

Tennessee

**Council
for CTE**

**Academic
Excellence**

**Quality CTE
Programs**

Postsecondary

**Career
Counseling**



2010/2011 Biennial Report



Tennessee Council for Career and Technical Education
2010/2011 Biennial Report

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Letter from the Chair



The Tennessee Council for Career and Technical Education (TCCTE) is pleased to submit its 2010/2011 biennial report. The report summarizes the delivery system of career and technical education in Tennessee. Through the biennial report, the TCCTE carries out its statutory mission, which is to serve as an independent advocate for quality career and technical education and workforce and economic development and to function as an independent oversight body.

It is a critical time, and a rewarding and exciting time, to be involved in the education initiatives of career and technical education and in the economic development of Tennessee. The council reviews programs, services, and plans; conducts evaluations; and makes policy recommendations to the governor, General Assembly, Department of Education, State Board of Education, and Tennessee Board of Regents on matters pertaining to the delivery of career and technical education in the state.

The council promotes coordination, collaboration, and effective partnerships among business, industry, labor, education, and employment training programs to help meet the economic needs of the state. Workforce development initiatives are monitored and recommendations are made to integrate successful components in the career and technical education delivery system. Duties of the council include dissemination of relevant career information, studies, and research findings to teachers, counselors, students, business, industry, and the general public.

Finally, the council conducts an annual public forum to hear concerns and positive feedback from leaders in business, industry, education, the legislature, and the general public. Recommendations concerning career and technical education are made as a result of the forum.

I respectfully submit the 2010/2011 biennial report of the Tennessee Council for Career and Technical Education.

Sincerely,

A handwritten signature in orange ink that reads "James Neeley". The signature is fluid and cursive.

James Neeley, Chairman
Commissioner of Labor and Workforce Development

Tennessee Council for Career and Technical Education Membership

The Tennessee Council for Career and Technical Education (TCCTE) consists of thirteen members who are appointed by the governor to advise the Tennessee Board of Education, Tennessee Board of Regents, the governor, and the General Assembly. Members of the council are appointed to serve six-year terms. Seven of them are representatives of the private sector in the state and constitute a majority of the membership. Six are representatives of secondary and postsecondary education, career and technical institutions, career counseling, and other organizations in the state and/or who have special knowledge and qualifications with respect to educational and career development needs of special populations.

Jim Neeley, Chair

(Labor)
Huntingdon, TN

Paul Starnes, Vice Chair

(Private Sector)
Chattanooga, TN

Hale Moss

(Private Sector)
Moss Garden Center
Mt. Juliet, TN

Jeffrey Lewis

(Private Sector)
First Bank
Lexington, TN

Charlotte Burks

Legislature (Private Sector)
Monterey, TN

Guy Z. Derryberry

(Labor)
General Motors
Columbia, TN

(Ms.) Willie Slate

(Special Populations)
CTE Director
Memphis, TN

Julie Griggs

(Postsecondary, CC)
Director, DSCC Gibson
Trenton, TN

Bill Lawson

(Counseling)
Hohenwald, TN

Marvin Lusk

(Postsecondary, TTC)
TTC McMinnville
McMinnville, TN

Jimmy Long

(Secondary, Agriculture)
Director of Schools,
Humphreys County
Waverly, TN

Gary Booth

(Private Sector)
Volkswagen
Chattanooga, TN

Carlos Hammonds

(Secondary)
Kingsport, TN

Thom Smith

Executive Director
Nashville, TN

Recommendations

The governor, General Assembly, Tennessee Board of Regents, State Board of Education, and the Department of Education are to be commended for the hard work they have done and continue to do to improve education in Tennessee. Through research and by holding public forums and meetings across the state, the TCCTE has concluded that improvement needs to continue to be made and recommends the following.

Tennessee General Assembly

- **Fund PC 867** on an annual, biennial, or triennial basis.

Rationale: In 2007, the extreme need for secondary career and technical education funding for equipment was recognized. The General Assembly passed PC 867; however, the act was never funded. In a recent statewide survey of career and technical education programs conducted by the Tennessee Council for Career and Technical Education, the following was revealed:

Secondary Education Program	Avg. Age of Equipment	Cost to Update Equipment per Program
Business, Marketing, Technology	6 years	\$40,000 + \$5,000 software upgrades
Family and Consumer Sciences	10 years	\$15,000 + \$5,000 software upgrades
Manufacturing	15 years	\$140,000
Construction	15 years	\$80,000
Engineering	10 years	\$80,000
HVAC	10 years	\$85,000
Welding	10 years	\$150,000
Auto Collision Repair	25 years	\$150,000
Machining	25 years	\$180,000
Health Science	15 years	\$80,000
Agriculture	15 years	\$10,000

To ensure that Tennessee students are products of a world-class career and technical program, secondary student preparation and training on equipment that is current and consistent with business and industry and postsecondary education is essential.

- **Review funding dual enrollment (credit by assessment) funding as well as scholarship funding.**

Rationale: Representatives of community colleges and Tennessee Board of Regents state that a disparity exists between the cost of granting credit and the funds received for such credit at community colleges. Also, there is a considerable gap between the amount received from the Hope Scholarship and the actual cost of attending a community college.

Tennessee Board of Regents

- **Continue to develop and expand dual credit and dual enrollment** courses at the community colleges and Tennessee Technology Centers.

Rationale: The funding formula for postsecondary institutions is based on the number of students who graduate. Research shows that students who have some postsecondary credit before they graduate from high school are more likely to enter and complete postsecondary education.

Tennessee State Board of Education

- **Implement policy on career counseling for K–12 students to develop an evaluation procedure to ensure all students are receiving adequate information in career counseling and assistance in choosing courses of study and postsecondary guidance.**

Rationale: Research shows that students who are exposed to comprehensive career counseling and who have experienced work-linked learning in which work expectations were linked with education make more realistic choices and successful determinations about postsecondary training and are more likely to complete postsecondary education.

Tennessee Department of Education

- **Review and align all courses—academic and career and technical—more closely with postsecondary standards.**

Rationale: Representatives from the Tennessee Board of Regents have said that there is a skills gap between high school and postsecondary education and the workforce. Aligning high school courses to help students move to the next level will reduce the need for remediation. High school students will be better prepared for higher education and entry into the workforce.

- **With the TCCTE, develop a more active method of communication between business and industry and education.**

Rationale: Business and industry say that education is not listening to workforce needs. The TCCTE has a method of communication with local business and industry that is underutilized. Immediate and long-range education needs can be identified through this and other entities.



**Tennessee Council for Career and Technical Education
2010/2011 Biennial Report**

Executive Summary

A total of 398,695 students (duplicated count) were enrolled in Career and Technical Education (CTE) courses in the 2010/2011 school year in Tennessee. According to report card data, each high school student, on average, enrolls in 1.4 CTE courses. At this reporting time, there are 84 Programs of Study that have been developed, and 3,348 programs of study are being taught in 125 Tennessee school districts, including three state schools. Eighty-four special Programs of Study have been developed and 142 are being taught. A CTE student concentrator is defined as a student who receives three credits in a focused CTE Program of Study. The statewide graduation rate for CTE concentrators is 89.9 percent. Over the last three years, the graduation rate has been from above 92 percent to 89.9 percent.

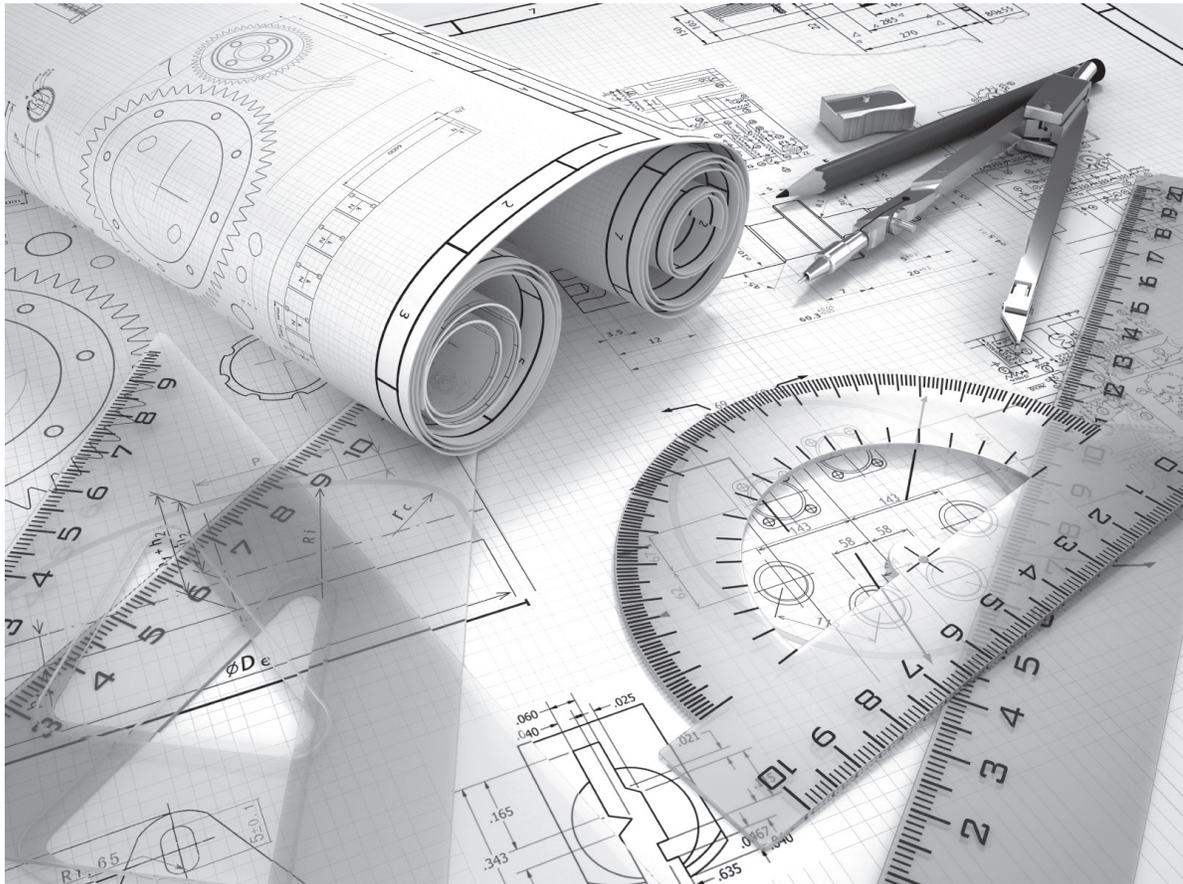
Of the 933,703 students enrolled in Tennessee schools, 385,415 are high school students, and 187,895 (nonduplicated count) of those high school students enroll in CTE courses, which is 65.83 percent of the total high school population.

Carl Perkins funds totaling \$22,547,588 are received by the State of Tennessee and “flow through” to the 125 local school systems that have CTE. (Eleven school systems are elementary grades only; CTE serves middle and high school courses of study.) Perkins funding totaling \$3,391,423 was sent to Tennessee Board of Regents (TBR) community colleges and technology centers, with the focus being the development of articulation credit, dual credit, or dual enrollment credit. Perkins Reserve Grants totaling \$8.6 million have been awarded over five years to local school systems to develop secondary transition programs including dual credit/dual enrollment, programs of study, small learning communities, CTE-themed academies, new and emerging technology programs, and nontraditional projects.

In the 2010/2011 school year, local systems generated \$117,732,890 in Basic Education Program (BEP) funds through CTE ADM, which is 3 percent of the total funds generated through the BEP. Local systems are not required to spend funds as generated in the BEP funding formula. The division of Postsecondary Access and Success/CTE was allocated operating funds of \$3,905,100, comprising one-tenth of one percent (.1%) of the total state allocation for the Department of Education, K–12 (\$3,861,929,000).

In the 2010/2011 school year, TBR awarded dual credit to 4,764 CTE students in 373 courses, which is an increase of 1,537 students from 2008/2009. There has been an increase of 147 courses taught since 2008/2009. Students participating in dual enrollment numbered 2,231 in 338 courses with a 98 percent passing rate. An increase of 1,104 students was found from 2008/2009, and an increase of 191 courses were taught. There are 44 statewide CTE articulation agreements in place. As required by the Carl D. Perkins Act of 2006, all CTE secondary and postsecondary Programs of Study must lead to an industry certification, credential, associate degree, or baccalaureate degree.

Career and Technical Student Organizations (CTSOs) have 62,324 student members. CTSOs are an integral part of the CTE curriculum. Annually, Tennessee has regional, state, and national officers and skill placement winners. Tennessee has the most postsecondary CTSOs in the nation. The eight CTSOs are DECA (marketing), FCCLA (family and consumer sciences), FFA (agriculture), HOSA (health science), Secondary and Postsecondary SkillsUSA (trade and industry), TSA (technology engineering), and TCA (Jobs for Tennessee Graduates).





Tennessee Career & Technical Education

Rigor, Relevance, Reason to Achieve

Secondary Career and Technical Education

Mission: Preparing Today's Students for Tomorrow's Opportunities

Vision: To provide Tennessee students the opportunity to participate in a rigorous and relevant career and technical education program that leads to academic achievement and successful employment in a global economy.

SECONDARY CAREER AND TECHNICAL EDUCATION (CTE)

Career and Technical Education Core Indicators

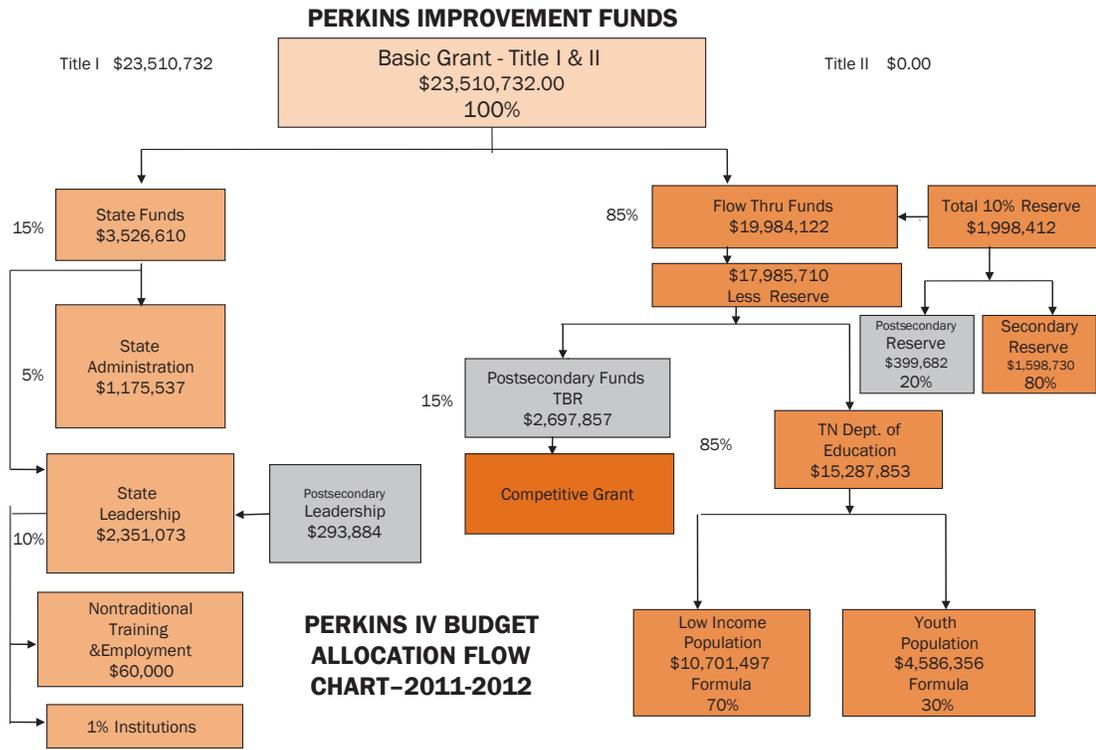
Student Performance Levels

The Department of Education, Postsecondary Access and Success/CTE Division, is responsible to the Office of Vocational and Adult Education (OVAE) to implement the requirements of the Carl Perkins Act of 2006 (Perkins IV). There are eight core indicators that specify student performance levels. Aligned with No Child Left Behind and First to the Top, annual performance improvement is to be shown in each core indicator. The performance level is set on baseline data and negotiated annually.

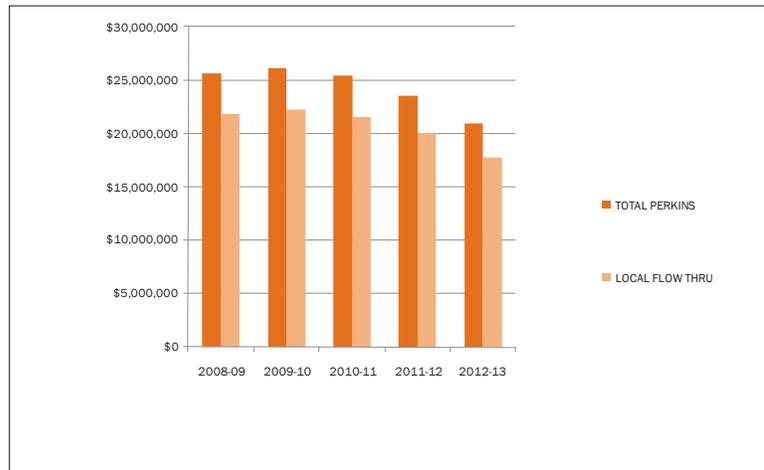
A CTE Concentrator is defined as a high school student who attains at least three (3) credits in an approved CTE Program of Study.

Core Indicator	Description	CTE Student Performance
1S1: Academic Attainment Reading/Language Arts	CTE Concentrator performance on the 11th grade Writing Assessment and the English II Gateway Examination	93.77%
1S2: Academic Attainment Mathematics	CTE Concentrator performance on the Algebra I Gateway Examination	96.31%
2S1: Technical Skill Attainment	CTE Concentrator performance accomplishment of industry-validated competencies per CTE course	96.58%
3S1: Secondary School Completion	CTE Concentrator performance in attaining all requirements for graduation	90.28%
4S1: Student Graduation Rates	CTE Concentrators graduating from high school	89.99%
5S1: Secondary Placement	CTE Concentrator placement, 6 mo. after graduation, in postsecondary education, the military, or the workforce	89.62%
6S1: Nontraditional Participation	CTE Concentrators enrolled in courses with underrepresented gender	37.75%
6S2: Nontraditional Completion	Students who become CTE Concentrators in a Course of Study with underrepresented gender	59.37%

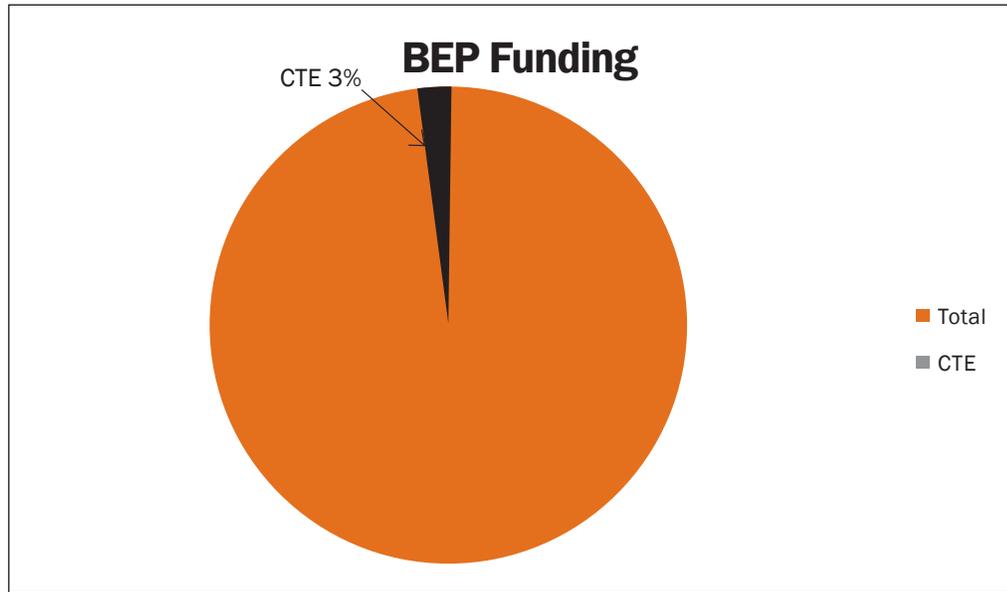
To access more in-depth information on CTE core indicators and student performance levels, locate performance levels for each school system in Tennessee, and find Perkins IV information, go to www.tennessee.gov/education/cte/ and choose Compliance and Reports and/or CTE Report Card on the left menu.



PERKINS FUNDING FOR TENNESSEE



Federal (Carl Perkins) Funding, the major source of funding for CTE in Tennessee, has shown a steady decline since 2008. Perkins funding has been reduced by 12 percent. Expectations are that the trend will continue. Perkins funds per student statewide: 2005/2006 = 106.81; 2008/2009 = 114.32; 2010/2011 = 95.72 (total local funding divided by total CTE population), an 8 percent overall reduction.



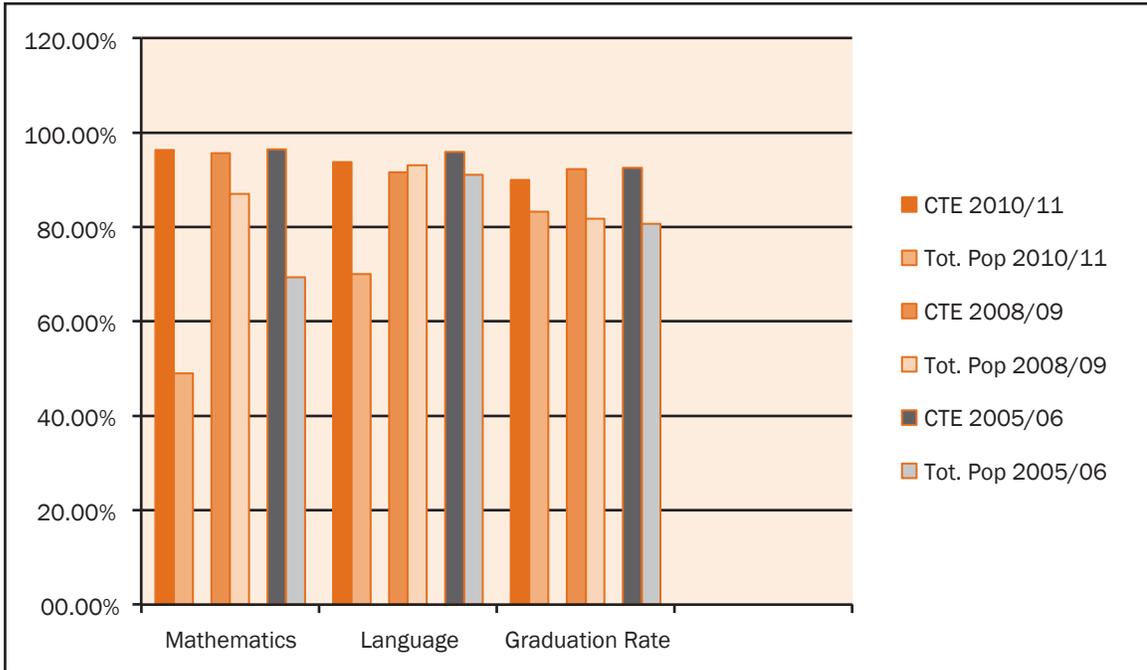
CTE generates \$117,782,890 in BEP funding, statewide, which is 3% of the total BEP funding. 398,685 students (duplicated count) are enrolled in CTE courses which impacts funding in the local system. The duplicated count figure shows students enroll in an average of 1.4 CTE courses.

CTE course enrollment has increased 13% over the last 6 years. Of the 285,415 high school students, 187,895 (non-duplicated count) were enrolled in CTE, which is 65.83% of all high school students in the 2010/2011 school year.

It is to be noted that the BEP is a funding formula; systems may spend funds at their discretion regardless of how the funds are generated.

\$3,905,100 is the state allocation for operation of the Division of Postsecondary Access and Success/CTE which is one-tenth of one percent (.1%) of the total K-12 education state budget. Excluding pass-through funds, CTE is 2.6% of the K-12 education operating budget.

ACADEMIC ATTAINMENT



Academic Attainment	2010/2011 CTE	Total Population	2008/2009 CTE	Total Population	2005/2006 CTE	Total Population
Mathematics	96.31%	49%	95.60%	87%	96.43%	69.3%
Reading/Language plus Writing	93.77%	70%	91.53%	93%	95.86%	91%
Graduation Rate	89.99%	83.2%	92.31%	81.80%	92.51%	80.7%

Dual Credit and Dual Enrollment (4-Year Comparison)

CTE Student Enrollment	2010/2011	2008/2009	Difference
CTE All Courses Enrollment	398,685	319,651	+79,034
Dual Credit	4,764	3,444	+1,320
Number of Dual Credit Courses	373	268	+105
Dual Enrollment	2,231	2,110	+121
Number of Dual Enrollment Courses	338	238	+100
% Earning Postsecondary Credit	91.62	86	+5.62

Course Enrollment (6-Year Comparison)

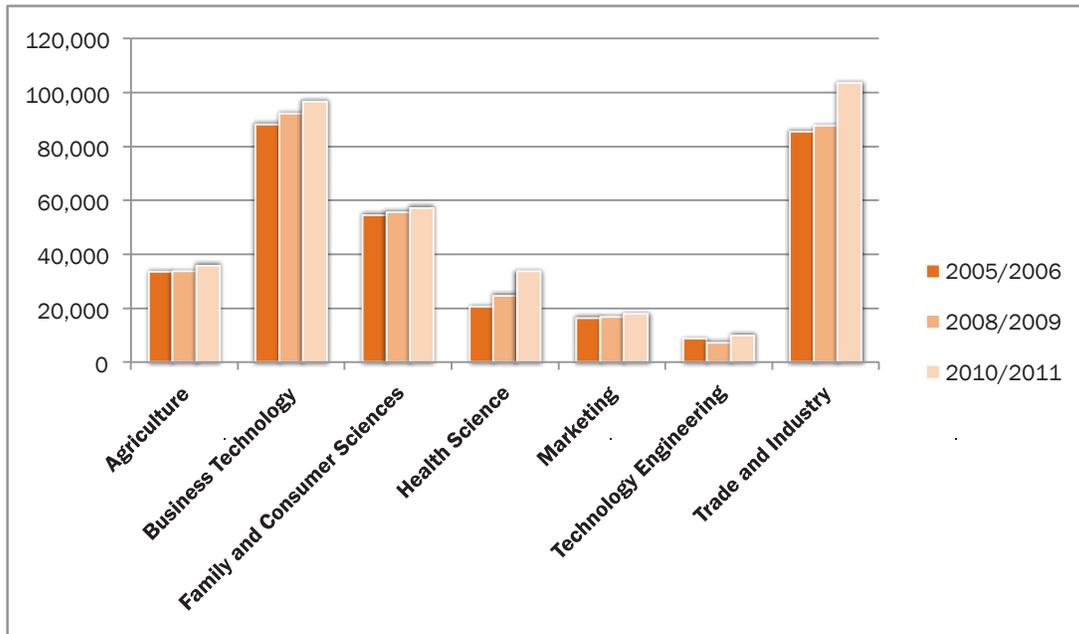
CTE Student Enrollment by Grade Level	2010/2011	2008/2009	2005/2006
12	46,364	41,659	40,800
11	44,445	42,627	40,991
10	51,943	47,813	46,933
9	45,153	45,733	46,462
8	11,700	17,065	19,956
7	11,119	15,179	14,992

Student Placement Follow-Up (6-Year Comparison)

Secondary Placement	2010/2011	%	2009/2010	%	*2008/2009	%
Military	597	3.34%	782	3.87%	717	3.90%
Employed	8080	45.14%	9253	45.78%	8197	44.64%
Postsecondary	9885	55.22%	10812	53.50%	9759	53.14%
	16189	90.44%	18113	89.62%	16277	88.64%
Institution Type						
Private Institution	862	8.72%	871	8.06%	686	7.03%
Public	7340	74.25%	7922	73.27%	7342	75.23%
Unknown	1683	17.03%	2019	19.67%	1731	17.74%
Program						
4-Year Program	3707	37.50%	3876	35.85%	3635	37.25%
2-Year Program	3904	39.49%	4022	37.20%	3646	37.36%
TTC	590	5.97%	894	8.27%	745	7.63%
Other	1	.01%	1	.01%	2	.02%
Unknown	1683	17.03%	2019	18.67%	1731	17.74%

* 2008/2009 data is being used; information was not collected in 2007/2008.

ENROLLMENT BY PROGRAM AREA (6-YEAR COMPARISON)

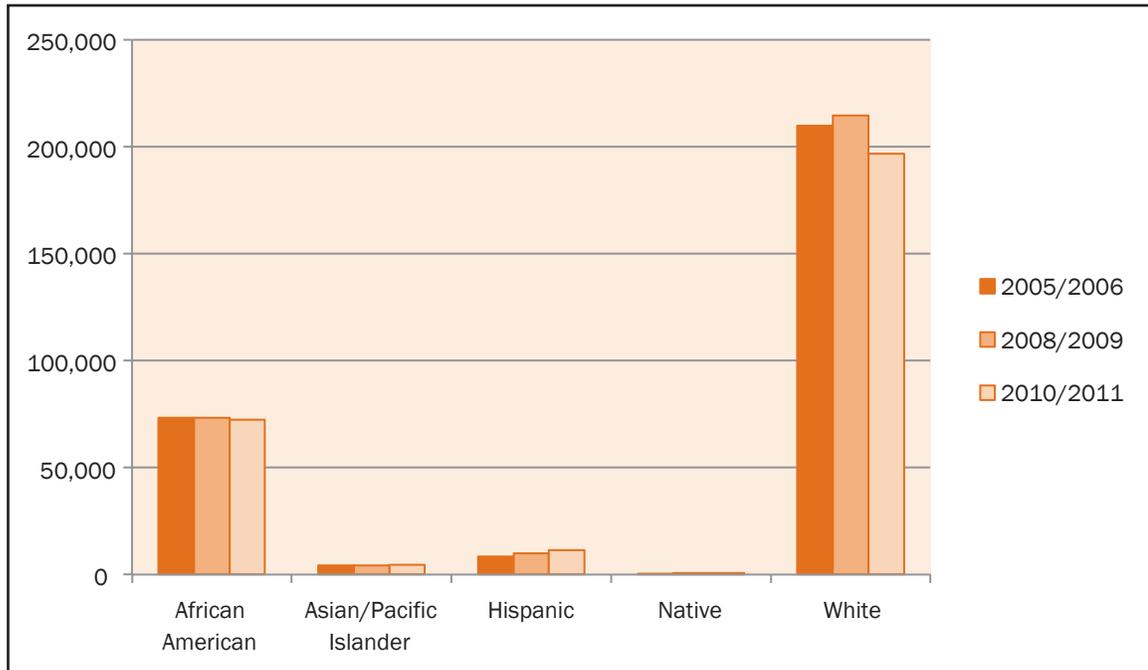


Program Area	% Increase from 2005/06 to 2010/11
Agriculture	6
Business Technology	10
Family and Consumer Sciences	5
Health Science	64
Technology Engineering	11
Trade and Industry	21
CTE Enrollment Total	15

Number of CTE Teachers per Program Area

Grades 9-12	Program Area	Number of Teachers	% of total CTE Teachers
	Agriculture Education	338	7.33
	Business Technology Education	937	20.32
	Family and Consumer Sciences Education	537	11.64
	Health Science Education	342	7.42
	Marketing Education	226	4.90
	Technology Engineering Education	111	2.41
	Trade and Industrial Education	1,345	29.16
	Contextual Academics	218	4.73
Grade 7	Career and Technical Education Teachers	144	3.12
Grade 8	Career and Technical Education Teachers	155	3.36

ENROLLMENT BY ETHNICITY (6-YEAR COMPARISON)



Secondary Placement	CTE Secondary	Total Secondary	CTE Secondary	Total Secondary	CTE Secondary	Total Secondary
	2005/2006		2008/2009		2010/2011	
African American % Population	37,138; 21.2%	73,283; 24.7%	38,906; 21.88%	73,432; 24.25%	45,315; 24.12%	72,418; 25.34%
Asian/Pacific Is- lander % Population	1,813; 1.03%	4,324; 1.46%	1,836; 1.03%	4,279; 1.41%	2,378; 1.27%	4,591; 1.61%
Hispanic % Population	4,487; 2.56%	8,567; 2.89%	5,515; 3.10%	9,995; 3.30%	7,287; 3.88%	11,425; 4%
Native American/ Alaskan	200; 0.11%	558; 0.19%	335; 0.19%	604; 0.2%	663; 0.35%	580; 0.2%
White % Population	131,144; 74.86%	209,914; 70.76%	124,511; 70.02%	214,531; 70.84%	137,127; 72.98%	196,825; 68.86%

Career and Technical Programs of Study per Cluster Area and Total Number of Approved Programs of Study in Tennessee High Schools (4-Year Comparison)

Cluster	Number of Programs of Study per Cluster	Total Number of Approved Programs of Study in Tennessee High Schools 2008/2009	Total Number of Approved Programs of Study in Tennessee High Schools 2010/2011	Increase/Decrease
Agriculture	7	345	431	+86
Architecture	14	347	415	+68
Arts, A/C Technology, and Communication	5	359	184	-175
Business, Management, and Administration	6	153	361	+208
Education and Training	3	60	95	+35
Finance and Management	2	56	76	+20
Government and Public Administration	2	34	51	+17
Health Science	6	281	312	+31
Hospitality and Tourism	2	141	159	+18
Human Services	6	409	451	+42
Information Technology	7	179	221	+42
Law, Public Safety, Corrections, and Security	3	76	84	+8
Manufacturing	7	114	114	0
Marketing, Sales, and Services	6	128	123	-5
Science, Technology, Engineering, and Mathematics	2	210	69	-149
Transportation, Distribution, and Logistics	6	86	202	+116
Special Programs of Study		84	142	+58

To review specific Tennessee programs of study (POS) and additional explanations, visit www.state.tn.us/education/cte/ad/clupos/index.shtml.

All programs of study must lead to employment satisfying two of the following: High Demand, High Wage, and/or High Skill.

Current definitions of High-Demand, High-Wage, High Skill occupations are as follows:

High Demand: Those occupations with a projected 2006–2016 growth rate at least 25 percent above the 6.3 percent average employment growth rate for all occupations (i.e., 7.9 percent or above) and having at least 1,000 net total job openings.

High Wage: Those occupations paying at least 25 percent more than the \$39,700 median salary (i.e., \$49,625 or above).

High Skill: Those occupations with education or training requirements of

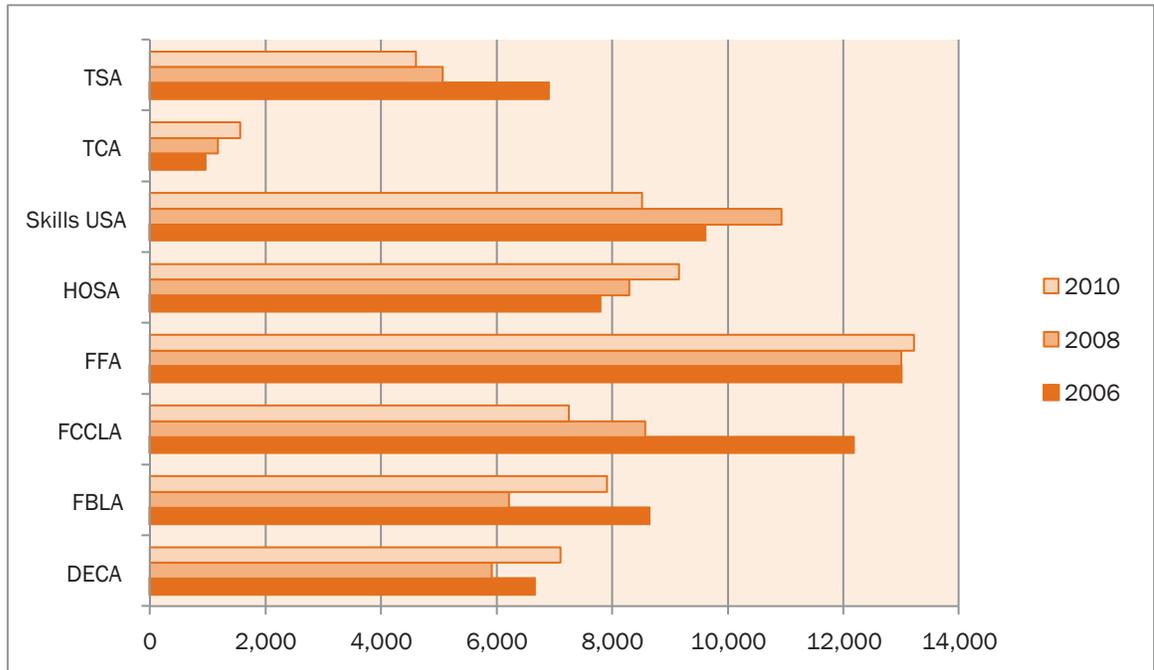
- long-term, on-the-job training lasting 1 or more years,
- work experience in a related occupation,
- postsecondary vocational training,
- associate's degree,
- bachelor's degree,
- master's degree
- doctoral degree, and/or
- first professional degree (e.g., M.D., J.D.).

Note: Definition based on only those occupations with 100 or more workers in 2006.

(Taken from the Occupation Supply Demand System consortium.)



Student Membership Career and Technical Student Organizations (6-Year Comparison)



DECA: A student organization for students enrolled in marketing education.

FBLA: Future Business Leaders of America is a student organization for students enrolled in business education.

FCCLA: Family Career and Community Leaders of America is a student organization for students enrolled in family and consumer sciences.

FFA: A student organization for students enrolled in agriculture education.

HOSA: A student organization for students enrolled in health science education.

SkillsUSA: A student organization for students enrolled in trade and industry education.

TCA: Technical Career Association is a student organization for students enrolled in Jobs for Tennessee Graduates

TSA: Technology Student Association is a student organization for students enrolled in technology engineering education.

Characteristics of an Outstanding Career and Technical Program

An outstanding CTE program has the following characteristics and can document their use in best practices:

Student-focused

- Has an active CTSO
- Students involved in community service
- Peer tutoring
- Project participation and presentations of projects
- Students keep a portfolio, diary, log, or journal used in self-assessment
- Students participate in Joint Enrollment
- Comprehensive career assessment and counseling is provided to students

Fully integrates rigorous, higher-level academic instruction and application including, but not limited to, mathematics, English/reading/communication, and science

- Regularly integrates lesson plans, projects, and instruction with academic teachers
- Projects, assignments, etc., are graded by both academic and CTE instructors
- Common planning with academic and CTE instructors
- Integrated class time with academic and CTE classes
- Occurs on a regular basis throughout the school year

Postsecondary transition in place including, but not limited to, dual credit/dual enrollment

- Program has an active articulation agreement in place with at least one postsecondary institution where students receive credit
- Program has an active dual enrollment class
- Program has an active dual credit class
- Program has an agreement with a trade union through which students continue after high school

Active participation and inclusion of postsecondary partners in development and design

- Program includes postsecondary representative on the advisory committee
- Program instructor meets with postsecondary partners regularly to insure a seamless transition from secondary to postsecondary
- Postsecondary partners visit the secondary program
- Program has written credit agreements with postsecondary institution(s)

Administrative support

- Comprehensive career assessment and counseling is provided to students with parental involvement
- CTE instructors are allowed to collaborate with academic instructors
- IEP development includes CTE instructor input
- Administrators (other than CTE supervisors) attend CTE meetings, including the state summer conference and other pertinent state and national conferences

- CTE supervisor attends regular CTE regional and state meetings and passes information on to the CTE instructors
- Adequate funding is provided for the program
- Provides positive school-wide learning environment (e.g., school-wide reading initiative for all students)
- Supports career technical student organization activities

Community support

- Community service projects—the program serves the community
- Community groups, business, and industry are involved in the program in addition to advisory committee members
- Public relations exercised through media outlets
- Resources are provided from the community to the program
- Community assists in student organization activities
- Presentations are made by the program to community groups

Innovative approach to teaching and learning strategies

- The program instructor is a member of a professional learning community
- Teaching approaches such as student options for learning, alternative assessment methods, academy, service learning, and project-based learning including presentation(s)
- Partners with academic instructors in planning instructional presentations
- Uses business, industry, and the community to develop real projects for project-based learning activities

Includes work-linked learning

- Cooperative experience
- Internship
- Job shadowing
- School-based enterprise
- Agriculture: Supervised Agriculture Experience (SAE)
- Service learning
- Clinical experiences

Active participation and involvement of the advisory committee in development and design

- Committee meets regularly and for program oversight
- Committee reviews and recommends course offerings within the program area
- Committee members independently evaluate the program
- Committee members assist in teaching all aspects of an industry
- Committee members assist in work-linked learning experiences
- Committee members provide postsecondary training advice
- Committee members serve as a resource to the program by providing speakers, tours, resources, and employment for students
- Committee members provide insight for long-term program planning

Tennessee Career and Technical Education Provides Career Guidance and Assessment Tools to Local Education Systems at No Cost

The Department of Education, Division of Postsecondary Access and Success/CTE, provides three (3) outstanding tools for career guidance and assessment for all students in Tennessee. They are the **Tennessee Career Information Delivery Systems**, the **Tennessee College and Career Planning System (Kuder)**, and **American Careers Planner**. These counseling tools are available to students, parents, school counselors, administrators, and teachers free of charge. There is no cost to local education agency personnel for training in any of the resources.

Tennessee Career Information Delivery System (TCIDS) provides career information and services to middle school, high school, and college students. Various resources are available for career planning.

Student and Parent Resources

- Career Planning
- Personality and Skills Assessment
- Resume Resources

Interview advice and assistance with resume development, mock interview sessions, and personality and skills assessments are available.

Pathways.tbr.edu offers a roadmap to Tennessee career and technical courses of study to guide students, working with counselors and parents, toward the achievement of their educational and career goals.

Students and parents may use the TCIDS website to explore the 16 career clusters and download a program/focus of study. With over 900 different career choices, it is often difficult for students to focus their varying interests. Dividing the job market into clusters helps them view future career possibilities clearly. Career clusters are occupations that are grouped together because persons employed in these professions have been shown to share similar interests and strengths.

Counselor and Teacher Resources

- Career Planning
- Classroom Resources
- College Information
- Financial Aid and Scholarships
- General Resources
- Interview Advice
- Personality and Skills Assessment
- Resume Resources

Learn more about TCIDS at <http://tcids.tbr.edu/index.html>.

The Tennessee College and Career Planning System, powered by Kuder, effectively helps students learn about themselves using research-based career assessments (interests, skills, and work values), build a multiyear education plan, and explore and prepare for the various options after high school. Sponsored by EdSouth, this planning system is available free of charge to every student in Tennessee. Once a student has an identification (activation) code, information can be accessed and updated for the remainder of his/her life. The system also provides educators and counselors with an administrative database management system for data-driven decision making, tracking individual progress, managing curriculum and coursework, and communicating with students and their parents.

In addition to its various college and career planning tools, the system at www.planningyourdreams.org provides a number of resource links:

College Planning links

- eCampus Tours
- High School Counselor Resources
- Tennessee Colleges and Universities
- Tennessee Technology Centers
- Tennessee Student Acceptance Corporation
- Regents Online Degree Program
- Regents Online Continuing Education Program
- Regents Online Campus Collaborative Virtual Campus Center

Career Planning links

- TCIDS
- TCIDS Resources for Students
- TCIDS Resources for Counselors
- TCIDS Resources for Parents
- Tennessee Labor Market information

Financial Aid links

- Scholarship Search
- Understanding Financial Aid
- Tennessee Scholarship Programs
- Financial Aid Calculators
- Mapping Your Future

American Careers Magazine

The Tennessee Department of Education, Division of Career and Technical Education, provides a copy of the American Careers Planner to every eighth-grader in the state, and Career Communications provides free training across the state. All 8th graders in the state receive a copy of the career planner. Career guidance resources assist school counselors, teachers, students, and parents in helping students select an elective focus of study and provide information on postsecondary education, including industry certification, with a range of exit points into the workplace.

High Schools That Work

High Schools That Work Sites	
Anderson County	Anderson County Career and Technical Center
	Clinton High School
Campbell County	Campbell County High School
	Jellico High School
Cannon County	Cannon County High School
Claiborne	Claiborne County High School
Clay County	Clay County High School
Cleveland City	Cleveland High School
Crockett County	Crockett County High School
DeKalb County	DeKalb County High School
Dickson County	Dickson County High School
	Creekwood High School
Fayette County	Fayette-Ware High School
Fentress County	Clarkrange High School
	York Institute
Grainger County	Washburn High School
	Grainger County High School
Grundy County	Grundy County High School
Hamblen County	Morristown East High School
	Morristown West High School
Haywood County	Haywood High School
Lauderdale County	Halls High School
	Ripley High School
Madison County	Jackson Central-Merry Academy
Maury County	Spring Hill High School
McNairy County	Adamsville High School
	McNairy Central High School
Morgan County	Morgan County Vocational Center
	Wartburg High School
Oak Ridge City	Oak Ridge High School
Rutherford County	Blackman High School
	Eagleville High School
White County	White County High School
Wilson County	Wilson Central High School
	Lebanon High School
	Mt. Juliet High School
	Watertown High School
High Schools That Work Aspiring Sites	
Cheatham County	Cheatham County High School
Madison County	Liberty Technology Magnet School
Maury County	Culleoka Unit School
	Columbia Central High School
Morgan County	Oakdale School
	Sunbright School

Information Provided by Tennessee Technology Centers

Accomplishments/Highlights

Because of the Tennessee Technology Centers' Workforce Development mission, Tennessee residents are able to obtain the technical skills and professional training necessary for advancement in today's competitive job market. For over 40 years, Tennessee Technology Centers (TTCs) have been the premier providers for the Tennessee workforce, and recently the centers have received national recognition for what they are doing.

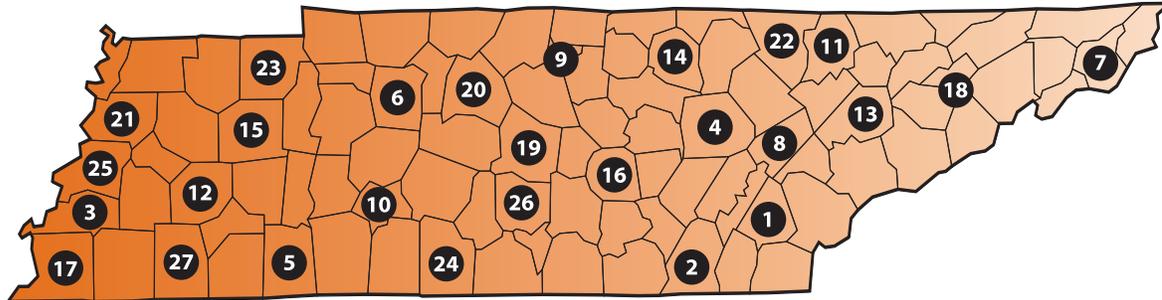
The centers have been visited by Complete College America and Bill and Melinda Gates and have been featured in a webinar sponsored by the New America Foundation. The centers have also been mentioned in numerous national publications including Harvard Graduate School of Education's recently published "Pathways to Prosperity." The centers have been highlighted in a documentary on American Radio Works called "Another Kind of Higher Education," which aired on public radio stations nationwide. The centers have also been featured in the *New York Times*. As a result of Tennessee's successes, postsecondary technical schools and community colleges across the nation are coming to study the Tennessee Technology Center model, which is truly a working model for student success.

These interviews, webinars, documentaries, visits, and reports reveal that the lesson learned from the Technology Centers is simple but highly effective: **providing high quality education and organizing the educational delivery and program structure to support student completion and success in the labor market leads to outstanding outcomes.** This approach has led many educational experts to note that Tennessee has one of the most successful postsecondary programs in the country.

The centers have offered individualized, nontraditional, innovative training to enable citizens to enter high-skill and high-wage jobs ranging from computer information technology to practical nursing to precision machining. Their hands-on training model, along with their student-centered approach, make TTC completion rates among the best in the country. In addition, placement rates indicate the Technology Centers' commitment to maintaining important relationships with business and industry to make sure the centers provide the necessary skills students need for employment. A review of Integrated Postsecondary Education Data System (IPEDS) data revealed that of 1,145 two-year, public postsecondary institutions in the U.S., only 105 had an average graduation rate above 50 percent for the last five years. All 27 Tennessee Technology Centers are included in this group of 105 institutions. During those five years, Tennessee Technology Centers averaged above 70 percent for completion. There is no other state postsecondary system that comes anywhere close to achieving this outcome. As a result, Jamie P. Merisotis, Lumina Foundation, and Stan Jones, Complete College America, said the following in "Degrees of Speed": "If (TTCs) can operate throughout an entire state, there is no reason that we can't do so throughout the country. And there are actions Washington can take now to encourage more states to follow Tennessee's lead."

The Tennessee Technology Centers are proud to be a part of the Council for Career and Technical Education, making a positive difference in Tennessee's workforce today and tomorrow.

Tennessee Technology Centers



- | | | |
|-----------------|------------------|-----------------------|
| 1. Athens | 11. Jacksboro | 21. Newbern |
| 2. Chattanooga | 12. Jackson | 22. Oneida/Huntsville |
| 3. Covington | 13. Knoxville | 23. Paris |
| 4. Crossville | 14. Livingston | 24. Pulaski |
| 5. Crump | 15. McKenzie | 25. Ripley |
| 6. Dickson | 16. McMinnville | 26. Shelbyville |
| 7. Elizabethton | 17. Memphis | 27. Whiteville |
| 8. Harriman | 18. Morristown | |
| 9. Hartsville | 19. Murfreesboro | |
| 10. Hohenwald | 20. Nashville | |

All Tennessee Technology Centers are accredited by the Council on Occupational Education

2009–2010 Data

During the **2009–2010** academic year, Tennessee Technology Centers served **32,456** students statewide and provided approximately **12 million hours** of training. TTCs awarded over **2,396** certificates, **5,627** diplomas, and **8,023** supplemental certificates (**16,046 total**).

- 96 percent of TTC graduates passed state or national license exams on the first attempt.
- Over 75 percent of TTC students completed their programs.
- 75 percent of TTC graduates were placed in employment.

Licensure and Certification

Below are examples of credentialing opportunities available to TTC students:

Commission on Accreditation of Allied Health Education Programs, National Automotive Technical Education Foundation (NATEF), National Institution for Automotive Service Excellence (ASE), Aircraft Electronics Association (AEA), American Welding Association, Automotive Youth Education Systems, Professional Truck Driving Association, HVAC Excellence, International Electronics Technicians Association, National Institute for Metalworking Skills, American Design Drafting Association.

Below are examples of **national/state exams** available to students who complete their coursework in the following programs:

- Computer Information Technology: Microsoft Office User Specialist (MOUS), the A+ Hardware and Software exam, and the Network+ exam
- Health Information Technology: Certified Electronic Health Record Specialist (CEHRS)
- Practical Nursing: State LPN Exam
- Cosmetology: State Cosmetology License, Tennessee Board of Cosmetology
- Surgical Technology: National Surgical Technologists Certification Examination

The TTCs have provided Special Industry Training for companies such as the following:

Volkswagen, Hemlock, Viskase Inc., Rose Integrated, Delfield, Ingram Micro, Masterbrand Cabinets, Cumberland Medical Center, Graniti Fiandre USA, Quebecor Printing, US Zinc, Pasminco, Omega Cabinet Company, Advanced Foods, Ford Motor Company, Denso North America, FedEx, Bridgestone/Firestone, Toyota, Eaton, Hutchinson, Oster Corporation, General Mills/Pillsbury, Upper Cumberland Ambulance Service, Spring Industries, Nordyne Corporation, Firestone Industrial Programs, Proctor & Gamble, Nissan, Intier Automotive.

Career Readiness Certificates

In 2009, the Tennessee Technology Center system began offering students statewide the opportunity to earn a Career Readiness Certificate (CRC) by making WorkKeys assessments available through a grant received from the Tennessee Department of Labor. All TTC graduates and Career Center clients are offered the opportunity to take these assessments. The Applied Mathematics, Locating Information, and Reading for Information assessments allow an individual to receive a platinum, gold, silver, or bronze CRC, depending on level of proficiency. The skills tested by WorkKeys examinations have been identified by ACT as essential to employers for a qualified workforce. The “remedial,” or Technology Foundations programs, at the TTCs prepare students to take these assessments and are integrated into every program, so students take these classes as part of their regular training and apply the knowledge they gain to their future careers without increasing the time it takes to graduate. The CRC certificate is an easily understood and nationally valued credential that certifies the attainment of workplace skills. The TTCs awarded 1,627 CRC certificates during 2009–2010.

Grants

Wilder-Naifeh Technical Skills Grant

As of fall 2007, any Tennessee citizen aged 18 or older who has wanted to attend a Tennessee Technology Center has been eligible for up to \$2,000 from the Wilder-Naifeh Technical Skills Grant, funded by the Tennessee Education Lottery Scholarship (TELS) program. Wilder-Naifeh grants do not require a high school diploma, a minimum grade point average, or taking the ACT or SAT college entrance tests. However, students must meet program admission requirements as either full- or part-time students at a technology center and can receive up to \$2,000 per year to complete their chosen program.

2009 Wilder-Naifeh Grant Snapshot

A total of 13,345 students received the Wilder Nafieh Technical Skills Grant.

The average scholarship given to students was \$1,183.

Satisfaction Survey

Tennessee Technology Centers annually survey students and employers to assess the effectiveness and relevance of each occupational program. These satisfaction surveys provide valuable data useful in the evaluation of program content and curriculum, delivery of instruction, development of appropriate technical skills, and worker characteristics essential for success in today's workplace.

The following results were found for the 2009–10 survey cohort:

Alumni rated program preparation for employment “satisfactory” or above in 96 percent of the weighted responses.

Employers rate student performance “satisfactory” or above in 94 percent of the weighted responses.

Approximately 6,172 of 7,694 graduates were placed in employment, for an overall placement rate of 80 percent.

Dual Enrollment Grant

In 2005, Public Chapter Number 481, Senate Bill Number 1315, SECTION 4, amended Tennessee Code Annotated, Section 49-4-902, by adding the “dual enrollment grant,” which means a grant for study at an eligible postsecondary institution that is funded from net proceeds of the state lottery and awarded to students who are attending high school and who are also enrolled in courses at eligible postsecondary institutions for which they will receive credit.

Over 1,500 high school students received an average of 273 contact hours at technology centers statewide during the 2009–2010 school years. The 411,000 clock hours these students earned during 2009–2010 represents approximately \$1 million in savings in tuition costs. This early contact hour credit is also equivalent to a student earning up to one-third of a TTC diploma while still in high school. Numerous dual enrollment activities and other innovative secondary partnerships with TTCs are taking place from Memphis to Elizabethton.

In addition, the Tennessee Technology Centers expanded their online dual enrollment pilot program to include secondary students across Tennessee in both rural and urban communities. These students participated in such programs as the following:

Business Systems Technology, Drafting and CAD Technology, Computer Information Systems, and Allied Health.

TTC Regents Online Degree Program

The Tennessee Technology Centers are part of the Regents Online Degree Program (RODP) and first implemented online programs in fall 2002. Each technology center offers these programs; however the RODP program is a statewide collaborative. Three full diploma programs are offered: Computer Information Systems, Business Systems Technology, and Drafting/CAD Technology.

RODP Programs/Courses offered include the following:

Computer Information Systems, Business Systems Technology, Drafting/CAD Technology, Dietary Management, LPN Refresher Course, Dementia Care, IV Therapy, Allied Health, Hybrid Weatherization Programs, and Hybrid Automotive Programs.

Student and Professional Organizations

SkillsUSA (Postsecondary)

SkillsUSA is a national nonprofit organization serving teachers and high school and postsecondary students who are preparing for careers in trade, technical and skilled service occupations, including health occupations.

Tennessee has the largest postsecondary SkillsUSA membership in the United States, with 11,118 postsecondary student members and 613 professional members.

In competition, 65 contestants entered 48 contests and received 10 gold medals, 12 silver medals, and 3 bronze medals; 52 of the 65 contestants finished in the top ten nationally.

One national officer was elected from Tennessee in 2009 (Sam Soto, national president)



One national officer was elected from Tennessee in 2010 (Jeremy Ballentine, national vice president). Jeremy was also elected chair of the joint executive council for the national officers.

Eighteen TTCs received grants totaling \$19,800 in Lowe's "Toolbox for Education" program.

Crossville, Elizabethton, and Hartsville received grants from Lowe's at the National SkillsUSA totaling \$28,000 grants for community service projects.

Scholarships offered to national winners and officers, and scholarships offered to secondary regional and state winners totaled \$1,206,000.

Brett Patterson from TTC Harriman competed in the World SkillsUSA in London in October 2011.

National Technical Honors Society (NTHS)

NTHS is the acknowledged leader in the recognition of outstanding student achievement in career and technical education. NTHS encourages higher scholastic achievement, cultivates a desire for personal excellence, and helps top students find success in today's highly competitive workplace. In 2009–2010, there were 23 NTHS chapters statewide.

American Technical Education Association

The Tennessee Technology Centers attended the 48th annual American Technical Education Association's national conference in St. Paul, Minnesota. The conference, "Teaching Innovation . . . Innovative Teaching," focused on professional development, best practices, and new technologies in the classroom environment. Three hundred attendees participated in professional development workshops focusing on five tracks of innovative teaching and leadership, attended three general sessions, visited 50 vendors, and participated in business and industry tours.

The Tennessee Technology Centers will also attend the 49th annual ATEA national conference in Biloxi, Mississippi, in 2012. The theme will be “Advancing Technical Education by Achievement” and will focus on students, instructors, and leaders. The centers will have the honor of hosting the 50th annual American Technical Education Association National Conference in Chattanooga.

Outstanding Student of the Year Program

In 2009–2010, the Tennessee Technology Centers implemented the Outstanding Student of the Year program. For years, technology centers in Tennessee have been known as the best-kept secret in the state. With this program, the centers hope to share the value of a technical education with as many citizens in the state as possible and, hopefully, beyond the state boundaries. The Outstanding Student of the Year serves as an ambassador for technical education in Tennessee.



Each TTC completed an extensive nomination, application, and interview process to name its Outstanding Student of the Year.

Twenty-seven students represented all TTCs and competed at three regional events; twelve students were chosen to move forward to the state competition.

The state competition took place during the annual SkillsUSA state conference in Chattanooga, where the winner was announced and received the keys to a new car. All students who made it to the state competition received their choice of a laptop or an iPad.

The winner for 2009–2010 was Ryan Peters from TTC Whiteville.

The winner for 2010–2011 was Mary Elaine Wilson from TTC Harriman.



Partnerships

Department of Labor

The TTC central office continues to coordinate the operations of a \$645,000 Food Stamps contract between the TBR and the Tennessee Department of Labor and Workforce Development. Over 305 students have been served statewide during the 2010–2011 year.

The Department of Labor's division of Workforce Investment provided over 2,297 individual training accounts, obligating almost \$4 million of funding as follows:

- 1,019 adults at a cost of \$2,008,875;
- 1,120 dislocated workers at a cost of \$1,858,140; and
- 158 youth at a cost of \$103,236.
- In 2009, the Office of Employment Security Trade Adjustment Assistance (TAA) funded 788 TTC dislocated workers at a cost of \$3,591,901.
- In 2010, TAA funded 607 TTC dislocated workers at a cost of \$3,186,875.

Fifteen Tennessee Technology Centers provide adult education programs including GED training and testing. Most recently, the Department of Labor granted a \$600,000 contract to TTC Nashville to deliver adult education and English as a second language to Davidson County.

Department of Safety

A partnership continues with the Department of Safety to retain commercial driver license third-party testing responsibilities in the TTC Chattanooga, Jackson, Knoxville, Memphis, Nashville, Oneida, and Shelbyville service delivery areas.

Department of Transportation

In 2009, the Tennessee Technology Centers partnered with the Tennessee Department of Transportation (TDOT) in an agreement allowing TDOT to install and operate a Continuously Operating Reference Station (CORS) at all Tennessee Technology Center campuses.

TENNESSEE BOARD OF REGENTS

Information Provided by Community Colleges

In a speech by President Barack Obama in Warren, Michigan, on July 13, 2009, he made the following points: community colleges are the largest part of our higher education system, enrolling more than 6 million students, and growing rapidly. They feature affordable tuition, open admission policies, flexible course schedules, and convenient locations, and they are particularly important for students who are older, working, need remedial classes, or can only take classes part-time. They are also capable of working with businesses, industry, and government to create tailored training programs to meet economic needs in fields such as nursing, health information technology, advanced manufacturing, and green jobs. They can also provide customized training at the worksite.

The Tennessee Board of Regents (TBR) Community College System consists of thirteen colleges with 65 teaching sites throughout Tennessee. Each institution has specific strengths that serve its regional population and its business and industry partners. TBR community colleges have remained flexible and responsive to the public's needs in order to meet changing demographics and technological and workforce development needs. The colleges have recognized the growing importance of providing pathways through college and have demonstrated a commitment to greater access to higher education for all citizens. The community colleges serve multiple missions, each directed at addressing the specific needs of varying constituencies.

The community college, because of its multifaceted mission, serves a more diverse and challenged segment of the Tennessee population than either the universities or the technology centers. In the community colleges, 80.6 percent of all students receive federal financial help through Pell Grants, as compared to the universities with approximately 20 percent.* Approximately 23 percent of entering freshmen are underrepresented minorities. The TTCs report just over 15 percent of the total system enrollees identified themselves as black or Hispanic.**

Of students entering postsecondary education directly from high school into the community colleges, 66.2 percent are enrolled in remedial courses. The majority of these students must receive remediation in the area of mathematics.

The Thirteen Community Colleges

Chattanooga State Community College, Cleveland State Community College, Columbia State Community College, Dyersburg State Community College, Jackson State Community College, Motlow State Community College, Nashville State Community College, Northeast State Community College, Pellissippi State Community College, Roane State Community College, Southwest Tennessee Community College, Volunteer State Community College, Walters State Community College

All TBR Community Colleges Are Accredited by the Southern Association of Colleges and Schools, Commission on Colleges

The Tennessee Board of Regents Community College System has a mission focused on the following: (a) formal education including college transfer, career education, developmental education, and general education; (b) student services including counseling, placement assessment, and financial aid; (c) continuing education including noncredit courses in literacy, job enrichment, and topics related to business/industry development; (d) community services such as seminars, lectures, concerts, plays, and consultative activities that enhance community life; (e) attention to the students to be served including traditional college-age students, high school students, adults of all ages, women and minorities, the educationally disadvantaged, and disabled students; and (f) economic development, which happens in tandem with career education and also includes consulting services for employers.

Complete College Act of 2010

In January 2010, the Tennessee General Assembly passed the Complete College Tennessee Act. The intent of the legislation was to increase the number of citizens with postsecondary credentials. In response to the legislation, the Tennessee Board of Regents began a top-to-bottom review of programs and services, with the intent to increase retention and graduation of students entering TBR degree-awarding institutions. Efforts encompassed both solidifying existing initiatives and effecting new ones. Remediation programs were reviewed and restructured to allow efficient movement of students more rapidly into college-level instruction.

Associate in Arts and in Science degrees were reviewed by faculty and aligned with their bachelor-level programs of study in order to develop over 49 Tennessee transfer pathways. Tennessee transfer pathways promote community college transfer preparation, recognizing that one of the characteristics of an effective community college is ensuring that students achieve their goals and maintain momentum toward completion of degrees and transferring. In the last five years, the number of students transferring from community colleges to Tennessee public universities has more than doubled, rising from 1,848 to 4,537.

Completing any of the pathways guarantees admittance to any state university except UT–Knoxville, which has a competitive admissions process. If students are accepted into UT–Knoxville, however, their credits will transfer. Many pathways are considered by the U.S. Department of Education to be career and technical education programs of study such as nursing, agriculture, criminal justice, and business. Career tracks are broken into two tiers: 41 academic credit hours of general education that are applicable to almost any major, followed by 19 hours of coursework in pre-major studies or areas of interest.

As the Tennessee Board of Regents moves forward to implement the tenets of the Complete College Act, colleges will enjoy the assistance of a new vice chancellor, who will help administer the system, and the establishment of additional initiatives to better serve Tennessee and its citizens.

Testing, Certificates, and Associate Degrees Available to Community College Students

The primary programs for workforce development at the community colleges result in the attainment of the Associate of Applied Science (A.A.S.) degree. Each community college has a primary mission and programmatic emphasis, depending upon the needs of the region of the state it serves. Some of the programs of study in career and technical education include the following:

Biofuels Process Technician, Chemical Process Control Technician, Computer Networking Technician, Construction Manager, Mechatronics Technician, Nuclear Radiation Protection Technician, Optician, Occupational Therapy Assistant, Paralegal, Polysomnographic Technologist,

Radiologic Technician, Registered Nurse, Respiratory Care Technician, Solar Construction Worker, Surgical Technician.*

Preprofessional programs of study are normally reflected in the Associate of Science (A.S.) degree. These programs of study are intended to transfer to four-year institutions and include areas of study such as

Agriculture, Biology, Business, Chemistry, Criminal Justice, Economics, Pre-Engineering, Pre-Medicine, Pre-Veterinary, Pre-Pharmacy.*

The national/state examinations for which students can sit after appropriate coursework at the community colleges are CISCO and Microsoft Networking, A+ Hardware and Software, Microsoft Office User Specialist (MOUS), Registered Nurse, EMT First Responder and Paramedic, NATEF/ASE Automotive Technician, and Veterinary Technician.*

*Not all programs are available at all colleges.

Tennessee Community Colleges have provided special industry training for companies such as the following:

Aerisyn, Aerojet, AGC Glass, Alcoa Inc., Alstom, American Appliance, B&W Y-12, Bert-Co, Black & Decker, Bowater, Brown Stove, Butler Manufacturing, Carlisle Tire and Wheel Co., Columbia Power, Cormetech, Corrugating Roll, Covenant Health Systems, D & S Remodelers (dba Servpro), Delta Faucet, Energy Solutions, Erachem Comilog Inc., Federal Bureau of Prisons, Flowers Bakery, Frito-Lay, General Motors Spring Hill, Georgia Pacific, Goodyear, John Deere Power Products, Johnson Matthey, King Pharmaceuticals, Kirby Building Systems, Kohler, MacDermid Printing Solutions, MAHLE Filter Systems North America, Metokote Corporation, Mid-South Electric Metering Association, Military Systems Group, Nissan, Nuclear Fuel Services, Old Castle Engineering Products, ORNL (X-10), Owens Corning, Pinnacle Foods, Raytheon, Republic Plastics, Seymour Tubing, Signal Wind Energy, Southeastern Container, Tennessee Corrections Academy, Tennessee Valley Authority, Tyson, U.S. Corps of Engineers, U.S. Department of State, United Steelworkers, Vanderbilt EMS Group, Volkswagen, Volvo Penta, Wacker Chemie, Wrigley, Yamaha, Zeledyne.

Regents Online at the Community Colleges and Universities

Tennessee Board of Regents Community Colleges are part of a strategic effort offering the Regents Online Campus Collaborative (ROCC). **The Regents Online Campus Collaborative was a Platinum Award winner at the IMS Global Learning Consortium in 2008. Associate degrees offered through ROCC are the following:**

- Associate of Applied Science in Professional Studies, Information Technology Concentration
- Associate of Applied Science in Early Childhood Education
- Associate of Applied Science in Health Information Technology
- Associate of Applied Science in Web Technology
- Associate of Arts in Criminal Justice
- Associate of Science in Criminal Justice

- Associate of Arts in General Studies (University Parallel)
- Associate of Science in General Studies (University Parallel)
- Associate of Science in General Studies, elective concentration for Teacher Aides/Paraprofessionals Preparation (University Parallel)

The Board of Education, Department of Career and Technical Education, and the Board of Regents have joined to establish an online delivery option for occupational instructors in need of completing their eighteen credit hours in education. Completion of these courses will allow teachers to meet the educational requirements for advancing from the Apprentice Occupational Education License to the Professional License.

Occupational Education License. This program is available online through the Regents Online Program at all of the Board of Regents universities.

Early College Credit

Tennessee Board of Regents Community Colleges provide various means for students, both traditional and adult, to gain credits for previous knowledge acquisition. The colleges provide processes for students to gain early college credit by demonstrating proficiency in particular courses for which they seek credit. Proficiency can be demonstrated through military training transcripts, technical licensure, lifelong learning portfolios, credit by assessment, and concurrent enrollment.

In the fall semester of 2010, approximately 4,000 students had almost 18,000 early college credits (other than concurrent enrollment) on their transcripts at the community colleges. These early college credits were realized through ACT Achievement Tests, Advanced Placement (AP) and CLEP assessments, International Baccalaureate assessments, and other assessment programs.

The greatest number of credits earned by high school students is through concurrent enrollment. Most of these students are assisted in paying for these courses through the Tennessee Lottery Dual Enrollment Grant. The Dual Enrollment Grant program is defined as a grant for study at an eligible postsecondary institution that is funded from net proceeds of the state lottery and awarded to students who are attending an eligible high school and who are also enrolled in college courses at eligible postsecondary institutions for which they will receive college credit.

The Dual Enrollment Grant program is funded by the Tennessee Lottery and administered by the Tennessee Student Assistance Corporation. This program provides opportunities for students to begin working toward a college degree while still pursuing a high school diploma and encourages postsecondary education and the acceleration of postsecondary attainment.

Tennessee Board of Regents Community College Dual Enrollment Summer 2009 to Spring 2010

Institution	Students (unduplicated)	Credit Hours	Average Credit Hours per Student
ChSCC	1,003	9,328	9.3
CISCC	582	3,586	6.16
CoSCC	735	4,278	5.82
DSCC	599	4,223	7.05
JSCC	837	4,167	4.98
MSCC	686	4,670	6.81
NaSCC	926	5,065	5.47
NeSCC	487	2,870	5.89
PSCC	1,164	5,739	4.93
RSCC	1,023	6,477	6.33
STCC	426	1,727	4.05
VSCC	1,351	8,765	6.49
WSCC	924	6,823	7.38
Community College Total	10,743	67,718	6.30



The Carl D. Perkins Career and Technical Education Act of 2006

The Carl D. Perkins Career and Technical Education Act of 2006 provides approximately \$1.7 million to the community colleges each year through the Title I basic grant process. The funds are utilized in the associate of applied science degrees, which have traditionally in Tennessee been recognized as the degree programs in career and technical education. Each year the community colleges serve, on average, approximately 29,000 career and technical education students. In a recent review of the past five years, the thirteen colleges indicated that each has utilized Perkins IV funding in at least four of the following manners:

- student learning support, i.e., integrated tutorials, for associate of applied science students;
- faculty development for associate of applied science faculty;
- secondary-to-postsecondary transition activities in career technical areas of study;
- two- to four-year postsecondary transition activities in career technical areas of study;
- student services support for associate of applied science students;
- acquisition and updating of equipment for career technical areas of study; and
- the establishment of new career technical programs of study.

As a state, Tennessee continues to meet each Perkins IV performance indicator for postsecondary education. With the Tennessee Complete College Act of 2010, the state's efforts parallel federal legislation in the performance areas of retention, graduation, and placement. Subsequently, Perkins IV funding has become a means to integrate both state and federal emphases to increase the number of students who obtain postsecondary degrees or industry-recognized awards.

Since the legislation's authorization, Perkins IV data has reflected success by community college students, who become concentrators at a higher rate than the general college population. Concentrators graduate at a rate of approximately 44 percent, while the general college population demonstrates about half that percentage.*†

In a speech given June 3, 2009, Arne Duncan, U.S. Secretary of Education, said, "Education is the catalyst for a strong economy and the means by which adults will reinvent themselves and rebuild the industrial cities that have been the foundation of our nation . . . Community colleges are invaluable resources for adults seeking to acquire new skills that are needed by employers.

*"Access to Success Baseline Metrics," Tennessee Board of Regents Summary Reports, the Education Trust

**"A Working Model for Student Success: The Tennessee Technology Centers; Preliminary Case Study," a report commissioned by COMPLETE COLLEGE AMERICA, pg. 14

†Tennessee Consolidated Annual Report to the U.S. Department of Education, Office of Vocational and Adult Education

**MIDDLE
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STATE UNIVERSITY

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TCCTE

Tennessee Council for Career
and Technical Education

