



Tennessee Council for Career and Technical Education

Strategic Plan

Tennessee Council on Career and Technical Education

James G. Neeley, Chairperson (Labor)

Jeffrey Lewis, Vice- Chairperson (Private sector)

The Tennessee Council on Career and Technical Education (TCCTE) is governed by Tennessee Code Annotated and consists of thirteen members who are appointed by the governor to study and evaluate the delivery of Career and Technical Education (CTE) to secondary and postsecondary students. From study and evaluation of CTE, the TCCTE makes recommendations to the governor, the general assembly, the Tennessee Board of Regents, the state board of education, and to the department of education.

The Tennessee Council on Career and Technical Education serves as a CTE advocate for both academic and skills training for students to ensure their preparedness for the workforce. The TCCTE provides visionary ideas, conducts research, identifies research, disseminates information, recognizes outstanding and best practices in CTE, and coordinates process improvement of career and technical education. The TCCTE emphasizes active and effective craft, local, and regional advisory councils.

The Tennessee Council on Career and Technical Education membership is nonpartisan and represents the three grand divisions of the state. It is mandated to have: Seven (7) individuals who are representative of the private sector in this state who shall constitute the majority of the membership; Five (5) shall be representative of business, industry, trade organizations, two (2) shall be representative of labor organizations; six (6) individuals shall represent secondary and postsecondary career and technical institutions. One (1) education member shall represent special education. One (1) of the members shall represent agriculture.

The members of the Tennessee Council on Career and Technical Education: James Neeley, Chairman; Jeffery Lewis, Vice- Chairman, Sen. Charlotte Burks, Gary Booth, Guy Derryberry, Marvin Lusk, Julie Griggs, William Lawson, (Ms.) Willie Slate, Jimmy Long, Paul Starnes, Hale Moss, Carlos Hammonds

The Tennessee Council for Career and Technical Education (TCCTE) is the only managed advisory council in Career and Technical Education. TCCTE provides cost effective, expertise-based oversight. The Council provides an objective analysis of transition from secondary to postsecondary career and technical education and to the workforce. TCCTE is uniquely placed in the position to identify, analyze, and advocate the career and technical needs and requirements to both the legislative and administrative branches of state government.

- TCCTE is an advocate for career and technical education and training needs of all citizens
- TCCTE serves as a resource of current and relevant curricular advice
- TCCTE is a resource for information on delivering rigorous and relevant programs of study
- TCCTE has the responsibility to review Career and Technical Education's ability to meet its objectives as change is implemented locally and statewide
- TCCTE assists in coordinating advisory functions through oversight

Capabilities and Services of the Tennessee Council for Career and Technical Education

Coordination in the identification of outstanding career and technical programs and best practices. Assist in the identification of program Needs.

Evaluation of the delivery of secondary and postsecondary career and technical educational options and provide a technical assistance for their improvement.

Oversight of the content of available research and fact-finding to assure quality secondary and postsecondary programs of study.

Research and Development of Innovative programs, education trends, training needs, information dissemination and referral

The Tennessee Council on Career and Technical Education makes the following Assumptions:

- Economic and Community Development, Workforce Development, and Career and Technical Education will catalogue information on career development, career opportunities, skill identification, and academic requirements
- The trend toward curriculum integration and collaboration between all divisions and levels of education will continue
- Evaluation of career and technical programs and services will be used to raise benchmarks and set measurable outcomes
- Career and Technical Education will continue to receive federal funds.
- Local Education Agencies will continue to receive funds generated through the B.E.P. by career and technical education.
- There will be innovative initiatives in education, economic and community development, and workforce development supported by federal and state grants
- Career and Technical Education will emphasize a seamless transition from secondary to postsecondary education with dual credit/dual enrollment, and articulation to the 13th and 14th years of schooling

Objectives of the Strategic Plan

- **Develop Partnerships** between education and business and industry to coordinate training needs for business and industry, secondary and postsecondary education, labor, government, and communities, and families

- **Support evaluation** of secondary and postsecondary career and technical educational training to match business and industry requirements. Serve as a resource in development of skill assessments based on national occupational skill standards with emphasis on rigorous and relevant programs of study standards
- **Marketing** by advocating the need for the development of technical skills through Career and Technical Education and secondary and postsecondary educational options for students

Elements of Effective Career and Technical Education

- Communication and Development of a Comprehensive Secondary, Postsecondary and industry Career Development System
- Academic achievement through integrated, contextual instruction
- Outstanding teaching through meaningful professional development
- The use of technology and research in teaching, learning, and building outstanding classrooms and labs
- Accurate data-driven and research-based decision making
- Successful transition from secondary to postsecondary education and the workforce

Vision

The Tennessee Council for Career and Technical Education will be a primary influence in visionary decision making in Career and Technical Education for economic and community development, and local, state and global workforce development

Mission

The Tennessee Council for Career and Technical Education shall serve as an independent advocate for quality secondary and postsecondary career and technical education programs of study and workforce development and shall function as an independent oversight body

The Strategic Plan for the Tennessee Council on Career and Technical Education shall be issues based

To address identified issues, the Tennessee Council on Career and Technical Education will:

- **Evaluate the delivery of career and technical education programs of study and services to secondary and postsecondary students to meet statewide workforce demands and determine whether the services meet the workforce development needs.**
- **Provide oversight for the improvement process of career and technical education skills and knowledge to meet state and global workforce development trends.**
- **Provide assistance in the development of active and effective craft, local, and regional career and technical advisory councils.**
- **Advocate for the growth and development of Career and Technical Education to the governor, legislators, secondary and postsecondary educators, business and industry, private sector, students, and parents.**

We Believe (strategic Issue): 1	To Succeed we must:	We can Verify by:	If Successful, we achieve:
<p>A) TCCTE believes that all students should have the opportunity for the experiential application of academic theory</p>	<p>B) Endorse legislation that:</p> <ul style="list-style-type: none"> • allocates funding for CTE lab classes with curriculum relevant to business/industry needs; • increase funding and credit amount on DC/DE 	<p>C) State grants for the purpose:</p> <ul style="list-style-type: none"> • of implementing contextual academic labs; • Equipment for approved courses of study; • Legislation to increase DC/DE allowances 	<p>D)</p> <ul style="list-style-type: none"> • Increase in the number of DC/DE students that are postsecondary and career ready; • Increased dollar and credit amount allowed
	<p>1) Work with ECD Job Camp Regions to develop regional councils consisting of education/business & industry stakeholders</p> <p>2) Study and explore Career Ready Certificates</p>	<p>2) Study Councils being formed and actively meeting, information sharing</p> <p>3) Determining the efficacy of supporting TN becoming a CRC state</p>	<p>1)</p> <ul style="list-style-type: none"> • Improvement of postsecondary outcomes; • communication between education, business & industry; • common language promoting understanding
	<p>3) Identify:</p> <ul style="list-style-type: none"> • Employer needs; • High Skill/High Wage jobs 	<p>4) Identification of:</p> <ul style="list-style-type: none"> • Skill sets for HS/HW/HD jobs; 	<p>2)</p> <ul style="list-style-type: none"> • Improved curriculum (including special needs opportunities);

We Believe (strategic Issue): 2	To Succeed we must:	We can Verify by:	If Successful, we achieve:
A) TCCTE believes in clear communication between TCCTE, CTE teachers, CTE directors, TDOE division, postsecondary, and business & Industry partners	B) Emphasize and support relevant data collection and verification of data results	C) Clear data results that support CTE success and indentifies areas of need for improvement to assist in TCCTE evaluation of CTE	D) Publish Valid and reliable data results to stakeholders
	1) Recognize best practices and highlight to stakeholders	1) Identifying Courses of Study where positive student academic and skill achievement, DC/DE, strong partnerships, and innovative teaching and learning exist	1) A cataloguing of best practices and outstanding programs for TCCTE to recognize and promote to assist in advocacy for CTE
	2) Support in-service training for school counselors	2) TCCTE assisting in training sessions and/or advising on training topics whenever possible	2) Creation of networks with secondary school counselors and postsecondary CTE [TTCs as well as CCs]
	3) Assist in recognizing barriers to transition from high school to postsecondary education	3) With an approved list from secondary and postsecondary partners, sent to legislative committees, TBR chancellors, State BOE, and TDOE.	3) Removal of barriers listed and approved by secondary and postsecondary education and development of a common transition infrastructure