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>• Concentrator data reported by LEAs</li> <li>• Report of 12<sup>th</sup> graders receiving diplomas filed with the DOE by the LEA</li> <li>• MIS forms</li> </ul>	<p><b>Secondary Completion Using State/Local Administered Data</b></p> <p>Secondary completion is the measurement approach to be used for this core indicator of performance. Completion rates of those who have met all state Board of Education requirements to receive a high school diploma will be measured.</p>	83.54	84.04	84.54	85.04	85.54	
2S2 Diploma Credential	<p><b>Numerator:</b></p> <p><b>Denominator:</b></p>	N/A	N/A	N/A	N/A	N/A	N/A	

Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Agreed Upon Level (00-01)	Adjusted Levels of Performance for Years 3, 4, & 5				
					7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04		
3S1 Placement	<p><b>Numerator:</b> Number of concentrators who graduated in the reporting year and were placed in post-secondary education or advanced training, employment, and/or military service within one year of graduation.</p> <p><b>Denominator:</b> Number of concentrators who graduated in the reporting year.</p> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>▪ School-administered follow-up surveys along with follow-up phone calls if necessary.</li> <li>▪ MIS forms</li> </ul>	<p><b>State-Developed, School-Administered Surveys/Placement Records</b></p> <p>State-Developed, School-Administered Surveys/Placement Records will be used as the measurement approach for this core indicator. The Division of Vocational-Technical Education will develop sample survey instruments and guidelines for implementing a follow-up system for vocational concentrators to be implemented and reported to the state by LEAs. Designed to determine if a student went into post-secondary education, apprenticeship programs, employment, or the military, the surveys to determine placement will be conducted six months after concentrators have graduated from high school. LEAs will be required to monitor responses to the surveys, and follow-up telephone calls may be used to increase the response rate. Technical assistance will be provided to ensure that the follow-up system is implemented uniformly statewide.</p>	78.70	79.70	80.70	81.70	82.70		
				<p>Actual Level of Performance/ Increase or Decrease <b>89.48</b></p> <p>+9.78</p>	<p>Actual Level of Performance <b>88.65</b></p> <p>Increase or Decrease <b>+7.95</b></p>				

Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Agreed Upon Level (00-01)	Adjusted Levels of Performance for Years 3, 4, & 5		
					7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04
4S1 Participate Non-Trad	<p><b>Numerator:</b> Number of students in underrepresented gender groups who participated in a non-traditional secondary vocational program in the reporting year.</p> <p><b>Denominator:</b> Number of students who participated in non-traditional secondary vocational programs in the reporting year.</p> <p><b>Data Source:</b></p> <ul style="list-style-type: none"> <li>MIS forms</li> </ul>	<p><b>State/Local Administrative Data</b></p> <p>State/Local Administrative Data is the measurement approach to be used for this core indicator of performance. The Division of Vocational-Technical Education will target vocational programs encompassing the greatest number of non-traditional occupations, disseminate this information to LEAs, and provide technical assistance to them in devising ways to encourage student participation in these programs. Management Information System (MIS) data submitted to the Division of Vocational-Technical Education will be utilized to determine enrollment changes by gender in the targeted areas.</p>	21.19	21.44	21.69	21.94	22.19
				<p>Actual Level of Performance/ Increase or Decrease 26.08 +4.39</p>	<p>Actual Level of Performance 23.52 Increase or Decrease +1.83</p>		

Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Agreed Upon Level (00-01)	Adjusted Levels of Performance for Years 3, 4, & 5		
					7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04
4S2 Completion Non-Trad	<p><b>Numerator:</b> Number of concentrators in underrepresented gender groups who completed a non-traditional secondary vocational program in the reporting year.</p> <p><b>Denominator:</b> Number of concentrators who completed a non-traditional secondary vocational program in the reporting year.</p> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>▪ MIS forms</li> <li>▪ Concentrator data reported by LEAs</li> </ul>	<p><b>State/Local Administrative Data</b></p> <p>State/Local Administrative Data is the measurement approach to be used for this core indicator of performance. The Division of Vocational-Technical Education will target vocational programs encompassing the greatest number of non-traditional occupations, disseminate this information to LEAs, and provide technical assistance to them in devising ways to encourage student participation in these programs. LEAs will report students who complete non-traditional vocational-technical education programs, using data collection guidelines developed by the Division of Vocational-Technical Education.</p>	23.84	24.09	24.19	24.29	24.39
				<p><b>Actual Level of Performance/ Increase or Decrease</b></p> <p>27.0</p> <p>+2.81</p>	<p><b>Actual Level of Performance</b></p> <p>29.49</p> <p><b>Increase or Decrease</b></p> <p>+5.3</p>		

# Appendix B: Eleven-Year Data on Students and Teachers

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Vocational-Technical Education Student and Teacher Data, 1992-2002

Area	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998	1996-1997	1995-1996	1994-1995	1993-1994	1992-1993	1991-1992	1990-1991	1989-1990
Secondary Students (Legal Duplicates)	299,175	280,827	286,688	306,049	297,998	274,590	264,756	243,042	223,336	N/A	207,904	201,563	197,536
Agricultural Education	28,651	26,384	25,442	25,466	24,698	23,439	23,328	21,740	21,722	N/A	18,421	17,869	17,253
Marketing Education	14,670	13,871	13,339	13,316	12,676	11,378	10,493	9,180	8,401	N/A	11,531	10,909	11,261
Information Technology	66,864	49,552	56,754	58,713	57,674	52,554	55,391	56,181	40,319	N/A	26,853	25,928	25,366
Health Science and Technology	14,428	13,068	11,697	12,584	12,154	10,229	8,977	7,720	6,472	N/A	5,283	4,396	4,209
Family and Consumer Sciences	60,834	53,488	52,458	55,215	54,511	50,147	49,145	43,828	45,421	N/A	48,327	48,089	44,884
Family and Consumer Sciences-Occupational	3,444	4,915	6,446	7,516	6,790	6,237	5,898	5,906	5,327	N/A	6,508	6,736	7,069
Technology Education	26,456	25,171	25,185	28,740	28,464	26,390	25,317	20,145	20,373	N/A	25,518	24,962	25,374
Trade and Industrial	69,177	63,872	63,621	68,346	64,845	60,570	56,328	49,004	44,792	N/A	46,570	44,862	45,525
Applied/Tech Prep	14,651	30,506	31,746	36,153	36,186	33,646	29,879	27,704	20,589	N/A	6,443	3,981	2,777

Vocational-Technical Education Student and Teacher Data, 1992-2002

Area	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998	1996-1997	1995-1996	1994-1995	1993-1994	1992-1993	1991-1992	1990-1991	1989-1990
Secondary Students (Non-Duplicate)	206,430	188,911	204,507	226,064	212,540	200,133	195,390	185,221	171,454	N/A	160,615	158,536	156,511
% Male	53%	53%	53%	53%	53%	54%	54%	54%	54%	N/A	55%	56%	56%
% Female	47%	47%	47%	47%	47%	46%	46%	46%	46%	N/A	45%	44%	44%
Adult Preparatory & Supplementary	N/A	N/A	N/A	10,270	8,837	4,435	11,035	11,209	14,228	18,425	18,838	25,146	29,755
Academic Path	98,230	83,142	59,901	N/A									
Tech Path	105,907	99,809	62,488	N/A									
Dual Path	77,238	66,146	59,901	N/A									
Secondary Completers I	N/A	N/A	22,568	27,639	24,828	18,058	18,502	16,517	15,673	N/A	N/A	N/A	N/A
Secondary Completers II	N/A	N/A	13,146	17,573	14,371	12,731	11,484	10,739	9,607	N/A	N/A	N/A	N/A
Disadvantaged	85,586	77,633	87,675	91,164	96,359	87,295	78,011	75,770	68,734	N/A	60,701	61,945	59,011
Limited English Speaking	5,475	3,317	3,671	4,299	5,185	1,859	2,321	1,201	1,018	N/A	744	1,124	1,112
Handicapped	28,270	29,600	33,000	36,586	35,080	31,106	31,141	27,907	22,657	N/A	20,886	22,406	22,573
Tech Prep	12,110	17,521	14,180	30,902	34,874	20,114	20,616	15,095	10,382	N/A	N/A	N/A	N/A

Vocational-Technical Education Student and Teacher Data, 1992-2002

Area	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998	1996-1997	1995-1996	1994-1995	1993-1994	1992-1993	1991-1992	1990-1991	1989-1990
Co-op	N/A	N/A	13,016	12,091	10,159	9,123	9,055	7,415	7,184	N/A	1,340	N/A	N/A
Apprenticeship	N/A	N/A	370	1,797	990	1,127	1,138	811	380	N/A	N/A	N/A	N/A
Student Learner Program	N/A	N/A	2,590	N/A									
Vocational Education Teachers	3,969	4,095	4,651	4,674	3,969	4,016	3,923	3,860	3,791	N/A	2,992	3,128	3,112
Agricultural Education	318	312	390	323	274	286	264	253	244	N/A	195	225	207
Marketing Education	214	211	198	222	154	158	155	143	141	N/A	170	174	173
Information Technology	672	507	801	705	611	633	662	691	687	N/A	284	326	324
Health Science and Technology	194	183	146	177	145	131	119	109	110	N/A	75	82	83
Family and Consumer Sciences	620	576	658	630	489	524	513	499	492	N/A	464	475	479
Family and Consumer Sciences-Occupational	51	112	192	163	147	148	152	149	135	N/A	128	137	140
Technology Education	297	272	328	370	249	260	249	231	226	N/A	276	278	296
Trade and Industrial	1,175	1,171	1,375	1,215	1,074	1,129	1,062	1,059	1,045	N/A	924	944	952
Applied/Tech Prep	428	751	563	869	826	747	747	726	711	N/A	476	487	458
Community Based Organizations	0	0	0	0	0	0	0	1,500	1,500	1,500	1,500	1,515	1,777

Vocational-Technical Education Student and Teacher Data, 1992-2002

Student Organizations	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998	1996-1997	1995-1996	1994-1995	1993-1994	1992-1993	1991-1992	1990-1991	1989-1990
Agricultural Education													
FFA Chapters	178	175	172	163	198	198	187	188	185	187	182	193	N/A
FFA Members	12,835	12,666	12,466	12,032	11,883	12,383	12,900	12,135	11,839	12,146	12,346	11,672	N/A
Marketing Education													
DECA Chapters	134	146	148	119	114	114	108	116	113	115	115	121	N/A
DECA Members	6,444	7,017	6,648	6,182	5,509	5,439	5,367	5,275	5,526	5,450	5,718	5,733	N/A
Information Technology													
BPA Chapters	135	136	108	110	102	105	105	180	185	187	170	193	N/A
BPA Members	4,162	4,037	3,723	3,674	2,787	3,184	3,261	3,519	3,812	4,014	4,734	4,870	N/A
Information Technology													
FBLA Chapters	99	90	76	52	49	45	46	50	47	47	53	100	N/A
FBLA Members	3,382	2,814	2,445	1,577	1,589	1,538	1,301	1,418	1,562	1,562	1,643	1,989	N/A
Health Sciences and Technology													
HOSA Chapters	141	129	104	111	102	98	76	73	71	68	67	70	N/A
HOSA Members	6,070	5,515	5,128	4,497	3,844	3,287	3,287	2,953	2,771	2,777	2,551	2,893	N/A
Family and Consumer Science													
FCCLA Chapters	380	376	361	286	285	299	350	354	359	377	383	387	N/A
FCCLA Members	13,043	10,081	12,234	8,766	8,602	8,984	9,848	9,925	10,659	11,604	12,308	12,720	N/A
Technology Education													
TSA Chapters	122	103	116	52	44	42	44	48	50	50	49	49	N/A
TSA Members	23,117	12,855	11,586	3,080	2,658	4,003	4,106	3,989	2,498	1,221	1,067	1,057	N/A
Trade and Industry Skills USA Chapters													
Skills USA Members	82	80	586	300	142	137	145	148	151	155	162	161	N/A
Skills USA Members	11,010	11,238	9,075	6,232	6,190	6,100	6,481	8,439	8,592	9,267	11,418	11,478	N/A
Total Chapters	1,271	1,235	1,671	1,193	1,036	1,038	1,061	1,157	1,161	1,186	1,181	1,274	N/A
Total Members	80,063	66,223	63,305	46,040	43,062	44,918	46,551	47,653	47,259	48,041	51,785	52,412	N/A

# Appendix C: Tennessee Council on Vocational-Technical Education

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STATE OF TENNESSEE  
**DEPARTMENT OF EDUCATION**  
***COUNCIL ON VOCATIONAL – TECHNICAL EDUCATION***

Fifth Floor, Andrew Johnson Tower  
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615/741-2197

**October 1, 2003**

**Dear Tennesseans:**

**The Tennessee Council on Vocational Education is pleased to present this 2001/2002 Biennial Report on Vocational Education programs conducted in Tennessee. This report provides an evaluation of Vocational Education funded through the Carl D. Perkins Vocational and Technical Education Act, and state and local funds.**

**It is intended that this report provide an overview of federal, state, and local funds expended in the various categories for support of Vocational/Technical Education throughout the state. The Council feels the citizens of Tennessee are fortunate to have the support of the Governor, the Tennessee General Assembly, the State Board of Education, State Department of Education, Tennessee Board of Regents, and the State Department of Labor for providing high quality education and training.**

**Members of the Council feel it is vital for private sector input into such an important facet in the lives of our citizens. Through this report, the Council is dedicated to serving the best interest of students, business, industry, and labor in Tennessee.**

**Sincerely,**

A handwritten signature in black ink that reads "James Neeley".

**James Neeley, Chair**



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