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## **Division of College, Career and Technical Education 2015 Year in Review & Upcoming Initiatives for 2016**

As we conclude 2015, and as part of my ongoing commitment to provide relevant, transparent communications to all of our stakeholders, I present a snapshot of our accomplishments over the last 12 months, as well as a glimpse of some anticipated 2016 initiatives.

It has been a very transformational year. A year that is reflected not only in our new name but also in our expanded responsibilities tied to the department's commitment to ensuring that by 2020, the average ACT composite score for high school students in Tennessee will be a 21, and at least 55 percent of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma, or degree leading to a viable occupation in this state.

An office of student readiness and early postsecondary was established to better target state, regional, and local efforts on the successful transition of students from secondary to postsecondary to career. Included in this was a renewed focus on the role counseling plays in student readiness and decision-making through the appointment of a statewide coordinator of student counseling. Additionally, the division was awarded a nearly \$3.5 million federal grant to pilot the effects more directed advisement and learning pathways have on students as they transition within secondary and to postsecondary.

The expanded focus of our division folds seamlessly into the ongoing work and accomplishments of the division in the areas of career and technical education, early postsecondary opportunities, work-based learning, and regional education-industry alignments through Pathways Tennessee.

As we close out 2015 and lay our sights on 2016, I have no doubt that this new year will be amazing for our students and educators across the state. On behalf of everyone in the division of college, career and technical education, I want to thank our partners and stakeholders for working alongside us over these past 12 months, and I look forward to continuing our collective commitment to ensuring that all students in Tennessee are successful in their educational and occupational pursuits.

Our mission is straightforward:

*With one common culture, one common vision, and one common approach, the division of college, career and technical education shall be responsive, relevant, and innovative in the promotion of multiple learning pathways and efficient learning transitions for all students.*

*In doing so, our efforts will be actionable, measurable, and ambitious and will complement the Tennessee Department of Education's overarching core values and the larger belief that all students can achieve academically and be prepared appropriately for success at the postsecondary level and in their chosen careers.*

- Danielle Mezera, Assistant Commissioner

## Office of Student Readiness and Early Postsecondary

With the creation of a new office, student readiness and early postsecondary, the division has expanded the work of our existing early postsecondary unit, while building out focuses and opportunities that lead to successful student transitions in secondary, postsecondary, and career. Functional units within the new office include early postsecondary coordination and alignment, school counseling, and student readiness. Though the office is new, I am pleased to share the following accomplishments and upcoming activities.

### **Early Postsecondary Coordination and Alignment**

#### ***Accomplishments***

- The statewide Dual Credit pilot served over **4,149 students across 156 high schools** during the 2014-15 school year. Sociology and criminal justice were added to the pilot for the 2014-15 school year.
- A total of **seven statewide dual credit courses** are being offered during the **2015-16 school year**. They are pre-calculus, sociology, statistics, health information technology, agriculture business finance, greenhouse management, and criminal justice.
- Over the summer, **over 200 high school teachers** participated in two-day professional development sessions specific to each statewide dual credit course. The training was developed and facilitated by postsecondary and secondary faculty.
- The **Advanced Placement (AP) Rural Expansion Pilot**, which aims to build out AP programs in rural and small districts, was launched with the 2015-16 school year. Participating districts and schools received technical assistance and funding for their teachers to attend the July 2015 AP Summer Institutes.
- **Dual enrollment courses** were assigned high school course codes for utilization during the 2015-16 school year in order to help facilitate course scheduling and accurate reporting.
- The **TCAT/TDOE early postsecondary pilot**, which links CTE programs at the high school with TCAT instruction for specific courses and programs, is intended to drive more rigorous learning while creating opportunities for more high school students to earn postsecondary credits. Targeted programs of study included diesel technology, cosmetology/barbering, automotive collision repair, and mechatronics. The pilot is in **six counties, impacting eight high schools**.
- The **AP and Industry Certification Exam Fee pilot** covered the full cost of AP exams for **1,220 students** and industry certification fees for **215 students**.
- The office's **early postsecondary database** completed development and initial testing and is now in its final testing phase, with a production date of January 2016.
- The **Cambridge Programme** was approved to fulfill high school graduation requirements and assigned high school course codes to help facilitate course scheduling and accurate reporting, providing districts another option for students to earn postsecondary credit while in high school.

#### ***Upcoming in 2016***

- One to two **new statewide dual credit courses** will be identified, developed, and offered to districts as part of the 2016-17 school year.
- **Marketing tools**, such as posters, one-pagers, key messages, and webinars, will be created and distributed to assist teachers, school counselors, and principals in raising awareness and understanding of early postsecondary courses and the value of students participating in them while in high school.
- In partnership with the Tennessee Board of Regents, Tennessee Higher Education Commission, and Tennessee Student Assistance Corporation, focus on **growing dual enrollment opportunities** for students across the state, particularly for economically disadvantaged students, exploring new **statewide articulation opportunities**, and expanding the **TCAT/TDOE early postsecondary pilot**.

- Research potential approaches that will expand student access, enrollment, and exam passage rates in **Advanced Placement** courses across the state. This will include expanding course offering mediums, teacher professional development, and exam fee coverage for students.
- Full implementation of **early postsecondary database** to drive accurate semester-end and year-end data collection and to disseminate data to drive better policy decision making and program build outs.

## **School Counseling**

### ***Accomplishments***

- **Over 1800 school counselors** participated in seven fall regional meetings conducted in partnership with the TN Higher Education Commission (THEC) and the TN Student Assistance Corporation (TSAC) to learn about the department's school counseling strategic plan and to provide feedback on revising the school counseling standards, [www.CollegeforTN.org](http://www.CollegeforTN.org) resources, Path to College events, Dual Enrollment grant changes, and new TN Promise guidelines.
- **Conducted several district-specific counselor trainings** on how to use data to drive school counseling services.
- Facilitated several sessions at the 2015 School Counselor and Administrator Leadership Institute, 2015 LEAD Conference, 2015 Conditions for Learning Forum, and 2015 Tennessee College Access and Success Network Conference on counseling strategies.
- Partnered with THEC to identify professional development opportunities and training sessions for school counselors as part of the new **CollegeforTN.org redesign**.
- Launched the **School Counselor Connection email newsletter**, which currently has more than 4,000 subscribers.

### ***Upcoming in 2016***

- A **comprehensive school counselor survey** will be distributed to collect data regarding the roles, responsibilities, and professional development needs of K-12 school counselors across all districts.
- Development and facilitation of **pre-service and professional development training sessions** for school counselors on postsecondary and career advisement and access resources.
- Update and relaunch the **school counseling webpage** on the department's website. The new presence will include timely and relevant information, and helpful resources for school counselors, administrators, teachers, students, and families.
- Revise the **Tennessee school counseling standards and models of practice**. Standards will reflect and align with the department's goals, as well as school psychologist and social worker roles and standards.
- Convene a **school counseling advisory council**, composed of practitioners, external stakeholders, professional organizations, and preparation programs. The council will advise the department on strategies for improving school counseling services in Tennessee.
- Develop a **test anxiety toolkit** and guidelines as a resource for teachers and school-based administrators to assist students and adults who may be experiencing high levels of test anxiety.
- Develop a **"best practices" template** to capture successful in-the-field approaches that can be used in concert with the development of robust professional development for various stakeholders.
- Partner with the National Center for Youth Issues to plan the **2016 School Counselor and Administrator Leadership Institute**, providing high quality professional development
- Partner with the Division of Teachers and Leaders to **revise the TEAM rubric** and subsequent training used to evaluate school counselors.

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## **Student Readiness & High School Strategies**

### ***Accomplishments***

- Launched the College and Career Readiness Leadership Council. The council is charged with advising and strategizing with the division and department on district approaches to increase the number of students who exhibit readiness indicators leading to successful transitions to postsecondary and workforce opportunities.
- Facilitated a total of 26 hours of training for **high school principals** in each of the eight CORE regions on key **high school strategies** including (1) increasing the number of students reaching college readiness benchmarks on the ACT, (2) increasing participation and success in early postsecondary opportunities, (3) implementing RTI<sup>2</sup> and generating staff support for intervention, and (4) fostering school cultures leading to high expectations and support for all students.
- Led the recruitment, development, and facilitation of the **High School and Bridge to Postsecondary** general session and workshops at 2015 LEAD Conference.
- Managed (and continue to manage) project development for the department's broadening **personalized learning** initiative.
- Presented statewide on how to effectively use "**early warning**" data to improve student transition strategies and student on-grade strategies, as well as readiness for postsecondary and future careers.
- Assumed oversight of (and continue to lead) **RTI<sup>2</sup> high school implementation** plans and strategies as part of the department's larger commitment to K-12 RTI<sup>2</sup>. This includes (1) gauging district readiness, (2) summarizing trends and concerns, and (3) guiding the development of trainings and streamlined communications on (a) guidance and (b) support and training for the implementation of high school RTI<sup>2</sup>.
- Developed a **School Culture Assessment and Reflection Tool** for school leaders to use when assessing the status of their schools and develop specific strategies to ensure that all students are postsecondary and workforce ready.

### ***Upcoming in 2016***

- Continued release of materials and tools to support districts in the implementation of high school level RTI<sup>2</sup>, including a (1) **RTI<sup>2</sup> Implementation Guide** with a step-by-step implementation checklist, (2) monthly regional trainings, (3) regular communications, and (4) on-demand support coordinated through CORE offices.
- Facilitate development of content for two focus areas of 2016 summer training: **ACT & Bridge to Postsecondary** and **Secondary Intervention Strategies**.
- Release of tools and strategies focused on the goal of increasing the **state's ACT composite average**, including professional development opportunities, a policy brief on the use of ACT in hiring decisions, increasing the number of student retakes, case studies of strong practices found throughout the state, and the conjoined relationship of TNReady, TN State Standards, and ACT college-ready benchmarks.
- Guide content development, training, and district outreach for the department's **personalized learning pilot**. The pilot will be implemented in the 2016-17 school year.
- Serve as a lead partner in the implementation of the division's newly awarded **IES grant** on the promotion of directed student pathways.
- Continue the development and leading of **high school principal trainings**. Upcoming focuses will include (1) action planning for high school personalized learning strategies, (2) assessing current school culture, and (3) strategizing on specific action steps for increasing the number of students who are postsecondary and career ready.

## Office of Career and Technical Education

### Student Leadership

#### ***Accomplishments***

- **Two state student officers** from SkillsUSA and FFA were elected to national officer positions. In addition, dozens of student members across all CTSOs placed first and in the top 10 at their respective 2015 national conferences.
- Two TSA members were selected as **CTE Student Innovators by ACTE** in partnership with the U.S. Department of Education. This was the inaugural recognition of CTE in this national setting.
- CTSOs experienced an **overall 5 percent growth** in membership over the previous year to 56,095 members. In particular, TSA membership has **increased by 75 percent** and SkillsUSA membership has grown **by 10 percent**.
- Attendance at CTSO state conferences also **increased by over 700 students** to 13,130 students. Other events that students took advantage of this year in addition to state conferences and competitive events, were regional fall leadership conferences, leadership camps, regional conferences and competitive events, Titans Learning Labs, Predators Leadership Nights, Grizzlies Leadership Nights, and of course, national CTSO leadership events and conferences.
- Created CTSO crosswalks with relevant secondary courses to link competitive events to course standards.

#### ***Upcoming in 2016***

- Pilot **Educator's Rising** student competitions at regional FCCLA events to increase student exposure to career opportunities in the Education & Training career cluster.
- Development and launch of **CTSO Leadership Councils** to provide meaningful feedback on industry involvement, student participation, and partnership opportunities.
- Implementation of a **marketing/brand awareness plan** for each CTSO to include a focus on middle school participation opportunities.
- Staff support of three **national CTSO conferences** planned for Nashville. These include DECA, HOSA, and TSA.
- In support of **TN Promise**, community service activities for students will play a bigger role at state CTSO conferences.
- In early March, state officers and CTE specialists across all CTSOs will launch an inaugural goodwill tour, visiting school districts and industry partners.

### Student Success

#### ***Accomplishments***

- Conducted a CTE teacher professional development **needs assessment** for each promoted career cluster, receiving input from over 300 teachers across the state.
- Held **Industry Advisory Council meetings** for 13 different career clusters, gaining business and industry input on course standards and programs of study.
- Implemented new and revised standards for **nearly 100 courses** this school year.
- Launched the **Tennessee Specific Industry Certifications** initiative in the area of animal science within the Agriculture, Food, & Natural Resources career cluster. This initiative focuses on the creation of industry certifications for those programs of study that traditionally have little to no certifications that tie directly to the potential awarding of postsecondary credit/hours or high quality employment placement within industry should a high school student graduate and move directly into work.
- New and updated **resource lists, equipment lists, and teacher crosswalk** documents were published to assist teachers in their implementation of course standards.

- Career cluster consultants conducted visits to high schools in **more than 25 different school districts** to view instruction and to hear from teachers about any additional support they need to be more successful in their classrooms.
- Conducted a suite of **in-person professional development sessions** for educators in all three grand divisions focused on *unpacking the standards* during the 2015 spring semester and implementing rigorous activities which align to new CTE course standards during the 2015 fall semester.
- Published a list of TDOE promoted **industry certifications**. The identified and promoted industry certifications provide transferable credit to high quality postsecondary programs and employment.
- The **STEM Leadership Council** held two meetings to discuss the K-12 vision of STEM. Membership includes K-12 teachers, administrators, postsecondary faculty, and business and industry leaders. The council drafted a statewide STEM strategic plan which includes a common definition of STEM, along with a mission, vision, and core priorities targeted at increasing access to, and quality of, K-12 STEM education across the state.
- Created an **alignment map with Tennessee Colleges of Applied Technology (TCATs)** listing the secondary programs of study and their alignment to postsecondary programs at the TCAT, including industry certifications and the locations of the TCAT programs. This alignment will serve to create pathways in which students can use capstone industry certifications for credit at TCATs who offer the program. These statewide agreements will be implemented for use across the state.

#### ***Upcoming in 2016***

- Revise **Fire Management** program of study course standards to better align to the national Fire and Emergency Services Higher Education (FESHE) curriculum.
- Pilot and roll out of the **Tennessee Specific Industry Certification** in the area of animal science within the Agriculture, Food, & Natural Resources career cluster. Expand initiative to include the **Education & Training and Human Services career clusters**. These certifications will grant credit at postsecondary institutions, as well as carry high quality employment placement within industry.
- **Develop, pilot, and implement select assessments** reflective of student achievement in CTE-related courses. Specific pilots will include capstone industry certifications, portfolios, and early postsecondary opportunities.
- Release of **ACT aligned activities** for the CTE classroom based on career cluster content.
- Overhaul the **STEM new teacher training** for the 2016 Institute for CTE Educators. Training will focus on project-based learning, application of the engineering process, course standards, and rigorous activities to increase student engagement and achievement.
- **Increase dual credit opportunities** with TCAT campuses through identified programs of study with capstone industry certifications. Students who earn a capstone industry certification will be able to obtain credit for the certification at any TCAT campus that offers the program.
- Create an **alignment map with Tennessee Board of Regents Community Colleges system** listing the secondary programs of study and their alignment to postsecondary programs at community college campuses, including industry certifications and the locations of the programs.

#### **Talent Improvement**

##### ***Accomplishments***

- Continued implementation of statewide **Professional Development Model** for CTE educators (teachers/directors). The model focuses on yearlong (12 months) professional development for all CTE educators in identified areas of need.
- Developed and launched a **Vision of Excellent Career and Technical Instruction** to drive CTE professional development, coaching, and teacher development.

- Began implementation of CTE Director Study Council professional development series on **coaching and developing teachers**.
- Provided state-level and district-level data snapshots of CTE teacher and student performance across **TEAM, EOC, ACT, and non-cognitive student achievement indicators** for CTE Directors in order to promote thoughtful decision-making at the district level on course selection, student achievement, and teacher support.
- Refined the state's **new teacher training program** for occupational licensed teachers. Achieved a **participant satisfaction rating of 4.9 out of a possible 5**. Refinements included feedback on lesson plans and curriculum maps submitted for each new teacher who attended to provide them with a strong support to the start of the school year.
- Expanded the division's **summer teacher externship program**, connecting general education and CTE teachers to various industries across the state in order to strengthen their collective awareness and instructional skills.
- Completed research on teacher recruitment and retention; highlighting best practices and connecting strategies to CTE teacher recruitment and retention.
- Oversaw 2015 **Institute for CTE Educators**, which focused on developing more rigorous PD and training pathways focused on CTE content and instructional practices while providing quality time for educators to practice and develop learned skills.

#### ***Upcoming in 2016***

- Continue to refine and streamline the annual **Institute for CTE Educators** by developing more rigorous professional development and training pathways focused on CTE content and instructional practices, while providing quality time for educators to practice and develop learned skills.
- Continued professional development sessions at monthly CTE Director Study Councils focused on intentional practices of **coaching and developing CTE teachers**.
- Release and promotion of successful approaches and practices aimed at Tennessee **CTE teacher recruitment and retention**.
- Continue refinement of the division's **summer teacher externship program**, focusing on deeper and more consistent experiences and exposures for teachers and industry partners.
- **Regional conversations** with postsecondary teacher preparation programs for CTE teachers on course standards and instructional strategies to better prepare prospective teachers.

## **Statewide Work-Based Learning (WBL)**

#### ***Accomplishments***

- On January 30, the State Board of Education **adopted revised Work-Based Learning: Career Practicum course (6105) standards** that comply with the updated WBL Framework and provide clear expectations for student employability skills most desired by Tennessee employers.
- Collaborated with five school districts through the **2014-15 WBL Pilot Program** to finalize all newly developed WBL tools, trainings, policies, and standards. District administrators, teachers, and students provided valuable feedback and reinforced the value of skills-based WBL in shaping opportunities for graduates. Participating districts included Anderson County, Clarksville- Montgomery, Gibson SSD, Moore County, and Rutherford County Schools.
- **Released two foundational documents for WBL** in March that promote and support the state's vision for WBL in Tennessee with significant input from 2014-15 WBL pilot districts.
  - The **WBL Policy Guide** provides clear guidelines for managing and implementing strong WBL programs that comply with federal and state requirements. Updated policies were significantly

rewritten to reflect the unique priorities in Tennessee but reflect national research and trends that were incorporated through a contract with WestEd, a leading educational research institution in successful WBL practices.

- The **WBL Implementation Guide** is a supplemental professional development tool that is designed to empower districts and WBL coordinators to customize local professional development and pursue continuous improvement, as required by the state board. It provides recommended practices and supporting documentation teachers need to continuously improve quality programs.
- Redesigned the WBL website to introduce a **WBL Toolbox of new resources** for teachers, including nearly forty supplemental templates and tools that districts can use and customize to improve local procedures and student learning outcomes. Tools assist with portfolio development, program improvement, employability skill assessment, among other topics.
- Launched the **WBL Leadership Council**, a team of expert practitioners who provide state-promoted WBL training and lead the new **professional learning communities (PLCs) for WBL coordinators** in each of the state's CORE regions. PLCs are designed to promote successful practices and continuous improvement through networking and deep-dive discussions for reflection and goal-setting.
- **Trained over 575 teachers** in the new WBL model through brand new two-day trainings designed to address the major factors for successful programs. Training modules address such topics as: complying with state and federal policies and child labor laws, structuring and implementing quality learning strategies, guiding student portfolio development, assessing employability skill development, and industry recruitment and engagement.
- Established a **WBL Task Force** with the Tennessee Department of Labor and Workforce Development, Economic and Community Development, Tennessee Board of Regents, and Pathways Tennessee to identify and address barriers to student participation in WBL in high-wage, high-demand industry sectors in Tennessee.

### ***Upcoming in 2016***

- Assess year one WBL rollout and implementation across the state, using information gathered to provide **targeted guidance and assistance** for districts through a variety of platforms, including: two-day trainings, PLCs, online materials and resources, and more.
- Establish a **WBL Champions** group to model WBL in targeted Tennessee industries in high-wage, high-demand industry sectors in Tennessee, starting with advanced manufacturing. Study visit to Southwire in GA with participating champions and partner districts.
- Develop and promote the "**myths vs. facts**" of working with minors to Tennessee employers in collaboration with the Tennessee Department of Labor and Workforce Development, Economic and Community Development, industry, and other key stakeholders.
- Expand charge of the **WBL Leadership Council** to provide ongoing, quality professional development and continuous improvement of WBL programs.
- Launch **WBL planning sessions** targeting high school and district administrators and counselors to aid in the long-term planning and success of WBL programs.
- Expand and promote resources to deepen **elementary and middle school WBL experiences** to support earlier learning and growth for students along the WBL learning continuum.

## Pathways Tennessee and Industry Partnerships

### ***Accomplishments***

- Currently assisting regional initiatives in **five regions, spanning 20 counties**.
- Held the second **annual Pathways Tennessee State Summit** in June. Leaders from seven regions attended to learn from commissioners, industry leaders, national researchers, and local best practices in this daylong event.
- Completed **three asset mappings** in the Middle, East, and Northeast regions focused on regional initiatives, strengths, barriers and opportunities.
- In 2015, the state planning team **updated and approved the core priorities** of Pathways Tennessee and **established ad-hoc committees** to focus deeper on work-based learning partnerships, sustainability of intermediaries, and accountability measures.
- Regional Updates:
  - Southwest: Student participation in Advanced Manufacturing and IT POS has grown to over **1,150 students** with nearly half of these students pursuing Coding.
  - Upper Cumberland: **Over 50 new industry partners** signed on to become work-based learning partners and industry engagement continues to be a major driver of their regions focus.
  - Southeast: Community partners have worked diligently around marketing and awareness and have **created a 60 second PSA**, which can be seen [here](#), and have developed marketing materials to raise awareness of the regions high growth sectors relevant to their Pathways Tennessee initiative.
  - Northwest: Currently, **12 industries are partnered** to provide teachers and counselors job shadowing and externship opportunities around the regions high need sectors. Increasing awareness of these sectors and expanding work-based learning opportunities for students is a major focus in the region, as well as expanding on the current work of the regional LEAP grant within 16 schools.

### ***Upcoming in 2016***

- **Focus** of the Pathways Tennessee office will be **around four areas**:
  - To convene and utilize state partnerships to advocate the importance of regional academic/career pathways across Tennessee
  - Support regionally led and sustainable pathways initiatives that align with local industry needs
  - Align and expand resources across state agencies to assist regional pathways initiatives
  - Ensure continuous improvement of Pathways Tennessee opportunities through critical evaluation of processes and outcomes
- Support each region in expanding their membership to at least **one new county**.
- Identify and promote diverse **funding sources** to assist the continued build out of local and regional pathways initiatives.
- **Conduct** and release **two asset mapping reports** in Middle Tennessee region.
- Expand established pathways initiatives to interested school districts and county teams.
- **Launch an online resource hub** for Pathways Tennessee sites with best practice resources.
- **Update strategic planning resources** and include **statewide metrics** into regional planning and accountability.
- Develop a **local planning tool** for schools (with community stakeholders) to assess the current state of pathways in their regions.
- Host the **third annual Pathways Tennessee State Summit** in 2016 for current and future Pathways regions and teams.

## Office of Divisional Support and Accountability

### ***Accomplishments***

- **Perkins Local Plans** were submitted through **ePlan** for the second time this past spring. A higher percentage of LEAs (school districts) turned in their Local Plans on time than in 2013-14. In addition, **less than 0.6%** of local Perkins Basic funds **went unspent** in 2014-15.
- The 2015-16 **Perkins Reserve Grant** application was made available again through ePlan. LEAs submitted applications that focused on one of five focus areas: internship/apprenticeships, industry certifications, lab-based or project-based equipment, teacher externships, academic/career learning pathways and rural regional consortiums. A total of **33 grants** were awarded for nearly **\$2.1 million**. This was an **increase of 19** LEAs earning Reserve Grant funds from 2014-15.
- Nearly **\$60,000** was awarded to LEAs through the **CTE Incentive program** to reward districts for accomplishments in advancing their CTE programs.
- The **Risk Based Monitoring** process was restructured to ensure compliance with the new Uniform Grants Guidance that went into effect this past summer. The process moved from a four-year schedule for all LEAs to basing visits on risk factors. A total of **43 LEAs** have or will be monitored this 2015-16 school year.
- The federal **Office of Career Technical and Adult Education** (OCTAE) conducted a state-level **monitoring** of the administration of the Perkins grant in October. The final report has yet to be released, but very few issues were raised in the exit meeting with federal monitors.
- The state's 2014 Perkins Grant had **\$0 reverted** to the U.S. Department of Education.
- Early in 2015, a consolidation and streamlining of **CTSO accounting processes** was enacted to increase efficiency and ensure consistency of services through cross-training and information sharing.
- The **Federally Agreed Upon Performance Levels (FAUPL)** process was fully transitioned over to ePlan in fall 2015. The process gave more transparency to LEAs on their data and streamlined the accept/appeal process into one system. In addition, LEAs were able to base their FAUPL acceptances or appeals on their **most recent 2014-15 school year** data, as opposed to two-year-old data in past years.
- The office has begun its work on methodically identifying, accessing, storing, and analyzing **college and career ready data** to ensure that the department meets its goals on ACT composite scores and *Drive to 55*.
- A name change from the office of accountability, budget, and grants management to **office of divisional support and accountability** was initiated to better encapsulate the work and responsibilities of the group.

### ***Upcoming in 2016***

- The **2014-15 CTE Report Card** will be released in January 2016, making this data available to LEAs **two months earlier** than the previous year.
- The 2016 **CTE Data Calendar** will be updated and released in the coming weeks with slight changes to dates to ensure reporting opens and closes on time and LEAs continue to receive their data on schedule.
- Creation and publication of a comprehensive, easy-to-use **Perkins Grant Manual**. This manual will bring together, in one location, all state and federal grant requirements governing the administration of the Perkins grant.
- Updates to the **CTE Director Manual** to include a comprehensive section on Data Reporting. This will outline in one area, the process that LEAs need to conduct for Open Enrollment, Follow-Up Reports, End of Year Reporting, Data Reviews, and FAUPL.

- Review of the **eTIGER system** and its viable replacement in order to provide a more user friendly, pliable system.
- Transition of all LEA progress reporting into ePlan for **Perkins Reserve Grants** to keep documentation in one system for improved accountability.

## Divisional Operations

### ***Accomplishments***

- Coordinated the submission and awarding of nearly \$7 million federal **IES-SLDS grant application**, which targets *College and Careers* and *Educator Talent Management*.
- Coordinated the **division's expansion** from CTE to CCTE (physical movement of offices, staff transitions, etc.).
- Developed a **CCTE communications strategy**, which is intended to ensure that all communications are coordinated between CCTE teams and are effective in engaging and inspiring all stakeholders.
- Developed and implemented **internal processes and targeted resources** to support CCTE divisional operations.
  - CCTE Division Procedures Manual
  - CCTE staff onboarding and exiting processes
  - State Board of Education item submission protocols and resources
- Coordinated all **legislative requests** related to college and career readiness (bill impact analysis, fiscal note summaries, inquiries from members of the general assembly) with 100% timeliness.
- Revised **Governor's School** applications and processes for 2016 implementation.
- Oversaw initial phase of the AP/Industry Certification Pilot.

### ***Upcoming in 2016***

- Launch of **IES-SLDS grant**, college and career readiness focus area.
- Development and implementation of a **CCTE branding guide** for staff to better brand and promote initiatives and events, in conjunction with the launch of the CCTE communications strategy.
- Launch of the CCTE communications strategy, which will include a more streamlined, navigable web presence.
- Coordinate communications, timelines, and expectations to better support students and counselors through the new Governor's Schools application process.
- Strengthen and expand the **CCTE internship program** for spring, summer, and fall 2016 semesters.

# Division of College, Career and Technical Education

