

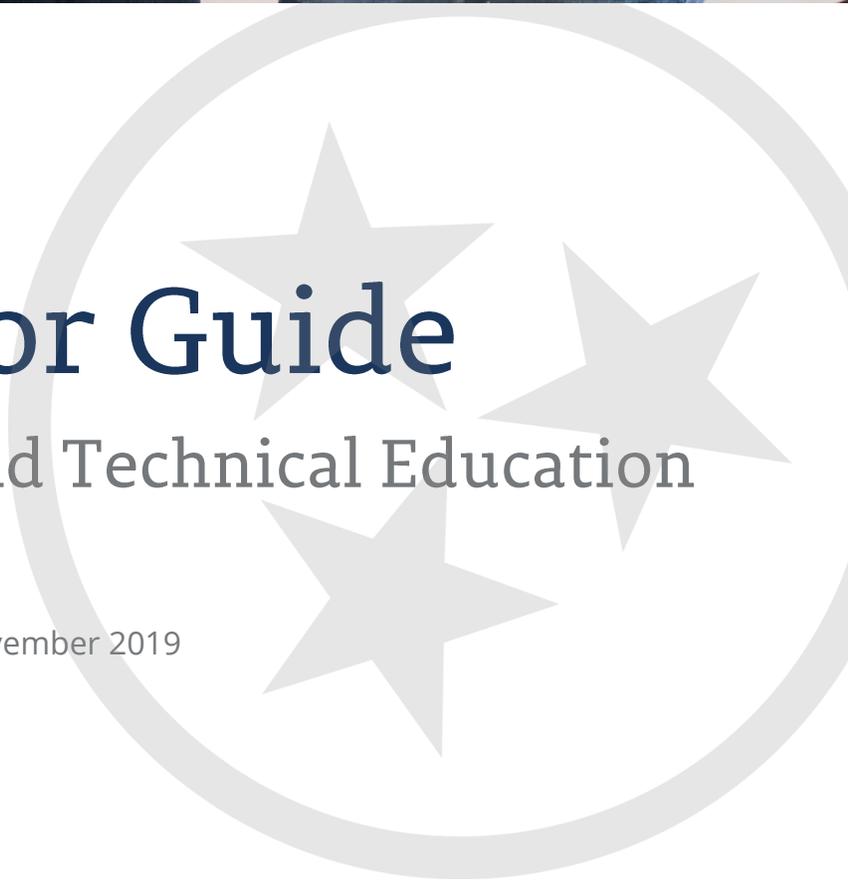


TN Department of
Education

CTE Director Guide

Operating Career and Technical Education
(CTE) Programs

Tennessee Department of Education | November 2019



How to Use This Guide

Goal

To provide Career and Technical Education (CTE) directors with information regarding the administration of the Perkins V Grant, general procedures, and additional help for their responsibilities.

This guide should be used in conjunction with additional information provided by the Division of College, Career and Technical Education. <https://www.tn.gov/education/career-and-technical-education.html>

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Section 1: What Should I do First?

Accessing CTE

Websites and Contact Information

- Homepage for CTE Division <https://www.tn.gov/education/career-and-technical-education.html>
 1. Add this website to “favorites” list
 2. Includes listing of key career and technical education definitions
- Educator Resources “For CTE Directors” <https://www.tn.gov/education/career-and-technical-education/cte-educator-resources.html>
 1. Data Calendar
 2. Director Contract Information
- Accountability and Data Reporting <https://www.tn.gov/education/career-and-technical-education/cte-accountability-and-data-reporting.html>

Career Clusters

- Career Clusters <https://www.tn.gov/education/career-and-technical-education/career-clusters.html>

Update Newsletters

The College and Career Readiness (CCR) Update informs CTE directors about important information and should be read each week. Use the links below to read previous newsletters and sign-up to receive future newsletters.

- Sign-up
<https://us8.list-manage.com/subscribe?u=b28b453ee164f9a2e2b5057e1&id=33181c2e2e>
- View previous updates
<https://us8.campaign-archive.com/home/?u=b28b453ee164f9a2e2b5057e1&id=33181c2e2e>

User ID and Password

To receive a user ID and password to access eTiger, ePlan, and SharePoint, complete the New CTE Director Information form, available at https://stateofennessee.formstack.com/forms/new_cte_director_information.

Section 2: Employment Standard Information

CTE Director Responsibilities

Review the [CTE Director Responsibilities](#) to see an overview of the responsibilities of the role including Perkins Compliance, Fiscal Compliance, Professional Development, and Data Reporting.

State Board of Education Rule: Employment Standard

Employment Standards for Career and Technical Education Supervisory Positions ([Rule 0520-01-02-.03\(9\)\(h\)](#))

Note: These are the employment standards that qualify an individual to hold a career and technical education supervisory position.

Persons holding career and technical education supervisory positions, including local directors, supervisors, coordinator specialists, assistant principals for career and technical education, and center administrators, shall have one (1) of the following sets of qualifications:

1. *A bachelor’s degree in career and technical education from an accredited four (4)- year college or university, three (3) years of teaching experience in an approved career and technical education program and two (2) years of appropriate employment experience in a recognized occupation;*
2. *A bachelor’s degree with a career and technical education endorsement, three (3) years teaching experience, two (2) years of appropriate work experience; or*
3. *An endorsement as a pre-K-12 administrator or secondary supervisor or principal.*

Endorsement Codes

Current Endorsement Codes

The following endorsement areas are currently being issued on Tennessee Teacher Licenses. These endorsement areas include both academic areas and occupational areas.

Academic Endorsements		Previous Endorsements
Endorsement Area (Code)	Endorsement Area (Code)	
Beginning Administrator A PreK-12 (480)	Professional Administrator PreK-12 (482)	084 Principal 7-12 INIT
Beginning Administrator B PreK-12 (481)	Professional Administrator PreK-12 (483)	092 Principal 7-12 ADV
		093 SUPR INSTR K-12
		096 SUPV INSTR 7-12 INIT
		098 SUPV INSTR 7-12 ADV
		110 ADMIN SUPV 7-12

Section 3: Funding and Reports

Funding

Each system's annual allocation is determined by a formula and may change annually. A system that receives Perkins V funds is required to write a federally legislated Perkins Local Application which includes a yearly budget, goals and action steps. Perkins V requires uses of funds for specific activities. If you do not have a copy of your current local application, contact your assigned CTE CORE Consultant. New directors have the opportunity to make changes in their local applications each year.

As a new CTE Director, reading the Perkins Local Application will help you determine what activities and expenditures are to be addressed.

Average Daily Member (ADM): Defined by T.C.A. as the “sum of total number of days enrolled divided by the number of days school is in session during this period.”

The Basic Education Program (BEP)	https://www.tn.gov/sbe/committees-and-initiatives/the-basic-education-program.html
BEP 2.0 Handbook for Computation	https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/bepcommitteeactivities/2019-bep/BEPHandbook%20revised%20September%202018.pdf
Directors Annual CTE Class Full Time Equivalent Average Daily Membership Report by School and District	Available in EIS.

Perkins V

Distribution of Funds¹

Funds are distributed annually from the State of Tennessee (eligible agency) to the local education agencies, LEA, (eligible recipient). Thirty percent of funds distributed to the LEA are determined based on the number of individuals aged 5-17 who reside in the school district served by the LEA for the preceding fiscal year, compared to the total number of such individuals who reside in the school districts served by all LEAs in the state for the preceding fiscal year. Census data is used to collect this information.

Seventy percent of the funds distributed to the LEA shall be in proportion to the number of individuals aged 5-17, inclusive, who reside in the school district served by such LEA and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)(A) of the ESSA of 1965 compared to the total number of such individuals who reside in the school districts served by all LEAs in the state for the preceding fiscal year.

¹ Perkins V, Part C, Section 131(a)

Minimum Allocation²

Unless the state agency is granted a waiver, a LEA shall not receive an allocation less than \$15,000. An LEA may enter into a consortium with other LEA(s) for purposes of meeting the minimum allocation requirement.

Uses of Funds³

Reminders:

1. All expenditures in the budget should be referenced in your local application goal sheets. In addition, the budget should reflect improvements to be made on those levels of performance not met last year.
2. Perkins funds may only be spent on the most recent State Board of Education approved CTE courses.
3. Perkins funds may only be spent on programs of study that meet all Quality Program Indicators.

Funds **must** be used to:

1. provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—
 - a. introductory courses or activities focused on career exploration and career awareness, including non-traditional fields; “
 - b. readily available career and labor market information, including information on—
 - i. occupational supply and demand;
 - ii. educational requirements; ‘
 - iii. other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and ‘
 - iv. employment sectors; ‘
 - c. programs and activities related to the development of student graduation and career plans; ‘
 - d. career guidance and academic counselors that provide information on postsecondary education and career options;
 - e. any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or

² Perkins V, Part C, Section 131 (c)

³ Perkins V, Part C, Section 135 (b)

- f. providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;
2. provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—
 - a. professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;
 - b. professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C));
 - c. providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;
 - d. supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;
 - e. supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
 - f. providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;
 - g. training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;
 - h. training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or
 - i. training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;

3. provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
4. support integration of academic skills into career and technical education programs and programs of study to support—
 - a. CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and
 - b. CTE participants at the postsecondary level in achieving academic skills;
5. plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—
 - a. a curriculum aligned with the requirements for a program of study;
 - b. sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;
 - c. where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;
 - d. appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;
 - e. a continuum of work-based learning opportunities, including simulated work environments;
 - f. industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;
 - g. efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;
 - h. where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other

- Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;
- i. expanding opportunities for students to participate in distance career and technical education and blended learning programs;
 - j. expanding opportunities for students to participate in competency-based education programs;
 - k. improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;
 - l. supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;
 - m. supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;
 - n. providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;
 - o. supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;
 - p. making all forms of instructional content widely available, which may include use of open educational resources;
 - q. supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;
 - r. partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;
 - s. support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or
 - t. other activities to improve career and technical education programs; and
6. develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

Redistribution of Funds⁴

In general, if in any academic year a LEA does not expend all of the amounts allocated, they shall return any unexpended amounts to the state to be reallocated as appropriate.

If the funds are returned and the state is unable to reallocate such amounts in time for the amounts to be expended in the school year, the state can retain the amounts for distribution in combination with annual distribution the following academic year.

Perkins Reserve Consolidated Grant

In response to the needs of districts and to improve our grant awarding process, the department has the option to consolidate the funding opportunities for the Perkins Reserve Grant (PRG) and various other grants into one funding application in ePlan. This allows eligible applicants to respond and plan for these funding opportunities within the same grant submission window.

While the PRG focus areas are district specific, well-crafted group submissions are acceptable and encouraged. With all grant awards administered through this process, the district applicant for a group submission assumes the role of fiscal agent.

Each grant and focus area will be judged by multiple reviewers at the department. Successful applicants could be funded for one or more PRG focus areas or other grants. Submission of an application does not guarantee funding, and due to limited amounts of funding, some applicants may be partially funded.

Budget Requirements

Each year the CTE Director is responsible for the development and fiscal management of the Perkins budget. Planning is a necessary part of the CTE Director's job to ensure spending of your entire allocation in a timely fashion. Systems who wait until the last quarter to spend their Perkins allotment are not in compliance and are not spending the dollars according to the current year plan and budget.

It is expected that each LEA draw down funds of at least 25 percent their allocation per quarter. All budget amendments are to be completed in ePlan to be approved by your CTE CORE Consultant. You can access to information on how to utilize ePlan in the document library within ePlan <https://eplan.tn.gov/>.

Annual Reports and Where to Find Them

The following reports can be accessed from the CTE website under Accountability & Compliance.

[Annual Purchases list /Master Inventory Form](#)

- The Annual Purchase List must consist of equipment purchased in whole or part with federal funds.
- Equipment is defined as tangible, nonexpendable property having a useful life of more than one year and a minimum value of \$100.
- Insert new purchases at the top of the document (list in reverse chronological order).

⁴ Perkins V, Part C, Section 133 (b)

- All sensitive items must be included. Examples of sensitive items are as follows: LCD projectors, computers, DVD players, televisions, printers, tool sets, etc.
- For multiple schools, add additional excel sheets to the file.
- Upload into LEA documents in ePlan before Aug. 1 each year.
- See example below

Annual Purchase List/Master Inventory

urchase_inventory.xls [Read-Only] [Compatibility Mode]

Annual Purchase List/Master Inventory											
The Annual Purchase List must consist of equipment purchased in whole or part with federal funds. Equipment is defined as tangible, nonexpendable property having a useful life of more than one year and a minimum value of \$100. Insert new purchases at the top of the document (list in reverse chronological order). All sensitive items must be included. Examples of sensitive items are as follows: LCD projectors, computers, DVD players, televisions, printers, tool sets, etc.											
Send this file electronically on or before August 1 to: don.moore@tn.gov						School System: Yours			For multiple schools, add additional excel sheets to this file		
						CTE Director: H. Justice					
						School: County High					
Item/Description	ID Tag #	Serial Number	Vendor	Acquisition Date	Title Holder (LEA, Program, School)	Location/Room #	Funding Source/% Fed. Funding	Cost	Condition	Use of Equipment (Program Area)	Disposal
HP 470 printer	M056	123456	Office Depot	06/25/12	CTE/County High	V102	Perkins/100%	159	new	Welding	
Miller 220 AC welder	M055	2468	Holston Gas	01/12/12	CTE/County High	V102	Perkins/100%	600	new	Welding	
Kodak z720 camera	M054	k4567	Wal-Mart	01/11/12	CTE/County High	V106	Perkins/100%	200	new	Drafting	
HP 320 printer	M002	6789	Office Depot	08/20/07	CTE/County High	V102	Perkins/100%	79	broken	Welding	recycled 12/15/11

ED-5395 Sheet2 Sheet3

Local Application and Budget Resources

Under the Perkins ACT Information section, you will find the following resources available for your review.

- Comprehensive Local Needs Assessment (CLNA) Guide
- CLNA Presentation
- Local Application Guide
- Local Application Presentation
- Local Application Checklist

eTIGER

Access to eTIGER is available through your Orion Single Sign-On (SSO) account. Through eTIGER you can access the following reports:

- EIS School Course Listing
- FAUPL Approval
- Follow-up Report/Secondary Placement
- CTE Student and Cohort Data
- Rubric Class Report By Student
- eTIGER - Concentrator Report
 - Login to your Orion SSO account
 - Click on eTIGER icon
 - Click on CTE Director
 - Blue column to the left – Reports
 - Click on Concentrator
 - Select the year you want to view
 - Click Generate List

Please contact the DT Support at DT.Support@tn.gov for assistance with the following:

An Application Access Form must be submitted by the district EIS contact to State

for: (https://www.tn.gov/content/dam/tn/education/forms/ed_tech_app_access_district-school.pdf)

- Initial account set-up
- Change of access level
- Close the account

Please contact the CTE Data Support at CTE.eTIGER@tn.gov for assistance with the following:

- Account access (password reset for locked out account)
- Guidance on CTE data reporting

Section 4: Perkins V | Administration

Allowability

The allowability of a particular expenditure should be determined by considering the grant's purpose, requirements of the Perkins Act, and any pertinent Federal cost guidelines (EDGAR). All costs must be directly tied to the CTE program as approved in the local application.

Test for Allowable Use of Funds

Instructional materials, software and/or equipment must enhance instruction for CTE students to gain knowledge and skills that meet industry standards and expectations for approved programs and programs of study, and are also in high-skill, high-wage, or in demand occupations.

General Allowable Costs

- Administrative | No more than 5 percent of allocation (including indirect costs)
- Career and Technical Student Organization (CTSO) | No more than 20 percent of allocation
- Maintenance | No more than 5 percent of allocation
- Professional Development | At least 5 percent of allocation

Comprehensive Local Needs Assessment

Below are the minimum requirements to complete the comprehensive local needs assessment. Additional information is provided in the CLNA Guide.

LEAs must:

1. **Evaluate Student Performance** | Evaluate learner's performance core indicators of performance in the aggregate and disaggregated by race, gender, migrant status, and special population groups.
2. **Justify Program of Study Size, Quality, and Alignment** | Evaluate whether programs of study, as a whole and individually, meet the definition of size, scope, and quality.
3. **Identify Program of Study Growth Opportunities** | Evaluate alignment between programs of study offered and labor market needs of the local area and region – now and in the future.
4. **Recruit, Retention, and Training of Educators** | Assess and develop plans to improve the quality of their faculty and staff through recruitment, retention, and professional development, with particular attention paid to diversity in the profession.
5. **Equal Access through Equity Analysis** | Evaluate progress in providing equal access to CTE programs of study, particularly those that lead to strong positive outcomes for learners, and in providing CTE in ways to maximize success for special populations, especially in programs leading to high-skill, high-wage, or in-demand industry sectors or occupations.

Local Application

Below are the minimum requirements to be compliant with the Local Application. Additional information is provided in the Local Application Guide, available on the Accountability and Compliance website, which is updated annually.

LEAs must:

1. **Complete Conditions and Assurances:** *Read.* Signing off on the conditions and assurances means you agree and will execute each item listed.
2. **Receive ePlan Approval:** You will not be able to reimburse Perkins funds until your application has been approved by your fiscal director and director of schools and subsequently approved by the department of education.
3. **Verify CTE Director Employment Standard:** This form must be filled out in its entirety. Each endorsement code must include its title. Refer to page 26 for director employment standards.
4. **Identify Quality Program of Study:** List the program of study (including the career cluster in which it is located) for which the LEA affirms meets the requirement to receive Perkins IV funds. Identify the postsecondary component and the postsecondary institution. *Each middle school who is a member of a consortium must declare a program of study which leads into a feeder high school program of study.*
5. **Indicate Coordination Status:** Choose the appropriate consortium option. If you are part of a consortium, ensure that you complete the appropriate sections on that page.
6. **Submit Budget Accounting for Perkins Funds:** Each LEA must complete and submit a budget addressing all uses of funds. This includes all LEAs who are members of a consortium. Budget must be cross-referenced with goals.
7. **Upload Local Application Excel File:** All LEAs will complete the 2018-19 Annual Improvement Summary Report, Comprehensive Local Needs Assessment, and at least two Goals in the Local Application Excel file based on their local application goals for 2019-2020.
8. **Identify Professional Development:** Professional development necessary to meet goals should be written as action steps and also listed in section C.2 of the goal sheet. Please include all professional development which will be offered to help the LEA reach its goals, regardless of funding source.
9. **Identify Equipment Purchases:** Equipment purchased with Perkins funds must be included and be connected to at least one action step. Equipment purchases must meet minimum requirements identified in the Master Inventory document.
10. **Core Indicators of Performance:** This section in ePlan is solely for planning purposes. No additional action needs to be taken at this time.

Local Application Components

To meet the requirements for Perkins V (Sec. 134(b) (1-9)), *all of the following application components must be addressed each year*: Components may be used more than once.

1. a description of the results of the comprehensive needs assessment;
2. information on the CTE course offerings and activities to be provided with Perkins funds, which shall include at least one state-approved program of study;
3. a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide a series of career exploration and career guidance activities;
4. description of how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through integration;
5. a description of how the eligible recipient will provide activities to prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency; prepare CTE participants for non-traditional fields; provide equal access for special populations to CTE courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;
6. a description of the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable;
7. a description of how the eligible recipient will provide students participating in CTE the opportunity to gain postsecondary credit while still attending high school, as practicable;
8. a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel; and
9. a description of how the eligible recipient will address disparities or gaps in performance between groups of students in each of the application years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps.

Section 5: Perkins V | Leadership

Advisory Council

Membership⁵

An effective advisory council/committee is required by Perkins V legislation. LEAs shall involve the following in an advisory capacity.

- Teachers, career guidance and academic counselors, principals and other school leaders, administrators, specialized instructional support personnel and paraprofessionals,
- Postsecondary educational institutions, including faculty and administration,
- Local or state workforce development boards and range of local or regional businesses or industries
- Parents and students
- Representatives of special populations
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth
- Representatives of Indian Tribes and Tribal organizations in the state, where applicable.

Other local leaders to consider:

- Superintendent
- Mayor
- Local Legislator
- Professional and Social Organization(s) Presidents

*Note: School representatives should serve in an ex-officio manner only - not as a voting member.

Topics⁶

LEAs must consult with the advisory council on an ongoing basis. This may include:

- Input on annual updates to the CLNA
- Ensure programs of study offered are:
 - Responsive to community employment needs;
 - Aligned with employment priorities in the state, regional, tribal, or local economy
 - Informed by labor market information
 - Designed to meet current, intermediate, or long-term labor market projections; and
 - Allow employer input into the development and implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment
- Identify and encourage opportunities for WBL
- Ensure funding under Perkins V is in a coordinated manner with other local resources.

⁵ Perkins V, Section 134(d)

⁶ Perkins V, Section 134(e)

Career Exploration

Career Exploration courses

Funds shall be used to provide career exploration and career development activities through an organized systematic framework designed to aid students, including in the middle grades. Middle grades are defined as starting in the 5th grade⁷.

High-skill, High-wage, In-demand occupations

High-skill

The term high skill industry sector or occupation is defined in Tennessee as occupations which require postsecondary and/or long term training such as an apprenticeship which leads to a postsecondary credential, certificate, diploma, or degree.

High-wage

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

In-demand industry or occupation ⁸

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

- The growth rate for the industry sector in the LWIA region is positive and the individual occupations have positive growth rates.
- For all occupations in the industry sector, the ratio of program completers (supply) to the number of annual average openings for the occupations (demand) is no more than 1.5.
 - Exception: If the available placement rates for program completers are 95 percent or above (program completers placed in jobs related to their high skill training), then the occupations in the industry sector is considered “in demand.”
- The average annual number of openings in the industry sector is equal to or greater than the average number of openings for all regional employment.

Career Guidance⁹

- **Provides access** for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities, and planning with respect to an individual’s occupational and academic future;
- **Provides information** to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid, job training, secondary and postsecondary options, dual or concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate; and

⁷ Every Student Success Act, Section 8101

⁸ WIOA, Section 3(23)(A)

⁹ Perkins V, Section 3(7)

- **May provide assistance** for special populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.

Work-based Learning Opportunities¹⁰

The term “work-based learning” means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

Professional Development¹¹

Professional development activities are activities that:

- are an **integral part of state or district strategies** for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act, or to achieve academic skills at the postsecondary level; and
- are **sustained** (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, to the extent practicable evidence-based.

Quality Programs of Study

Programs of Study Definition

The term “program of study” means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that— “(A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; “(B) addresses both academic and technical knowledge and skills, including employability skills; “(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area; “(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); “(E) has multiple entry and exit points that incorporate credentialing; and “(F) culminates in the attainment of a recognized postsecondary credential.”

Size, Scope, and Quality Indicators (SSQI)

Program of study size, scope, and quality is defined as vertically aligned programs, which are designed in collaboration with local stakeholders, and evaluated through strong student-focused career outcomes.

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

¹⁰ Perkins, Section 3(55)

¹¹ Perkins, Section 3(40)

2. **CTE offerings which are of sufficient scope** | Does the eligible recipient support program(s) of study which allow students to develop academically and receive adequate training to be successful in high skill, high wage, and in-demand opportunities?
3. **Quality educators which contribute to the profession** | Does the eligible recipient ensure students have access to quality educators in the classroom and provide opportunities for educator professional development to support their continued growth?
4. **Career counseling and advisement which impact students** | Does the eligible recipient support student and parent understanding of how personal interests, abilities, and values might predict success in academic and career fields and how to form goals accordingly?
5. **Opportunities for students to demonstrate readiness** | Does the eligible recipient allow students to demonstrate their college and career readiness through work-based learning experiences, career and technical student organizations (CTSO) participation, and early postsecondary credit attainment, including industry certification(s)?

Special Populations¹²

Special populations include:

- individuals with disabilities;
- individuals from economically disadvantaged families, including low-income youth and adults;
- individuals preparing for non-traditional fields;
 - Non-traditional fields are occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.
- single parents, including single pregnant women;
- out-of-workforce individuals;
- English learners
- Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
- youth who are in, or have aged out of, the foster care system; and
- youth with a parent who
 - is a member of the armed forces and
 - is on active duty

¹² Perkins, Section 3(33) and Section 3(48)

Section 6: Perkins V | Accountability

Core Indicators of Performance¹³

The following core indicators of performance have been identified in Tennessee’s State Plan for Perkins V to be measured for all CTE concentrators.

- 1S1 | High school graduation
- 1S2 | Secondary school completion
- 2S1 | Academic attainment | Reading/Language Arts
- 2S2 | Academic attainment | Mathematics
- 2S3 | Academic attainment | Science
- 3S1 | Secondary placement
- 4S1 | Non-traditional completion
- 5S1 | Program quality | Participation in work-based learning
- 5S2 | Program quality | Ready Graduate Attainment

Risk-Based Monitoring (RBM)

LEAs will be monitored on an “at-risk” basis, and LEAs who have been identified as “at-risk” will have a full monitoring.

Timeline

A risk assessment is run for all LEAs receiving Perkins funding in the summer of each year, using the indicators of risk identified below. In the early fall, LEAs are notified if they will be monitored, with monitorings occurring in the fall through early winter.

In preparation for the risk-based monitoring, the CTE CORE Consultant will meet with the LEA’s CTE Director to conduct an orientation of risk-based monitoring forms, documentation required, and the monitoring process. Since many forms of documentation are required for fiscal review, the CTE Director may want to include the LEA’s bookkeeper in the orientation process.

After the monitoring, the LEA will receive a letter stating the findings, recommendations, and commendations found during the monitoring. Once the Perkins monitoring letter is received, the LEA should review the finding and recommendations to develop implementation plans to address the areas identified. The LEA has 30 days to submit a corrective action plan and/or reimbursements, if necessary.

CTE CORE Consultants will conduct a monitoring review with each LEA that was monitored within two months of the monitoring visit to discuss findings and recommendations. For those LEAs with scores in levels three or four, follow-up will continue through the following school year to address the areas of risk.

¹³ Perkins V, Section 113(b)(2)(A)

Indicators of Risk

Categories for risk assessment are:

- Fiscal
 - Size of grant allocation
 - Timeliness of reimbursement requests
- Personnel
 - Length of CTE Director employment
 - Attendance of statewide meetings and study councils
- Previous RBM
 - Previous score
 - Time since last RBM
- Reporting Deadlines
 - Submission of local application after deadline
- Fraud, Waste, and Abuse
 - Office of Inspector General (OIG) finding of suspected fraud, waste, and abuse
- Student Results
 - Missing Safe Harbor on Core Indicators

Required Documents | Fiscal Monitoring

In preparation for fiscal monitoring, the following must be provided for the previous year.

From the CTE Director

- Local Plan
 - Original submission
 - Approved amendments/changes
- Annual Improvement Summary Report
- Payroll disbursement
 - Personnel Activity Report (PARs)
 - Time Distribution Records, if applicable
 - Payroll journal/ledger, if applicable
- Final expenditure report
- Budget Summary
- Master inventory and disposition of records (for the past five years)
- Purchases
 - Teacher purchase request process and forms
 - Bid Process/Bid Sheets
 - Requisitions
 - Purchase Orders
 - Invoices
 - Contracts
- Line Item verifications
- LEA travel policies

Note: Suggested order of documentation for all purchases and travel reimbursements

1. Requisition or Request for Travel

2. Purchase Order
3. Invoice
4. Proof of Receipt/Packing Slip
5. Method of Payment

From each educator

- Program of study portfolios (SSQI).

From the CTE CORE Consultant

- Quarterly drawdown FACTS reports and/or request from LEA:
 - Encumbrance and Expenditure report, printed by month
 - Account Analysis, printed by month
- CTE Director professional development/meeting attendance records
- Budget amendments
- Inventory and equipment list

Required Documents | Compliance Monitoring

The following required source documents for the previous year must be made available for review.

- CTE Director Certification/License
- BEP CTE and Perkins allocations
- Calendar of CTE assignments and activities
- Copies of documents used to notify private schools of CTE offerings and professional development activities
- Professional Development
 - Annual Professional Development Plan
 - Professional development activity sign-in sheets, agendas and emails addressing improving levels of performance on Core Indicators and the use of technology
 - Verification of follow-up activities to insure newly attained skills and strategies are used and goals are met
- Scheduling/Courses
 - Master schedule
 - Registration procedure and materials
 - Student handbook with descriptions of CTE course offerings
 - Examples of parent and student notifications of course offerings and Programs of Study
 - Letter of Approval for Special Course(s)—if requested
 - Print-out of Special Programs of Study (SPOS)—if requested
- Advisory Information
 - Workforce Development Reports
 - TCIDS employment information
 - Local Chamber of Commerce Reports
 - Advisory Committee recommendations
 - Advisory Committee Input—minutes in development of vision and plan
- Programs of Study
 - Copy of signed post-secondary transition component agreement for POS required for Perkins funding

- Course enrollment for the Program of Study required for Perkins funding for the prior and current years
- Plan summarizing integration with academics
- Official CTSO Membership Rosters, CTSO activities at the local, community, state and/or national levels—from Professional Portfolios
- Misc.
 - Budget Summary
 - Four-Year Program Improvement Plan—if required
 - Perkins Report Card
 - Examples of IEP, 504 plan and behavior plans

Section 7: Licensure

Information regarding Occupational teacher licensure can be accessed via the following link:

<https://www.tn.gov/education/career-and-technical-education/cte-educator-resources0.html>

This site provides information on obtaining a license and the requirements for each endorsement area are listed, as well as how to advance and renew a teaching license. This information will be helpful for directors as they try to fill teaching positions with qualified individuals in their systems.

Additional forms and information can be found on the educator licensure web page via the following link:

<https://www.tn.gov/education/licensing/educator-licensure/licensed-educators.html>.