

**Tennessee Council for Career and Technical Education
Minutes
Public Forum
10/9/2008
Radisson Hotel at Opryland**

The Tennessee Council for Career and Technical Education (TCCTE) Public Forum was called to order at Radisson Hotel Opryland, Nashville, Tennessee, at 9:00 a.m. pursuant to the notices sent to TCCTE Council Members (via e-mail), Tennessee Legislators (via messenger mail and e-mail), Career and Technical Education (CTE) Directors (via listserv), Principals (via listserv), Superintendents (via listserv), and Business Technology Teachers (via e-mail).

Council Members Absent: TCCTE Chairman, Commissioner James Neeley, TCCTE Vice Chairman, Mr. Paul Starnes, TCCTE Council Member, Senator Charlotte Burks, and TCCTE Council Member Mr. Bill Lawson.

TCCTE Council Member Mr. Guy Z. Derryberry presided and Joyce Dykes, Administrative Secretary, recorded the proceeding of the meeting.

Introductory Remarks by Moderator (Guy Derryberry):

TCCTE Chairman, Commissioner James Neeley absent due to scheduling conflict and TCCTE Vice Chairman, Paul Starnes absent due to doctor's appointment. Council Member Guy Derryberry will act as Moderator. Mr. Derryberry expressed hope that everyone in attendance would find that the forum was a very rewarding meeting. Speakers asked to limit addressing the forum to 10 minutes as to allow everyone wishing to address the forum an opportunity to do so.

Introduction of Council Members Present for Forum:

Forum Moderator & Council Member – Guy Derryberry (Labor)
Council Member Jeffrey Griggs (Private Sector)
Council Member Willie Slate (Special Populations)
Council Member Carlos Hammonds (Secondary)
Council Member Jimmy Long (Secondary, Agriculture)
Council Member Marvin Lusk (Post Secondary, TTC)
Council Member Julie Griggs (Post Secondary)
Executive Director Thom Smith
Administrative Secretary – Joyce Dykes

Recognition of State Legislators who Accepted Invitation to Attend

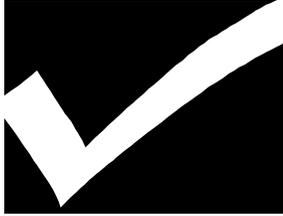
Rep. Brenda Gilmore – District 54 – Present
Sen. Jamie Woodson – District 6 – Present by Proxy (represented by Mr. Lee Harrell)
Rep. Susan Lynn – District 57 – Absent due to illness

Recognition of Guests from Comptroller's Office

Russell Moore, Assistant Director for Education Accountability - Present
Kim Potts, Principal Legislative Research Analyst – Present

List of All Public Forum Attendees:

| First Name | Last Name | Representing | Speaking |
|-------------------|------------------|--|-----------------|
| Tim | Parrott | Anderson Co Schools | No |
| Kim | Potts | Comptroller of the Treasury | No |
| Russell | Moore | Comptroller of the Treasury | No |
| James | Long | Council Member | No |
| Julie | Griggs | Council Member | No |
| Guy | Derryberry | Council Member | No |
| Carlos | Hammonds | Council Member | No |
| Thom | Smith | Council Member | No |
| Jeffrey H. | Griggs | Council Member | No |
| Marvin | Lusk | Council Member | No |
| Willie | Slate | Council Member | No |
| Wanda | Harris | CTE Administrative Secretary | No |
| Joyce | Dykes | CTE Administrative Secretary | No |
| Ralph | Barnett | CTE Assistant Commissioner | Yes |
| Larry | Foster | CTE Director Anderson Co | No |
| Steve | Clariday | CTE Director Cleveland City Schools | No |
| Chris | King | CTE Director Cumberland Co | No |
| Michael | Watson | CTE Director Hamblen Co | No |
| Dean | Blevins | CTE Director Kingsport City Schools | Yes |
| Royce | Neidert | CTE Director Lawrence Co | Yes |
| Susan | Chapmen | CTE Director Maury Co | No |
| Jerry | McMahan | CTE Director Sullivan Co | No |
| Marvin | Flatt | CTE Director Weakley Co | No |
| William H. | Moss | CTE Director Wilson Co | Yes |
| Connie | Smithson | CTE Regional Consultant | No |
| Chelsea | Doss | CTE State Officer FFA | Yes |
| Bruce | McClure | CTE Teacher White House HS T&I | Yes |
| Cynthia | Shirley | MTSU | No |
| Cliff | Ricketts | MTSU | Yes |
| Kris | Bristow | MTSU | No |
| Alanna | Neely | MTSU Agribusiness/AgriScience | No |
| Warren | Gill | MTSU Agribusiness/AgriScience | No |
| Kelly | Henderson | School System Davidson Co | No |
| Milburn | Harmon | School System Meigs Co | No |
| Clark | Knight | School System Memphis City | No |
| Brenda | Gilmore | State Legislator | Yes |
| Lee | Harrell | State Legislator Jamie Woodson by proxy | No |
| Chelle | Travis | Tennessee Board of Regents | Yes |
| Kay | Clark | Tennessee Board of Regents | Yes |
| John | Townsend | Tennessee Board of Regents | No |
| Gary | Nixon | Tennessee State Board of Education | Yes |
| Mae | Banks | Tennessee Technology Center @ Hartsville | Yes |



Tennessee Council for Career and Technical Education Public Forum

10/9/2008

Radisson Hotel at Opryland

Individuals Addressing the Forum when Introduced:

Speaker #1 – Representative Brenda Gilmore

Discussion:

Per Representative Gilmore: She attended the Forum mostly to learn. She is a new legislator having just completed her first two years (105th General Session). She was Metro Council for eight years. She has always been interested in doing whatever she could to help young people and thereby supports Career and Technical Education (CTE). She Believes that CTE can provide a viable alternative to our children and reduce the dropout rate. Per Representative Gilmore, in Davidson County the dropout rate is approximately 40% for African American children and is close to 60% across the country. She believes that CTE is a way to keep children in school and make them more employable when they graduate. She also feels that young people graduating from high school are apt to make more money and be involved in less crime. Across the country, juvenile crime is skyrocketing. Because of CTE's effect on the dropout rate and juvenile crime, Representative Gilmore is involved in CTE and would like to see the CTE track supported and made just as important as the college track. She encourages CTE track to be flexible so that a child changing their mind and deciding to go to college has received the same basic core classes (consistent across Tennessee) as a college bound child. Representative Gilmore is representing just the community from the community standpoint.

Recognition of Individuals Requesting to Address Forum:

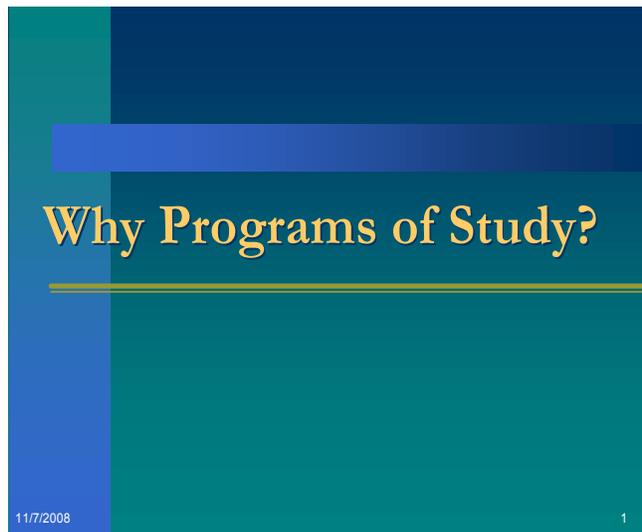
Speaker #2 – Chelsea Doss –TTC Student / 2007-08 FFA State Officer / 2008-09 FFA National Officer Candidate

Discussion:

Ms. Doss expressed gratitude for support of CTE and urged continuation of push within state and nation the importance of CTE. She spoke of how CTE has benefited her and so many other students. Chelsea shared with the Council the humble beginnings of FFA (founded in 1928 by 33 farm boys from 18 different states who came together to share interest in Agriculture and learn more about Agriculture in a classroom setting). She feels that FFA's mission of making a positive difference in the lives of students by developing their potential for Premiere Leadership, Personal Growth, and Career Success Management through Agricultural Education can be applied to CTE as a whole, as all CTE subjects address those three major components. Chelsea asked the question "In what course within high school can you learn about leadership?" She answered to say that there is no leadership component within the curriculum outside of CTE. To address the personal growth component, she said that students enrolled in high school CTE courses receive early experience, tend to be less apprehensive, and appear to stand out in their classes. As for Career Success Management, CTE makes high school to college transition easier for students and provides scholarship opportunities to post secondary bound students. Unique career training and career opportunities that lie only within CTE are available to CTE students. It is important that students receive the early experience offered in CTE so that they can be better prepared for college and career. Also extremely important to CTE students are the Dual Enrollment courses. Funding for dual enrollment is much appreciated and very much needed within Tennessee. Dual enrollment allows students to get early post secondary experience and college credits so that they are afforded with an even higher ability to succeed and reduced stress in the post secondary setting. Chelsea states that CTE courses provide students with unique opportunities that they will not get in other high school courses. She closed ended by saying that the Premiere Leadership, Personal Growth, and Career Success Management learned within the CTE organization have been irreplaceable. She thanked the Council for the support that they give to CTE and again urged them to continue to push within our state and within our nation, the importance of CTE.

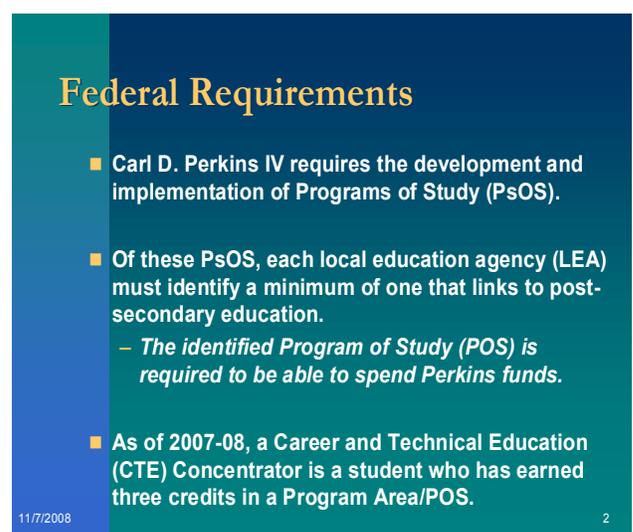
Discussion:

Mr. Barnett thanked Council for having the Public Forum (he noted that forum is required in both State and Federal Law). He thanked Representative Gilmore for her attendance and conveyed to her that CTE appreciates her support. He informed her that Metro schools were in attendance today and he has scheduled meetings with Donna Gilley and Kelly Henderson. Metro Schools has 30 or so new CTE instructors this school year and is trying to ramp up their CTE programs. His presentation concentrated on Program of Study (POS) with some information about dual enrollment and dual credit. Five years ago, CTE did a survey. Council Member, Thom Smith was involved in the survey. The survey found that CTE had an image problem. CTE was then Vocational Technical Education. People didn't think that students who were going to continue on to post secondary education should to be enrolled in a "Vocational" course. CTE is trying to address part of the image problem by changing over from Vocational Technical Education to Career and Technical Education, with a new logo and a new mission and vision statement (available on CTE website). Mr. Barnett invited attendees to visit the CTE website as it is a very rich informational website about CTE. The forum presentation will be available on the website. Mr. Barnett, like Ms. Doss, is also a product of FFA (he was former State FFA Officer). Per Mr. Barnett, State Officers were not near as accomplished in those days as present State FFA Officers, but they did get some good experiences in those days, too. He discussed the points contained in his presentation.



Why Programs of Study?

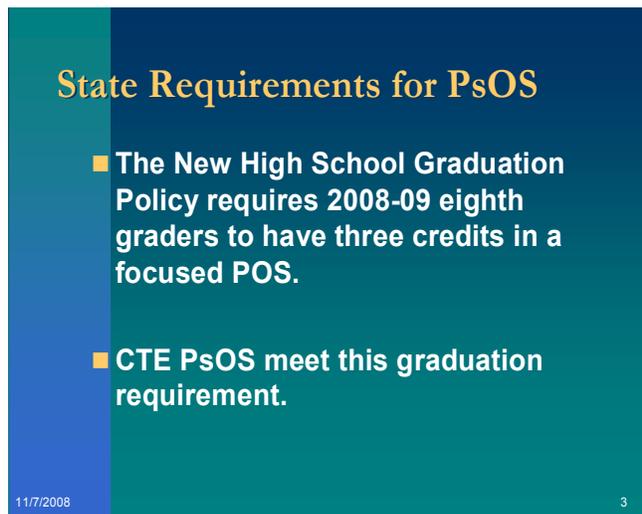
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Federal Requirements

- Carl D. Perkins IV requires the development and implementation of Programs of Study (PsOS).
- Of these PsOS, each local education agency (LEA) must identify a minimum of one that links to post-secondary education.
 - *The identified Program of Study (POS) is required to be able to spend Perkins funds.*
- As of 2007-08, a Career and Technical Education (CTE) Concentrator is a student who has earned three credits in a Program Area/POS.

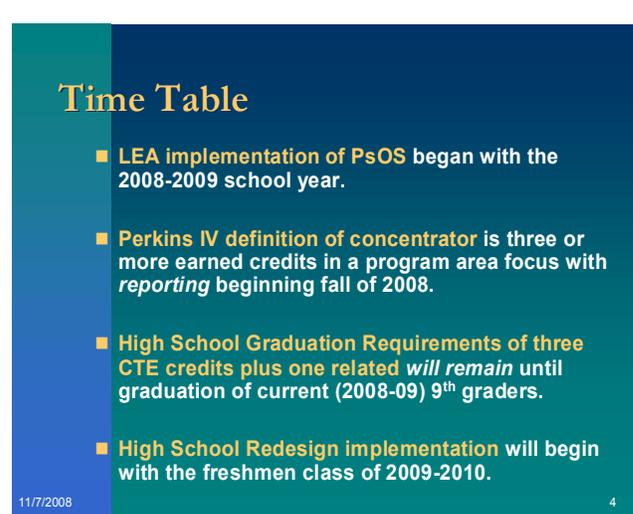
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State Requirements for PsOS

- The New High School Graduation Policy requires 2008-09 eighth graders to have three credits in a focused POS.
- CTE PsOS meet this graduation requirement.

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Time Table

- LEA implementation of PsOS began with the 2008-2009 school year.
- Perkins IV definition of concentrator is three or more earned credits in a program area focus with reporting beginning fall of 2008.
- High School Graduation Requirements of three CTE credits plus one related will remain until graduation of current (2008-09) 9th graders.
- High School Redesign implementation will begin with the freshmen class of 2009-2010.

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How Were PsOS Developed?

- The PsOS were developed over a period of three years with input from CTE Directors, classroom teachers, business partners, teacher educators, national experts, CTE and academic program consultants, Department of Labor, and post-secondary educators.
- The DACUM process was used in developing current curriculum standards.
- Some of the resources used were national curriculum standards, adopted State Board of Education (SBE) curriculum, post-secondary curriculum standards, and Department of Labor statistics.

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PsOS Data and Rationale

- 71 State Approved PsOS within the 16 Career Clusters
- LEAs have reported 2,271 PsOS
- 26 Special PsOS were approved
- CTE Graduation Rates
 - Students who are CTE Concentrators had graduation rates of 92.31% versus 79.5% for the general population (2006-07 data).

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PsOS Revisions

- Each fall, the CTE Division will identify the approved PsOS for the following school year.
- Most changes in PsOS will occur with the curriculum revision cycle.
- Other changes may be made with LEA input or labor market needs.
- Curriculum revisions in Agriculture, FACS, and Technology Engineering Education will be reflected in POS changes for 2009-2010 and will be available November 2008.

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Sequencing and Flexibility of PsOS

- May a course within a POS be taken out of sequence?
Yes. The state only recommends the sequence.
- How flexible is the definition of a concentrator?
The federal definition is consistent with SBE new graduation requirements.

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PsOS Questions

- May a teacher continue to teach CTE courses excluded in a POS?
Yes. Certain courses were excluded in a POS because they do not lead to dual credit/dual enrollment credentials or to high-skill, high-wage and/or high-demand careers.
- What if a teacher is not endorsed to teach one of the courses in a POS?
Teachers with a Professional License may teach up to two sections of the same course outside their area of endorsement within a school year (excludes Occupational License).

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PsOS Questions Continued

- What if the textbook adoption cycle does not follow PsOS changes?
Some systems use a blanket adoption.
- What if a POS does not make?
The LEA will have an opportunity annually to make changes to the PsOS.

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PsOS Questions Continued

- Can Work-Based Learning (WBL) be counted as one of the three credits in a POS?

Yes. This excludes service learning.

A Special Program of Study (SPOS) must be submitted if WBL is counted as one of the three credits.

Since WBL does not currently have State Board of Education (SBE) content standards, the mastery of standards for the WBL related course competencies should be reported.

WBL does not count as the third course in a POS but could be the third credit.

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PsOS Questions Continued

- How do we count PsOS?

If the same POS is offered in more than one school, it is reported as two or more PsOS.

- If a LEA does not offer CMS, does a SPOS have to be submitted?

Yes.

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PsOS Questions Continued

- Must all courses in a POS course sequence be implemented the first year?

No. A POS sequence may be phased in over a period of time depending on student registration and schedule.

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PsOS Questions Continued

- Can a CTE Director make changes in a previously submitted POS?

Yes. Go to eTIGER and select POS.

- For an academic elective focus, example mathematics, will the student be required to take seven credits in mathematics?

Students will complete an elective focus of no less than three credits. The elective focus may be CTE, science and math, humanities, fine art, AP/IB, or other areas approved by the local board of education.

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PsOS Questions Continued

- What about a CTE student and the High School Redesign focus area?

Students completing a CTE elective focus must complete three credits in the same CTE program area or state approved POS.

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PsOS Questions Continued

- What about a CTE Program Area such as T&I that has sub clusters?

With SBE approval in January/April 2009, students may choose from one of the eight clusters/sub clusters for an approved focus of study in T&I.

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Eight Approved T&I Clusters & Sub Clusters

1. Transportation
2. Manufacturing
3. Construction
4. Criminal Justice
5. Cosmetology
6. Culinary Arts
7. Communications
8. Arts

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Approved Courses for T&I Clusters/Sub Clusters

- **Transportation**
3 credits within cluster
- **Manufacturing**
3 credits within cluster
- **Construction**
3 credits within cluster
- **Sub Cluster - Criminal Justice**
 - Criminal Justice I, II, III
- **Sub Cluster - Culinary Arts**
 - Culinary Arts I, II, III
- **Sub Cluster - Communications**
 - Information Technology Foundations
 - Computer Operating Systems/Hardware
 - Networking
 - Cabling Technology
- **Sub Cluster - Cosmetology**
 - Principles of Cosmetology
 - Design Principles of Cosmetology
 - Chemistry of Cosmetology
- **Sub Cluster - Arts**
 - Visual Communications
 - Graphic Communications I, II
 - Digital Design and Imaging
 - Media Concepts
 - Electronic Media Production
 - Electronic Media Management/Operations
 - Web Site I - Foundations
 - Web Page Design II - Site Design Web
 - Page Design III - eCommerce
 - Audio Technology I, II

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PsOS Questions Continued

- **Do all CTE PsOS have to fit the Perkins criteria?**
Yes. All PsOS, by Perkins law, must incorporate secondary and post-secondary elements and include academic and technical content in a coordinated, non-duplicative progression of courses.
- **Must all CTE PsOS have post-secondary linkages approved by the Public Chapter 459 process?**
No. (Public Acts 2007, House Bill #99, Public Chapter #459)

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Website Q's & A's

- **CTE Website:**
<http://state.tn.us/education/cte/>
 - ❖ **Clusters—Programs of Study**
 - ❖ **Q & A**

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Mr. Barnett's Handout Follows:

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Special Program of Study

| Sys# | System | Total | Planned | Submitted | Approved | Selected | CTE Director |
|-------|----------------------|-------|---------|-----------|----------|----------|-------------------|
| 00010 | Anderson County | 13 | | | | | Larry Foster |
| 00012 | Oak Ridge | 2 | | | | | Karen Lane |
| 00020 | Bedford County | 25 | | 1 | 0 | | Julia Campbell |
| 00030 | Benton County | 15 | 1 | 1 | 1 | | Randy Shannon |
| 00040 | Bledsoe County | 1 | | | | | Robert Taylor |
| 00050 | Blount County | 10 | | | | | Alisa Teffeteller |
| 00051 | Alcoa | 3 | | | | | Karleen Brooker |
| 00052 | Maryville | 1 | | 2 | 0 | | Richard Harbison |
| 00060 | Bradley County | 40 | | 3 | 3 | 3 | Arlette Robinson |
| 00061 | Cleveland | 10 | 1 | 2 | 2 | | Steve Clariday |
| 00070 | Campbell County | 16 | | | | | Sharon Ridenour |
| 00080 | Cannon County | 1 | | | | | Michael Johnson |
| 00090 | Carroll County | 9 | | | | | Johnnie McAdams |
| 00092 | H Rock Bruce-ton | 1 | 1 | 2 | 0 | | Scot Crocker |
| 00093 | Huntingdon | 2 | | | | | Steve Peery |
| 00094 | McKenzie | 16 | 1 | | | | David Duncan |
| 00095 | South Carroll | 5 | | | | | Gail Walker |
| 00097 | West Carroll Sp Dist | 60 | | | | | Linda Black |
| 00100 | Carter County | 25 | | | | | Meredith Trott |
| 00101 | Elizabethton | 6 | | | | | Patricia Simerly |
| 00110 | Cheatham County | 3 | | | | | Mike Lockert |
| 00120 | Chester County | 2 | | | | | Christie Pugh |
| 00130 | Claiborne County | 4 | | | | | Ann Shipley |
| 00140 | Clay County | 1 | | | | | Jerry Strong |
| 00150 | Cocke County | 2 | | | | | Donnie Frazier |
| 00160 | Coffee County | 17 | 1 | 5 | 4 | 4 | Rita Young |
| 00161 | Manchester | 2 | | | | | Joey Vaughn |
| 00162 | Tullahoma | 9 | | | | | Jerry Mathis |
| 00170 | Crockett County | 1 | | | | | Carolyn Smith |
| 00180 | Cumberland County | 72 | | | | | Chris King |
| 00190 | Davidson County | 137 | | 1 | 1 | 1 | Donna Gilley |
| 00200 | Decatur County | 3 | | 1 | 1 | | Betty M. Camper |
| 00210 | DeKalb County | 11 | | | | | Brad Leach |
| 00220 | Dickson County | 2 | | | | | Pat Semore |
| 00230 | Dyer County | 13 | | | | | Joyce Johnson |
| 00231 | Dyersburg | 3 | 1 | 1 | 1 | 1 | J. D. Frye |
| 00240 | Fayette County | 31 | | | | | Sylvester King |
| 00250 | Fentress County | 2 | | | | | Amanda Beaty |
| 00260 | Franklin County | 2 | | | | | Dan Wilkinson |
| 00271 | Humboldt | 5 | | 2 | 0 | | Thomas Raines |
| 00272 | Milan | 1 | | | | | Rebecca Jones |
| 00273 | Trenton | 1 | | | | | June273McCourt |
| 00274 | Bradford | 2 | | | | | Jerry Diviney |
| 00275 | Gibson Co Sp Dist | 3 | | | | | James Acree |
| 00280 | Giles County | 17 | | 5 | 4 | | Bill Davis |
| 00290 | Grainger County | 29 | | | | | Anna Jean Cabbage |

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Special Program of Study

| Sys# | System | Total | Planned | Submitted | Approved | Selected | CTE Director |
|-------|-------------------|-------|---------|-----------|----------|----------|--------------------|
| 00300 | Greene County | 28 | 4 | 6 | 2 | | Wayland Seaton |
| 00301 | Greeneville | 5 | | | | | Jerry Renner |
| 00310 | Grundy County | 15 | | 2 | 1 | 1 | Golda Colquette |
| 00320 | Hamblen County | 13 | | | | | Michael Watson |
| 00330 | Hamilton County | 105 | | | | | Briggs Smith |
| 00340 | Hancock County | 9 | | 1 | 0 | | Gary Seal |
| 00350 | Hardeman County | 15 | | 5 | 3 | | Steve Gibson |
| 00360 | Hardin County | 4 | | | | | Donald Williams |
| 00370 | Hawkins County | 24 | | | | | Gloria Silvers |
| 00380 | Haywood County | 6 | | | | | Rhonda Thompson |
| 00390 | Henderson County | 2 | | | | | Lisa Lewis-Evans |
| 00391 | Lexington | 1 | | | | | Elaine Townsend |
| 00400 | Henry County | 7 | | | | | Stacy Byrd |
| 00410 | Hickman County | 6 | | | | | Don Qualls |
| 00420 | Houston County | 4 | | | | | Rhonda Nolen |
| 00430 | Humphreys County | 12 | | | | | Jill Whitfield |
| 00440 | Jackson County | 1 | | | | | Marcella Bentley |
| 00450 | Jefferson County | 16 | | | | | John Cagle |
| 00460 | Johnson County | 19 | | | | | Jim Crowder |
| 00470 | Knox County | 103 | 9 | 6 | 6 | | Don Lawson |
| 00480 | Lake County | 5 | | | | | Howard Todd |
| 00490 | Lauderdale County | 4 | | | | | Sue Toles |
| 00500 | Lawrence County | 53 | | | | | Royce Neidert |
| 00510 | Lewis County | 7 | | | | | Pat Couch |
| 00520 | Lincoln County | 7 | | | | | Keith Gill |
| 00530 | Loudon County | 2 | | | | | Tom Hankinson |
| 00531 | Lenoir City | 8 | | | | | Melanie Harris |
| 00540 | McMinn County | 19 | 2 | 4 | | | Jonathan Pierce |
| 00550 | McNairy County | 41 | | | | | Ronnie Teague |
| 00560 | Macon County | 6 | | | | | Jimmy Wheeley |
| 00570 | Madison County | 44 | 1 | | | | Curtis Gillespie |
| 00580 | Marion County | 7 | | | | | Kay Light |
| 00590 | Marshall County | 3 | | | | | Ray Stacey |
| 00600 | Maury County | 52 | 6 | | | | Susan Chapman |
| 00610 | Meigs County | 3 | | | | | Christy Armour |
| 00620 | Monroe County | 3 | | | | | Elton Frerichs |
| 00630 | Montgomery County | 23 | 1 | 1 | 1 | | Frances Richardson |
| 00640 | Moore County | 2 | | | | | Claudette Stewart |
| 00650 | Morgan County | 1 | | | | | Mitchell Heidel |
| 00660 | Obion County | 19 | | | | | James Faulkner |
| 00661 | Union City | 6 | 1 | 2 | 2 | | Billie Rich |
| 00670 | Overton County | 25 | | | | | Dennis Barsness |
| 00680 | Perry County | 3 | | | | | Ginger Cagle |
| 00690 | Pickett County | 1 | | | | | Patricia Reagan |
| 00700 | Polk County | 13 | | | | | Louetta Moats |
| 00710 | Putnam County | 1 | | | | | Don Sadler |

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Special Program of Study

| Sys# | System | Total | Planned | Submitted | Approved | Selected | CTE Director |
|--------------|------------------------|-------------|-----------|-----------|-----------|-----------|---------------------|
| 00720 | Rhea County | 11 | | | | | Gary Cooper |
| 00730 | Roane County | 5 | | | | | Lance Derek Duff |
| 00740 | Robertson County | 5 | | | | | Barry Baker |
| 00750 | Rutherford County | 100 | 8 | 10 | 2 | 6 | Kay Nixon |
| 00760 | Scott County | 2 | | | | | Curtis Bruce |
| 00761 | Oneida | 3 | | | | | Ann Daugherty |
| 00770 | Sequatchie County | 6 | | | | | Gwen Hobbs |
| 00780 | Sevier County | 43 | | 5 | 4 | 7 | John M. Dean |
| 00790 | Shelby County | 38 | | 1 | | | Clark Knight |
| 00791 | Memphis | 349 | | | | | Willie Slate |
| 00800 | Smith County | 6 | | | | | Elaine M. Baker |
| 00810 | Stewart County | 9 | 1 | 1 | 1 | 1 | Francis Carson |
| 00820 | Sullivan County | 5 | | | | | Jerry McMahan |
| 00821 | Bristol | 7 | | | | | Blair Henley |
| 00822 | Kingsport | 20 | 1 | | | | Dean Blevins |
| 00830 | Sumner County | 81 | | | | | Ellis Hollerman |
| 00840 | Tipton County | 32 | | | | | Harvey Witherington |
| 00850 | Trousdale County | 2 | | 1 | 1 | | Janice Burrow |
| 00860 | Unicoi County | 8 | | | | | Charles Baxter |
| 00870 | Union County | 4 | | | | | Richard Keck |
| 00880 | Van Buren County | 1 | | | | | Chris Binkley |
| 00890 | Warren County | 17 | 1 | 2 | 2 | 2 | Tracy Risinger |
| 00900 | Washington County | 35 | | | | | Bill Flanary |
| 00901 | Johnson City | 4 | | | | | Kenneth Ralston |
| 00910 | Wayne County | 2 | | | | | Beverly Hall |
| 00920 | Weakley County | 28 | | | | | Marvin Flatt |
| 00930 | White County | 8 | 1 | | | | Tim Mackie |
| 00940 | Williamson County | 109 | | | | | Jackie Baggett |
| 00950 | Wilson County | 9 | | | | | Bill Moss |
| 00961 | Alvin C York Institute | 1 | | | | | Gary Tinch |
| 00963 | Tenn School For Blind | 1 | | | | | Joe Lozano |
| 00964 | Tenn Sch For Deaf | 2 | | | | | Pamela Kaye West |
| Total | | 2342 | 42 | 73 | 42 | 26 | |

System/school:
124/321
Total POS entry: 2342
Selected POS: 122 (18 of SPOS)
System with 1 POS: 16
Total SPOS indicated: 42
Selected SPOS: 26
modification of POS

Referring to slide 6 of his presentation, Mr. Barnett stated that "The most impressive statistic is the concentrators". For students who take 3 or more credits in a CTE program or POS, the graduation rate last year in the State of Tennessee (TN) was 92.31 % versus the general population of 79.5%". This type of information was not available 4/5 years ago but is now available on the Tennessee Department of Education (TDOE) website (Go to the report card and click on the report card and there is a link to CTE. You can look at your local school system and /or individual high school and get information). Total CTE course enrollment is 362,973 students which is a large percentage of our high school students. At any one time, better than 90% of graduating students took at least one CTE course. The handout given lists, for this fall, the POS that are reported by local school systems to TDOE, Division of CTE. The far right hand column shows how many high schools in TN are implementing that particular POS. This is the first year that PsOS are being implemented in TN. Purpose of POS is to get students focused in a program or POS that will help them to post secondary education at a 2 or 4 year college or university. Almost 90% of future jobs are going to require some form of post secondary education. Students can not just graduate from high school and go directly to work and have a good chance of having high skilled, high wage, or high demand employment. Perkins requires POS in courses to meet 2 of the 3 previously mentioned standards which were identified in the State of Tennessee by the Tennessee Department of Labor and Workforce Development (TDLWD). The information provided by TDLWD was used in designing PsOS. Linkage to post secondary education and the dual enrollment, dual credit opportunities are important in that design. A committee led by John Townsend came up with the definition of dual enrollment, dual credit. Dual enrollment post secondary courses are taught either at the post secondary institution or at the high school by the post secondary faculty and dual credit post secondary courses are taught at the high school by high school faculty. TN CTE has 42 statewide dual credit agreements and is continuing to forge partnerships with the Tennessee Board of Regents (TBR) to have additional dual enrollment, dual credit agreements that are taken statewide that would apply to any institution. CTE is also emphasizing those programs that would lead to industry recognized credentials in Trade and Industry, Health Science, and Business Technology. CTE is working toward getting TN teachers industry certified, programs industry certified, and students the ability to sit for industry certification exams out of appropriate programs. There are sixteen career clusters. They are national career clusters and are being adopted by almost every state. Tennessee career clusters are located on the CTE website (you can go onto the website and click on any one of the links and it will carry you to the POS under those career clusters and will provide you information on which post secondary institutions support those PsOS, what type of jobs are available under those POS, and what kinds of financial rewards you would expect in those particular areas). TN CTE has over 70 programs of study (see handout for list). Some PsOS are repeated as some are highly qualified or non-highly qualified. Some PsOS cross over from one program area to a different program area. Along with Dr. Gary Nixon, CTE worked with Tennessee State Board of Education (SBE) to implement PsOS as part of the high school redesign. CTE was an integral part of the high school redesign. CTE students will now be required to take, in almost every case, the same kind of academic loads as other students thereby getting away from the two path system that we formerly had in CTE. Regarding the elective focus; under the new graduation requirements, students can complete 3 units of the same CTE program area or state approved POS and that will count toward their elective focus for graduation. The elective focus can be in other areas, but Mr. Barnett believes that many of TN high school students' elective focus will be in CTE. If a student knows that they are going to go straight to work or to a Tennessee Technology Center (TTC), they can waive the fine arts and foreign language requirements that are required for a 4 year university and add 3 more units of CTE for a total of 6 CTE units. This is the first year for PsOS in the local school systems. CTE is not requiring PsOS, but does think that, somewhere down the road, TDOE will probably look to partnering with TN SBE in requiring PsOS. CTE is giving local schools time to implement these PsOS. CTE is providing the information to local school systems and counselors and in each venue that it can. CTE has two particular career focus sites on the website, TCIDS and Kuder. Both are powerful career planning systems that incorporate the use of these kinds of elective focuses. Mr. Barnett ended his presentation by thanking the Council for the opportunity of representing the TDOE before the Council and he also thanked the Council for the work that they do to help the Division of CTE promote CTE in TN.

Speaker #4 – Chelle Travis – Associate Vice Chancellor, Tennessee Board of Regents, TN Technology Centers

Discussion:

Ms. Travis presented the case for secondary to post secondary transition and gave background data on why it is so important for us in the United States and in Tennessee to be at the forefront of this opportunity which gives secondary students an opportunity to experience post secondary education, gain that experience at a young age, get comfortable with it, and to also gain college credit while still in high school. Students can then see a light at the end of the tunnel, making a post secondary certificate, diploma, or degree seem more in reach at the beginning of their post secondary journey. She shared with the forum her presentation regarding transition from secondary to post secondary.

“Workforce Development, It’s What We Do!”



Secondary to Post-secondary Transitions

The Case for High School Transition Initiatives

2

Older Adults Ages 35-64

| | |
|-----------------|-----|
| Canada | 41% |
| United States | 39% |
| Finland | 31% |
| Japan | 31% |
| Sweden | 31% |
| Denmark | 31% |
| New Zealand | 29% |
| Australia | 29% |
| Norway | 28% |
| Switzerland | 28% |
| Belgium | 28% |
| Iceland | 28% |
| United Kingdom | 28% |
| Germany | 27% |
| Netherlands | 26% |
| Ireland | 22% |
| Korea | 22% |
| Spain | 20% |
| France | 19% |
| Greece | 17% |
| Hungary | 15% |
| Luxembourg | 15% |
| Austria | 14% |
| Mexico | 14% |
| Czech Republic | 12% |
| Poland | 12% |
| Slovak Republic | 11% |
| Italy | 11% |
| Portugal | 9% |
| Turkey | 7% |

- The United States is still among the top nations in the proportion of older adults holding a college degree

www.measuringup.highereducation.org

3

Younger Adults ages 25-34

| | |
|-----------------|-----|
| Canada | 43% |
| Japan | 42% |
| Korea | 40% |
| France | 40% |
| Norway | 40% |
| Sweden | 40% |
| Belgium | 39% |
| United States | 38% |
| Spain | 37% |
| France | 37% |
| Ireland | 37% |
| Austria | 36% |
| Denmark | 35% |
| United Kingdom | 35% |
| New Zealand | 32% |
| Switzerland | 32% |
| Latvia | 30% |
| Netherlands | 28% |
| Denmark | 24% |
| Germany | 22% |
| Poland | 20% |
| Luxembourg | 19% |
| Mexico | 19% |
| Hungary | 17% |
| Portugal | 16% |
| Austria | 15% |
| Slovak Republic | 15% |
| Czech Republic | 12% |
| Italy | 12% |
| Turkey | 11% |

- ...but drops to 7th in educational attainment of young adults

4

Post-secondary Participation

| | |
|-----------------|-----|
| Korea | 44% |
| France | 37% |
| Finland | 37% |
| Belgium | 37% |
| United States | 36% |
| Ireland | 36% |
| Poland | 34% |
| Australia | 34% |
| France | 31% |
| Hungary | 31% |
| Spain | 31% |
| New Zealand | 29% |
| Netherlands | 27% |
| Denmark | 26% |
| Portugal | 25% |
| Sweden | 24% |
| Czech Republic | 23% |
| Germany | 22% |
| Austria | 22% |
| Denmark | 20% |
| Slovak Republic | 20% |
| Iceland | 19% |
| Switzerland | 19% |
| Mexico | 17% |
| Turkey | 15% |

- The United States is among the leaders in post-secondary participation

5

Post-Secondary Completion

| | |
|-----------------|----|
| Japan | 73 |
| Portugal | 65 |
| United Kingdom | 64 |
| Australia | 63 |
| Switzerland | 63 |
| Denmark | 63 |
| Ireland | 61 |
| New Zealand | 61 |
| France | 59 |
| Latvia | 59 |
| Korea | 58 |
| Belgium | 58 |
| Sweden | 58 |
| Slovak Republic | 58 |
| Poland | 57 |
| United States | 57 |
| Spain | 57 |
| Netherlands | 56 |
| Hungary | 56 |
| Czech Republic | 55 |
| Mexico | 54 |
| Norway | 54 |
| Ireland | 54 |
| Turkey | 53 |
| Austria | 53 |
| Germany | 53 |
| Italy | 52 |

- ...but ranks in the bottom half for post-secondary completion

6

Why do students drop out?

- ❖ 47 % of dropouts said classes weren't interesting
- ❖ 43% had missed too many days of school and couldn't catch up

The Silent Epidemic: Perspectives on High School Dropouts by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill and Melinda Gates Foundation, March 2006

7

What might have kept dropouts in school?

- ❖ 81 % called for more "real-world" learning opportunities
- ❖ 75% wanted smaller class sizes with more individual instruction
- ❖ 71% favored better communication between parents and schools and more involvement from parents

The Silent Epidemic: Perspectives on High School Dropouts by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill and Melinda Gates Foundation, March 2006

8

What are dropouts experiences in High School?

- ❖ 88% had passing grades
- ❖ 70% said they could have graduated, if they had tried

The Silent Epidemic: Perspectives on High School Dropouts by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill and Melinda Gates Foundation, March 2006

9

- ❖ Nearly 60% of 9th-10th grade students say they would be more motivated to succeed if their education offered more relevancy to their future careers.

James Irvine Foundation, April 2006

- ❖ Career and Technical Education programs help prepare students for all 20 of the fastest growing occupations identified in the 2006-2007 U.S. Department of Labor's Occupational Outlook Handbook

10

CTE Post-secondary Transition

- ❖ Among dual credit participants, significantly more Career and Technical Education students compared to non-CTE students attributed their decision to attend college or technology center to their participation in dual enrollment.

(National Research Center in Career and Technical Education, 2006)

11

Quick Facts

- ❖ During the academic year ending August 31, 2007, the TTCs served 28,558 students statewide and provided over 9 million hours of training
- ❖ In 2006-2007, TBR technology centers awarded 1,986 certificates and 4,779 diplomas. In addition, 6,980 supplemental certificates were awarded.
- ❖ Ninety-six and a half percent (96.5%) of our graduates passed national license exams
- ❖ Eighty-seven percent (87%) of our graduates were placed in employment during 2006-2007.



Age

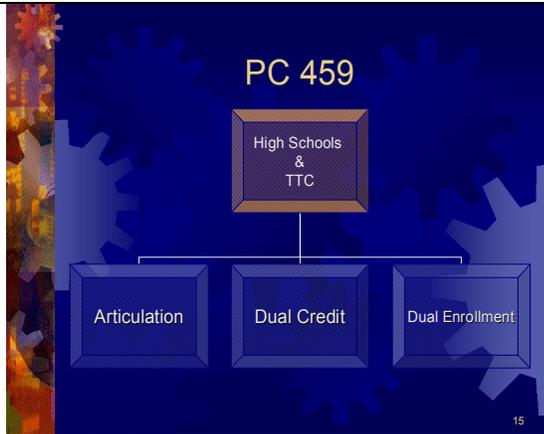
| | |
|----------------------|--------------|
| 15-19 | 5.5% |
| 20-24 | 22.6% |
| 25-34 | 24.1% |
| 35-64 | 31.0% |
| Over 64 | .8% |
| Age not given | 16.0% |

13

Public Chapter 459

- ❖ Increase statewide opportunities for high school students to receive post-secondary credit
- ❖ Dual credit, dual enrollment, articulation
- ❖ Pilot Tennessee Technology Center programs 2008

14



Transition Opportunities

- ❖ **Articulation** – Is based on the idea that “equivalent learning outcomes” can be gained by a student “attaining competency” through one or more secondary courses. Based upon the process a student is eligible to receive post-secondary credit at some point.
- ❖ **Dual Credit** - A post-secondary course that is taught at the high school using high school faculty, with the students able to gain credit at the post-secondary institution through successful completion of the course plus satisfying the requirements of the institution for receipt of the credit. Students are not enrolled in the post-secondary institution, therefore do not pay tuition and other associated fees and do not have to meet post-secondary entrance requirements at the time that the course is taken.
- ❖ **Dual Enrollment** - A post-secondary course taught either at the college/TTC or at the high school, by the college faculty (may be adjunct) which upon successful completion of the course allows students to earn post-secondary and secondary credit. Students are enrolled in both the high school and the post-secondary institution. Students must meet the post-secondary entrance requirements and are responsible for tuition and associated fees.

Pilot Programs

- ❖ **TTC Oneida – Six Point Pilot**
 - ❖ Technology Academy – “School within a School”
 - ❖ Credit Recovery
 - ❖ Summer Technology Camp
 - ❖ Evening
 - ❖ Dual Credit & Articulation Expansion
 - ❖ Dual Enrollment Expansion

| | |
|------------------------|-----|
| 2007-2008 Projections | |
| Dual Enrolled at TTC | 224 |
| Technology Academy | 15 |
| Summer Technology Camp | 40 |
| Credit Recovery | 20 |
| Evening Program | 20 |

Pilot Programs

- ❖ **TTC Pulaski - Advanced Manufacturing**
- ❖ **2007-2008 Programs**
 - ❖ Machine Tool, Industrial Maintenance, Welding, Business Systems Technology, HVACR, Industrial Electricity, Computer Operating Systems and Technology, Residential Wiring and Plumbing
 - ❖ 5 additional programs for 2008!
- ❖ **2007-2008 numbers**

| | |
|----------------------------|-----|
| ❖ Dual enrollment students | 121 |
| ❖ Seniors graduated | 77 |
| ❖ Returned as an adult | 32 |
| ❖ Earned TTCP Certificates | 43 |

Pilot Programs

- ❖ **TTC Murfreesboro –**
The First Step to Health Careers
 - ❖ 5 local high schools
 - ❖ CNA prior to senior year

Other Pilot Programs

- ❖ **TTC Nashville-**
 - ❖ Dual Credit in 13 High Schools
 - ❖ 11 Davidson County
 - ❖ Robertson County
 - ❖ Cheatham County
 - ❖ Approximately 500 students

Other Pilot Programs

- ❖ **TTC Memphis**
 - ❖ Online Dual enrollment
 - ❖ Laptop/Internet Program
 - ❖ Rural & Urban
 - ❖ 20 students

Other Pilot Programs

- ❖ **TTC Hartsville – Tri-County CTE Center**
- ❖ **TTC Livingston – Livingston Academy**

Articulation

- ❖ Sixteen statewide articulation agreements have been signed between secondary programs and postsecondary institutions in the past two years.

(Tennessee Department of Education Data, 2006)

- ❖ TTC to Community College

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TTC Dual Enrollment 2006-2007

- ❖ Dual Enrollment Grant
 - ❖ Retention Rate
- ❖ 962 High School Students Statewide
- ❖ 253,651 clock hours earned
- ❖ \$425,000 approximate savings to parents

24

Co-curricular Career and Technical Student Organizations (CTSOs)

| CTSO | Membership |
|--------------------------|------------|
| SkillsUSA Secondary | 10,000+ |
| SkillsUSA Post-secondary | 10,000+ |

This year the TTCs offered Tennessee Secondary SkillUSA:

120 full tuition and fee scholarships to all 1st place state winners

352 one year scholarships to regional winners

25

Change is the law of life. And those who look only to the past or present are certain to miss the future.

~ President John F. Kennedy

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Websites

- ❖ <http://technologycenters.info>
- ❖ <http://pathways.tbr.edu>
- ❖ www.state.tn.us/education/cte/
- ❖ www.careerclusters.org
- ❖ <http://tcids.tbr.edu>

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Ms. Travis relates that the fact that the United States (U.S.) is among leaders in post secondary participation but ranks in the bottom half in terms of post secondary completion makes a great case for dual enrollment. Students who see post secondary credit attainment is possible at an early age are more confident that they can actually complete. We would like to have student retention in high school and an increase in graduation rate as well. Dropouts (47%) said classes were not interesting. Dual enrollment classes give "hands-on" learning and makes learning relevant, thus creating student interest. If students had dual enrollment opportunity available to them, it is possible that there would be a decline in students missing too many days of school. Dual enrollment answers the "real-world" learning opportunities and smaller class size requirements that might keep dropouts in school. Tennessee Technology Centers (TTCs) have set up several dual enrollment, dual credit pilot programs that encourage parent participation by having dual enrollment, dual credit, and articulation fairs so that parents are able to see what is available to their children. The TTCs also visit the high schools.

Public Chapter 459 (PC 459) provides opportunities for high school students to receive post secondary credit. PC 459 creates the opportunities for dual enrollment, dual credit, and articulation. Ms. Travis shared that TTC is taking a partnership approach and they are also taking a three pronged approach, piloting programs in all three areas that PC459 addresses (articulation, dual credit and dual enrollment). Ms. Travis discussed the Pilot Programs located at TTC Oneida, TTC Pulaski, and TTC Murfreesboro. Other Pilot Programs that were not included in the PC 459 Pilot Program but being piloted by the TTC this year are TTC Nashville, TTC Memphis, TTC Hartsville, and TTC Livingston. Currently there are 16 articulation agreements between secondary and post secondary institutions. TN also has an articulation agreement with Community College partners where students who earn a diploma can get 30 hours credit to go to any TBR institution and complete their General Technology A. S. degree. The dual enrollment grant provides the students the opportunity to go to the Technology Centers without having the burden of extra tuition. There is \$300 per term, \$600.00 per year, available for the student to attend the TTC. Another transition opportunity, a secondary opportunity, which connects secondary students to post secondary institutions, is Career and Technical Student Organizations (CTSOs). Secondary to post secondary scholarship opportunities are available to CTSO students through Regional and State competition activities. This helps to create that seamless transition from secondary to post secondary across the state of TN. Ms. Travis ended by saying that the new changes need to be embraced as the future of our state and our students depend on its success.

Speaker #5 – Dr. Kay Clark – Associate Vice Chancellor, Tennessee Board of Regents, Academic Affairs

Discussion:

Dr. Clark began by giving some background on TN community colleges. TN has 13 Community Colleges in the TBR system. The community colleges have the dual mission of providing university parallel programs for transfer and for career and technical programs. Dr. Clark focused on Career and Technical programs. He emphasized the importance of a development that occurred recently as it relates to Perkins 4 funding. Up until 1998, community colleges had no opportunity to participate in Perkins funding other than through Tech Prep. With the new iteration of Perkins and Perkins 4, with the possibility of consolidating the basic grant with Tech Prep funds, TBR, through the negotiations of all of its partners, were able to secure funding for the community colleges through Perkins 4. Dr. Clark publicly thanked all who were involved in those negotiations, Larry Foster (who led that effort.), Assistant Commissioner Ralph Barnett and his CTE staff, Vice Chancellor James King and his staff and partners at TBR and TTCs, and Dr. John Townsend (Executive Director of Workforce Development and Academic Affairs). The funds have permitted colleges to do some things that are very central that would not have been possible otherwise. Community colleges receive revenue through 3 main sources, funding from the state legislature, student tuition and other sources. Due to limited increases and now, with the reversion of funds, students shoulder nearly half the costs for instruction at community colleges (45.6% - which is creating a burden for students). This is a significant change from a few years ago. As recently as 15 years ago, students were shouldering only 29% of the tuition. Other funding sources or support are becoming important to keep tuition costs down. Even in this economic reality, our community colleges have been successful in various areas; working with business and industry, working with college students, and working with high school students. TBR has worked with business and industry to upgrade opportunities for community colleges (i.e. Cleveland State drafting and design program received a \$5000 grant from the TVA to purchase global positioning system equipment; Cleveland State was awarded with an \$84,000 alternative fuels innovation grant from the Tennessee Department of Environment and Conservation to develop an alternative fuels learning lab; Chattanooga State received \$80,756 grant from the Community College Foundation of Greater Chattanooga in support of scholarships for high school dual enrollment and for graduates to further study engineering technology; the Regional Center for Health Professions, which was primarily funded by the city of Kingsport with significant financial support and equipment purchase by Wilmont Health Systems, houses Northeast State Community College's Division of Nursing and five health related professional programs). The Center, combined with the Regional Center for applied technology, and the pending Regional Center for Higher Education and Regional Center for Advanced Manufacturing (both opening sometime this year), would become the core of the academic village in downtown Kingsport (Northeast State plays the key role). Working with college students for better opportunities, TBR has partnered with the Academic Center for Transformation in order to redesign the developmental studies programs at TBR institutions. Six institutions were awarded grants for pilot programs. The attempt to redesign is to provide more focused learning opportunities to students identified

with developmental or remedial learning needs. About 70% of students who enter community college need some form of remediation. The grants provide institutions funds to set up alternative learning models for students to learn (i.e. Jackson State Community College has reformatted its three developmental traditional bell-time studies Mathematics courses into 12 modules. Students are required to take only the modules that are relevant to their career goals. Nashville State Technical Community College recently received a National Science Foundation Grant to develop and disseminate an initiative on problem-based case learning. Problem-based case learning begins with a real current technical problem introduced by a business partner. Students work in teams to investigate the problem, propose solutions to the problem, and present proposed solution to business partner. The project has received 1.030 for 4 years and will disseminate the process to other community colleges throughout the United States, including working with the Chicago Public Television Network to develop digital support services. The Perkins 4 funding has really helped TBR institutions to improve associate applied science degree programs (i.e. helped Roane State Community College establish a designated health information technology information lab; Columbia State Community College used Perkins funds to allow an upgrade of the EMT program; Motlow State Community College bought a Noel neonatal simulator; Southwest Tennessee Community College's Perkins funding will allow the college to host 3 seminars per semester for 2 semesters for the CTE faculty, Counselors, and administrative personnel to discuss how to create a stronger collaboration between the faculty and career services area to better serve the gender non-traditional students). Working with high school students, TBR continues partnering with the Tennessee Department of Education, University of Tennessee System, and the Higher Education Commission to implement PC 459. Dr. Townsend is co-chairing that initiative and is highly involved. The initiative seeks to expand college credit to students while still in high school. This year, TBR has had 3 community colleges and Middle Tennessee State University (MTSU) to participate from the division. TBR's hope is to provide some meaningful prototypes that other institutions may emulate in their programs (whole idea behind PC 459). Chattanooga State Community College is working with Hamilton County Schools to establish a new technical middle college. A middle college is already housed in Chattanooga State. With academic initiatives; this program will establish PsOS for students to finish their high school experience with an A.A.S. in some technical area of study. Some of the challenges that were presented by Dr. Knight included; funding (the most important one) and how to keep the initiative going. Funding is a severe challenge and one that will be met. It requires ingenuity to continue programs without burdening students any more than necessary with tuition and fees. Also, community colleges need to focus on the entire work to be done. TBR needs to focus on a more global version or vision of the technical programs and how they can succeed as they work with workforce development and economic community development. Programs and university parallels are working superbly. The transfer mechanism is available through the common general education curriculum that works well and more needs to be done to enhance more of our career and technical programs. Regarding funding, some means to get a designated amount of money to upgrade equipment annually, similarly to what the TTCs have, should be sought. And, as it relates to PC 459, there is a need to look at means that might streamline how things are being done. PC 459 is at the beginning phase. There is also a need to look at how to eliminate a bit of the bureaucracy in order to make it a very successful program. TBR is very supportive of PC 459 and hopes that within a few years they will have some very good programs to present to all their colleges and universities. As the efforts to update secondary education continues, TBR continues to look at how to align high school programs with their college programs.

Speaker #6 – Dr. Gary Nixon – Executive Director TN Board of Education

Discussion:

Dr. Nixon, State Board of Education (SBE), states that the picture that he will paint is not a very rosy one. Per Dr. Nixon, news reports indicate that the economy is in the worst shape ever. It is the worst that he has seen in his lifetime. A headline in March said that "Tennessee's Income Growth Tanks". Tennessee is tied for last in the nation with Arizona in growth of per capita income. Another article around that time said that Tennessee had lost 33,000 manufacturing jobs in the last two years. Dr. Fox (Middle Tennessee State University) says the problem is that TN does not have a workforce that can compete. Whenever you look at the skills that are needed for the new jobs, "those high skill, high wage jobs", the available workforce is pretty much unskilled and undereducated in the Reading, Math, and Science skills that are needed for those jobs. It is obvious that what has been done with the American Diploma Project is right on target. Looking at the graduates of TN's high schools in the last 2 years, about 18% of the approximately 85% of TN graduates who took the ACT met the

college readiness benchmark. When we think about that in light of 67% of the jobs in 2010 are projected to require training beyond high school, TN has a piece to go. The American Diploma Project is one of those pieces that will help TN to dig out of the dilemma that it is in with the declining economy. To truly prepare 60%, 70%, 80% of TN's graduates to meet college readiness benchmarks; to be ready for training beyond high school; that is SBE's challenge. The second piece of the puzzle is Public Chapter 459: dual credit, dual enrollment. Those are critical pieces. Why are they critical? Unfortunately, there are a lot of families in TN who do not place a high value on education, who do not see post secondary education in the future for their children. PC 459, dual enrollment, dual credit, can be vehicles to help recruit those non-traditional families to get involved in education beyond high school; to go to a technology center or community college; to get training that will prepare them for the future jobs. The Diploma Project is managed by Achieve. Achieve is through the National Governor's Association. Achieve has worked with ACT, SAT, NATE, employers, and college professors, to identify in Language Arts and Math, the curriculum standards that children need to be prepared for life after high school. There are two pieces of good news: (1) SBE has aligned standards (State Board approved in January) in Language Arts and Math with the Achieve standards. (2) Starting with 12th grade all the way down to kindergarten, Achieve is about half way through doing an international benchmarking on their standards. The Achieve standards, at this point, look right on target to allow TN students to have an education to compete internationally. SBE, besides aligning the standards, have looked at graduation requirements and raised the number of credits to 22 (4 in English, 4 in Math, 3 in Science). Other credits are Physical Education and Financial Management (TN is first in the Nation in bankruptcy). There is also an elective focus requirement. Of the three elective focuses available, CTE will be the primary focus. The elective focus requirement was put in because of what was learned from CTE. CTE concentrators have a high completion rate and a high graduation rate. It is hoped that other children who, if they can have a concentration, will also find value and form relationships that will carry them through to graduation. Now, PC 459 and dual enrollment kicks in, getting the students involved in the dual enrollment, dual credit classes. A dual credit class is a college course or high school course aligned to college course that is taught at the high school by a high school faculty member. There is no tuition. Students do not have to meet entrance requirements; they just have to be a high school student taking the class. If the student passes the class, then the higher education partner furnishes a challenge exam. Students who pass the challenge exam can receive credit when they enroll as a higher education student. SBE is offering students, who may not have a family that has history of going to post secondary, an opportunity to get involved in a post secondary program and have a toe-in-the-water experience that is safe and that does not risk any resources. It is hoped that the toe-in-the-water experience will help in recruiting more and more Tennesseans to get in higher education (to think that "maybe I, too, can go"). The American Diploma Project and PC459 are believed to be key pieces to helping Tennessee dig out of the situation that it is in. SBE is looking down stream and is attempting to determine "What are the things that we need to be doing in elementary and middle school to assure that students leave 8th grade ready for the rigors of the new high school standards requirements". There is a lot of thought going on there and that should come forth in the next 6 to 8 months. Although it looks bleak, Dr. Nixon assures the forum attendees that he does see a positive future for TN as the Diploma Project, dual enrollment, and dual credit get more students involved in higher education.

Speaker #7 – Royce Neidert – CTE Director, Lawrence County Schools

Discussion:

Mr. Neidert addressed the Council on Lawrence County's Advisory Committee activities and shared some of the successes and challenges of the CTE program. He started his presentation by presenting some background information. Lawrence County is located in Southern Middle TN. The county is in close proximity to Birmingham, The Muscle Shoals area, Huntsville, Nashville, and Memphis. Lawrence County is located in the middle of all that. The county is looking at some of their programs, jointly with TTC and the community colleges. The plan is to train students to go into those areas which are actually expanding job opportunities in the Lawrence County area. Mr. Neidert shared data on the Lawrence County School System; some of the successes of their program; and some of the challenges of their program.

Lawrence County CTE Advisory Committee

Successes and Challenges
Royce Neidert
CTE Director

Lawrence County



Lawrence County Schools

- 9 elementary schools, 3 high schools, one adult high school
- 6662 total students
- 2000 high school students
- 81% of high school students enrolled in a CTE program in 07-08
- 39 CTE programs of study
- 95.6 % completion rate (2S1)

Successes

- Provided dual enrollment opportunities in construction electrical and plumbing, welding, machine tool technology, English, and mathematics on our campuses; 228 students received dual credit in 07-08
- Provided bus service to TTC-Hohenwald for dual enrolled SHS students
- Have an exemplary advisory committee
- Expanded Virtual Enterprise at LCHS
- Expanded Project Lead the Way course offerings

Challenges

- Expand dual enrollment opportunities at LHS, LCHS, and SHS
- Begin building program (two shops and classrooms) at SHS
- Add a second keyboarding teacher thus freeing time for higher level course offerings in high school
- Add Virtual Enterprise and Project Lead the Way at SHS and LHS
- Complete NATEF certification for Automotive Technology

Questions?

Royce Neidert
CTE Director
Lawrence County School System
700 Mahr Avenue
Lawrenceburg, TN 38464
(931) 762-3581
rneidert@lcss.us

Regarding the successes that Lawrence County has had with dual enrollment, Mr. Neidert focused on one of the welding programs that began last year. He explained how the welding program came about and how important the Advisory Councils that they have in place played into the program start-up. Mr. Neidert furnished a bit more detail on the bus service that transports Building program students to and from TTC Hohenwald. Travel from one of the high schools is about a 20 mile trip for students. The bus service is locally funded and provides bus service for 22 students, who are in their

senior year of high school, to go over to the TTC and receive dual credit in programs. Lawrence County is trying to pick up some of the wasted part of the senior year and make it a little more productive. Mr. Neidert showed data on how one of the programs got started. Per Mr. Neidert, two years ago they began to get feelers that there was a big company thinking about locating in the Lawrence County area. They eventually found out that the company was National Steel Car, a rail car manufacturer. Constructing rail cars is a really highly robotic welding process. The central office, the workforce development folks, and the chamber of commerce received calls asking how many welders we had of employ and how many welders could we train. No one had any idea of what was going on. Then, all of a sudden, they started improving one of the rail lines going into the area. It was announced that the National Steel Car from Canada was opening a plant in the Muscle Shoals area which is about 27 miles from Lawrence County. Lawrence County has always had lots of its students go into Muscle Shoals area for employment. The company announced that there would be 1800 jobs, mostly welding related. With that, Lawrence County began looking at opening up a welding program to provide students with those opportunities. Mr. Neidert reviewed the initial start up document for the welding program.

Mr. Neidert explained that Lawrence County had a teacher on the high school staff who is certified in welding. The school system and TTC @ Pulaski worked together on the start-up of the welding program. Lawrence County School System pays 70% of the high school teacher's salary and the TTC pays 30% of the salary and all benefits. This has become a very successful model. There are now 3 programs operating in the county. These are TTC programs operating in Lawrence County Schools' facilities. The welding program was in place 1 year last year. About 30 students completed the program. All but one student came back into the program to either finish a certificate or to stay in the TTC program and finish it. While looking at what is done in the shops, adult training at night is being considered. This is truly a partnership with everybody working together and all of this came about because of the strength of the Advisory Committee. All of the challenges for Lawrence County CTE are money related and Mr. Neidert hopes that they can keep the ball rolling and move forward.

Speaker #8 – Bruce McClure – Teacher, White House High School (WHHS), Sumner County

Discussion:

Mr. McClure is an automotive instructor who wishes to provide some insights about what happens in their program. He is very active in the Career and Technical Student Organization (CTSO), SkillsUSA. The chapter members recently attended a Washington D.C. Leadership conference and spoke with congressmen and representatives to advocate for Carl Perkins. The students thanked them for voting and passing the funding that helps their program and all the programs in TN. The WHHS's automotive program is one of the largest in TN. The program is NATE F and AYES certified. The program is the only automotive program in TN with 3 certified automotive teachers. When Mr. McClure began teaching, he set a goal for making his program NATEF certified. After accomplishing this goal, the next goal he set was to establish articulation and agreements with community colleges. Volunteer State Community College is located in their county. They already had in place with TTC a state-wide agreement with articulation which allow students completing the high school's NATEF certified program (4 areas are NATEF certified: engine performance, steering suspension, brakes, and electrical and electronics) to go to the TTC in those 4 areas, which are articulated straight through, and count half their time as already completed. Although this agreement was a great opportunity for his students, Mr. McClure also wanted his students to get a degree. So he, along with his Advisory Council, talked with the folks at Volunteer State. Volunteer State reviewed the competencies taught in the high school program and agreed that they could give dual enrollment, dual credit for 28 credit hours. His new goal is to not only have the students graduate WHHS, but to also graduate Volunteer State. His big goal is to have them graduate Volunteer State before they graduate WHHS (Volunteer State graduates 1st of May and WHHS graduates last of May). White House High School also has dual enrollment, dual credit in several other classes. Mr. McClure encourages his students to not only take the 4 areas but to also take the other dual enrollment, dual credit classes. The automotive program is set up so that a student must take all 4 areas to receive the 28 credits (it is either all 28 credits or none). So the students must come into the program in the freshman year and they must be dedicated. The instructors meet with the students at the middle school level and they also meet with the parents to explain the program. Mr. McClure's next step for his students was to require them to take an HVAC class so that they could be more accomplished. Not every student who goes through the automotive department goes through the Volunteer State program. White House High School's automotive program is a 3-teacher program. One teacher teaches just the 4 core classes. There are 2 instructors who teach just the advanced automotive classes. Students are expected to take a core class, the 4 advanced classes, the HVAC class, and the end-of-course test (which is basically the ASE test). When students pass the end-of-course test, they receive 28 credits from Volunteer State. Not all students continue to Volunteer State. Some students choose to go on to TTC in Hartsville, TTC in Nashville, or other post-secondary programs. The WHHS automotive program is open to two different types of students. While the opportunity is there for the first type of student to go on to the TTC and get their certificate, the program does not close the door there, but, leaves it open to the second type of student and gives them the option of going on to get a degree at Volunteer State. The program opens up both opportunities. One accomplishment of the program is that it has brought all of the students in the body working together. One of the challenges that he sees (from the teacher end of it) is the complaint that the Academics end of it doesn't understand what we do in CTE. Mr. McClure believes that we sometimes don't do a good job of explaining what we do. Explaining is not a one way street and it works both ways. One of the things that he is doing in his department to help is working with the Science Department to build an electric vehicle. Mr. McClure states that bringing other departments in is our job. Teachers have to show students a reason for taking Math, English, and Algebra and put a "real-life" spin to it. He has also become very active with their Advisory Committee. There is no dealership in their community. The closest dealership is 15 miles away. But dealerships still come into the schools and are involved with the program. The local garages and other entities in the community are also involved with the program. Because of the community involvement, students who go through the automotive program and pass the ASE test can receive reimbursement for the cost of the test. And, if the students go on to Volunteer State with their 28 credits, they also receive a free trip to Disney World from industry. One of the things that Mr. McClure has found is that you must have community involvement. He knows that money is the name of the game, but, with articulation, he has found that if he needs something for the shop, he can go to one of the garages and borrow it. The same goes for the garages in the community. If they need something, they know that they can use it. This does not necessarily work everywhere, but he knows that it can work in a small community (they have 3 high schools and a high school student body of 800). A lot is set by the goals of the teachers. Teachers really have to be there in front on the dual enrollment, dual credit and articulation processes. What teachers do come from the heart and they do it for their students. Mr. McClure invited forum attendees to visit his program.

Speaker #9 – Bill Moss, CTE Director, Wilson County Schools, Principal, Wilson County Career and Technical Center

Discussion:

Mr. Moss addressed the forum on the legislation that the CTE Council helped get through last year. He came to the Council because of his concern about the amount of funding for CTE state-wide. In 1976-77, CTE had a budget of 15.7 million dollars at the state level. In 2005-06 year, that budget was 3.3 million. That was a pretty good decrease. Mr. Moss and other Committee members went to the State Legislature and asked them for funding; for a piece legislation that would help at the local level. During the legislature process, the first thing that they were hit with was “the BEP funds you in certain dollar figures”. According to the BEP formula, in his system, because he has over 1,000 ADMs (4400 students that are in CTE classes everyday), he is suppose to be full time CTE Director (but he is not). There are others inside the state who are in the same predicament because the BEP is totally locally directed. CTE earns the dollars and then the money comes to the local. But, once it comes to the local, they decide how it’s spent. In his system, they graduate about 96% of the CTE concentrators. He has asked others what would happen if the CTE concentrators were taken out of the number; what the graduation rate would be if they were removed. That has been a huge issue. If you look at how many systems actually meet the BEP funding formula, you would find that (on the data that he has now) only 7 systems out of 121 currently meet the criteria. The reason for going to the legislature was because of the opinion that CTE is important enough that it’s funding ought to be an issue (depending upon system’s ADM). The Committee came up with a plan that basically says that there are 4 areas that they would like to spend money. One area is the Leadership component and the 3 others are for equipment (replacement of existing equipment, purchase of new equipment, and new and emerging technology). The Committee is looking at developing a system so that if that school system has a certain ADM, they will receive money (because the system met the ADM and have a full time Director). That money can be used for equipment, salaries, etc. But there is other available money that the Committee is trying to secure for CTE. They have the legislation for it and now just need to secure the funding. Support is needed. Mr. Moss plans to meet with the new Commissioner and make sure that he is on board and then he plans to meet with the Governor. He also plans to meet with the legislative leadership to make sure that this is a line item. He understands that we are in tough economic times, but he also understands that this is important for the future. He states that every CTE person speaking at the forum will be passionate about what they do because every student depends on them to get out and meet with people and put CTE out there. He knows that Math is important. But, he also knows that if you can get a student through 3 classes in CTE, they are going to graduate from high school, they are going to go to post secondary, and that it is all about relationships. The CTE teacher will be the one to say that to the student “You can do this; I know you can do this”. So, the Committee is going to go back and ask for a line item, and they need the Council’s support. Last year, the Council really helped the committee figure out the legislative maze and move the legislation through. Now, the Committee just has to present the image and go after the funding again.

Speaker #10 – Bill Moss, CTE Director, Wilson County Schools, Principal, Wilson County Career and Technical Center

Discussion:

Mr. Moss addressed the forum with regards to his work with Dr. Cliff Ricketts to help students from Wilson County School System receive dual credit in Agriculture from Middle Tennessee State University (MTSU). Their goal was to get the students some “cede” thinking...that they can succeed at college. Because of PC 459, they were able to bring dual credit about. He is now the fiscal agent for a grant between Wilson County Schools and MTSU’s Agriculture program. The high school teacher works with, guide, and push the Agriculture students; make them see that they can succeed. After they succeed in the high school teacher’s class and take the challenge exam, then they will go on to post secondary and succeed at post secondary. The plan is to make the dual credit in Agriculture not only good at MTSU but also at the TTCs. Mr. Moss says that one of the key obstacles/opportunities that he has is getting the support of the administration at the local level and the support of the guidance counselors. Another issue is working through the maze at the university. There have been university dual credit issues with regards to enrollment, stockpiling grades, getting the technology end working, and funding and accountability. Just when Mr. Moss is ready to pull out his hair and throw up his hands, he says that he remembers the students that he is working for. Mr. Moss then turned the podium over to Dr. Cliff Ricketts from MTSU.

Speaker #11 – Dr. Cliff Ricketts and Molly Culbreath, Middle Tennessee State University (MTSU)

Discussion:

Per Dr. Ricketts, dual enrollment at MTSU has been 30 years in the making. Since Fall 1978, there have been numerous attempts to start up dual enrollment at MTSU. But, it was not until Perkins 4 legislation included 4 year universities that MTSU became involved in this process. In November/December 2007, Dr. Kay Nixon, CTE Director of Rutherford County, and some of her teachers came to MTSU to speak with Dr. Ricketts and Dr. Gill regarding getting dual enrollment started up. Dr. Gill and Dr. Ricketts met with Ralph Barnett and Dan Covington about a possible Perkins Grant. Ms. Allana Neeley, with Dr. Gill's supervision, wrote the grant for dual enrollment. Things fell into place. President McPhee brought in Dean Boyles, Dean of Continuing Education, in order to make this happen. While Dr. Ricketts knows the concept, Ms. Molly Culbreath attended the forum to answer any of the logistical questions. MTSU started out with the dual enrollment grant. There were a lot of issues with dual enrollment. Bill Moss, Dean Boyles, Dr. Gill, and Dr. Ricketts had a meeting at Fall Creek Falls State Park and Mr. Moss told them that if they really wanted to get dual enrollment kicked into gear, that they needed to go to MTSU's President. Dean Boyles instead went back and talked to Vice President Gebert and she said let's do it. Instead, they switched from dual enrollment to dual credit. The MTSU model is somewhat of a hybrid. It is not dual enrollment, dual credit as it was first presented. Their model is like a pyramid. They selected a book that they thought would do what they needed it to do. They selected 12 chapters and did Powerpoint presentations on each of those chapters. They did 50 or 60 study questions on each chapter and then after every 3 chapters, they give a multiple choice test. At the end, they will be administering that end-of-course test that will get students to the point they want them to be. There are two philosophies of teaching. One is norm reference and one is criterion reference. Criterion reference teaches toward objectives. MTSU tells the students what they want them to learn; they teach them what they want them to learn; and if the students study in the process, then that is what MTSU is shooting for. Part of this is a coaching experience. Some students study 30 and 40 minutes for an exam. MTSU has prepared the tests so that students will have to study 3 and 4 hours to succeed. They have integrated a coaching component with it. This summer MTSU did a workshop for about 50 teachers. It was a joint workshop with TTC. TTC did 2 days on dual enrollment and MTSU did 3 days on dual credit. In order for teachers to participate, they had to be involved with CTE. In discussing MTSU's successes, Dr. Ricketts stated that they have two groups. With the Perkins grant they have 13 schools, but they also have another approximately 30 schools. The reason he says around 30 schools is because the one particular class, Greenhouse Management, is the main class (mainly for Spring) for those on block schedules. Those on year-round schedules have already started. They thought when they started that there would be around 3-5 students per school. They are now averaging around 10 per school. So the dual credit program is twice what they anticipated. The other Pilot Schools have about another 200 plus. So, where they were thinking 20-30 students the first year, they are averaging around 250-300 students. Another success is that the guidance counselors and principals have been very receptive. They are realizing that, through our tests, the students have to actually study. Some of the student test scores have been in the 40s, 50s, 60s and some have been in the 90s. The grades are averaging around 72ish. Overall, the program is going great. Dr. Ricketts presented 6 challenges for the Council. There are 3 challenges with regards to dual credit. One is communication (nothing that can't be worked out, but it is a learning experience). They were unaware that most schools have firewalls. That is one thing that they are learned and necessitated their having to go through Steve Gass or his secretary, Ms. Mitchell at the State Department in order to communicate with teachers. That is one issue but they are working it out. The second issue is that when they went for dual enrollment, they could use their D2 learning system. When they dropped out of dual enrollment and went to dual credit, they could no longer use that system. That system is so great. Ms. Neeley and other university staff are putting countless time in when, if whoever makes that decision, can help by making it work so that they, too, can use the D2 learning system. Then dual credit would just slide right through. The D2 Learning system administers the test, grades the test, sends the grade to Ms. Neeley's grade book, and she sends the grade right back to the teacher. It is beautiful. That has to work no matter what it takes. The third issue is university acceptance. The State Board of Education loves this, the high school teachers love it, the CTE Directors love it; so, why is the university resistant. What it is that causes the reluctance is that when the students take the dual credit, some of the Professors, some of the Department Chairs, and some of the Deans, are afraid that when so many students take it as high school classes, they won't take the college class. That reduces enrollment, that reduces the budget, and that may reduce faculty. He has a solution if you really want to make dual enrollment work at the university level. Universities are funded on a fall enrollment funding formula. To make this work, there needs to be a funding

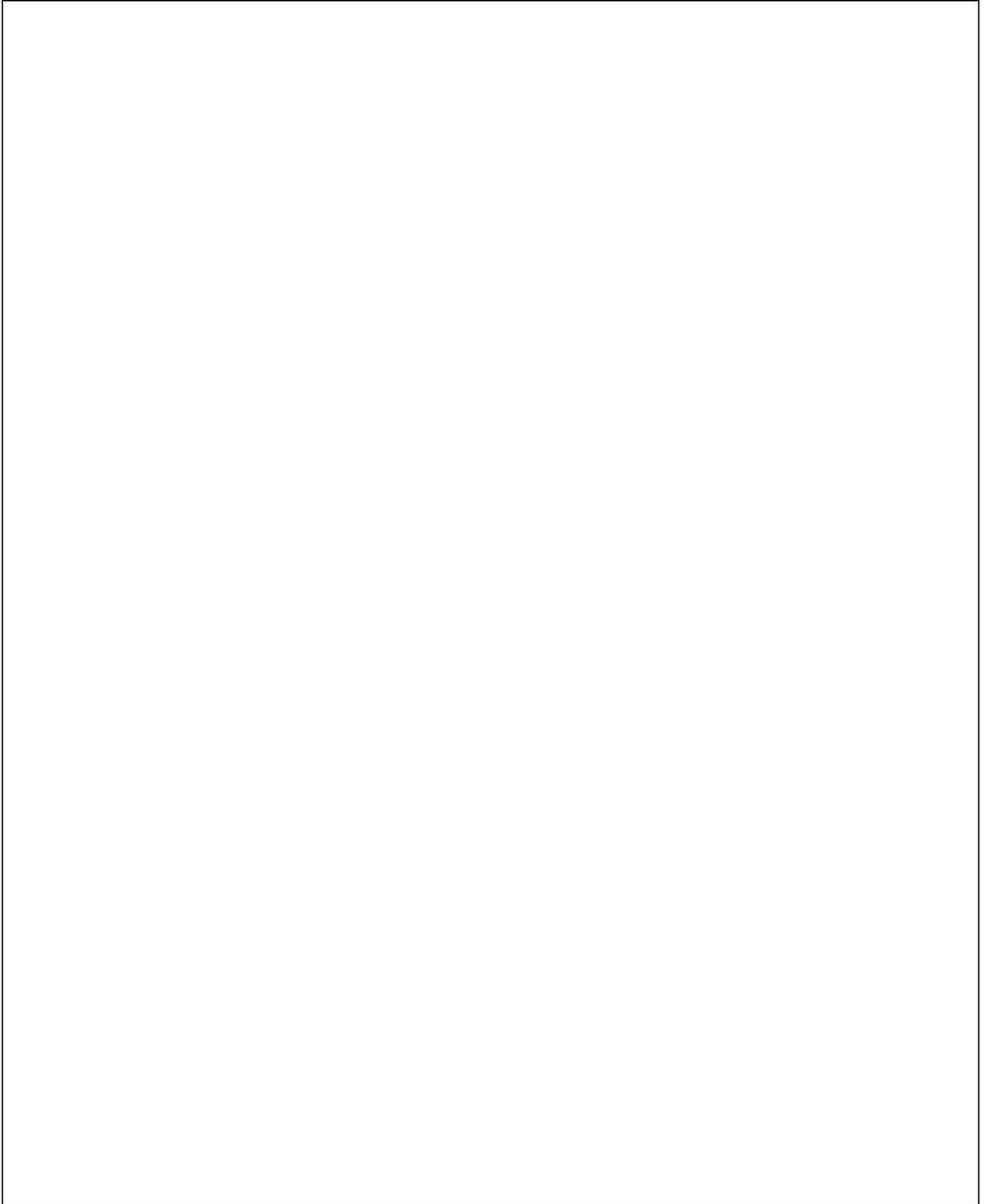
formula so that Dr. Gill gets credit in his funding formula for those 250 students that we may not get later. In his opinion, that is the biggest resistance at the university level. Comment from the audience... "That is an issue to look at, with dual credit, as to what revenue the institution receives. The idea behind that was that the students would be attracted to come and then, of course, they would become a student later". Dr. Ricketts stated that he realized that. Comment from the audience... "But there are front end costs and all that and that's the issue that has to be dealt with". Mr. Ricketts spoke briefly on dual enrollment. He had 3 recommendations for dual enrollment. The first recommendation was that "the State Legislature needs to approve a lottery scholarship to the full rate for dual enrollment students". From what he understands, dual enrollment is only funded at the junior college rate. He does think that a bunch of money wasn't used last year. A big percentage of the scholarship is not being used and the money is there. So, these students need to be fully funded. The second recommendation is related. Again, MTSU is learning all these things in a Pilot. He did not even know to ask these questions 3 months ago. Also, from what Dr. Ricketts understands, the whole scholarship only funds one course per semester. So, he states, we can get excited about this dual enrollment that UT and Tech, and UT Martin's doing, but dual enrollment is not going to go that well if students are doing the dual enrollment over in English and Biology and in some other class. That is going to shut it down. So, it needs to be opened up. How much, he doesn't know. But one class is not good enough. The third recommendation is, if we do dual enrollment, then the tuition for dual enrollment needs to be dropped to whatever the budget level is for Academic Affairs. Whatever the tuition is, the dual enrollment tuition needs to be dropped to 70% of whatever that number is because taking a dual enrollment class has nothing to do with buildings, heating costs, utilities, and things like that. Those are Dr. Ricketts recommendations. He's happy that he has 39 years with the State Department of Education. Regarding the future for MTSU's dual credit program; they are going to go for an Introduction to Ag Business dual credit next year if they get the grant. They have a cameraman from MTSU at the forum because, in March, they are doing a world wide web cast which goes to schools throughout the state. Ms. Neeley is doing it. They are doing the web cast on dual enrollment. They are going to take clips from forum presentations and have a DVD to present to Guidance Counselors, CTE Directors, and Principals that highlight dual enrollment so that they can introduce it. There is another thing that MTSU has learned in the Pilot. He mentioned the issues with D2 Learning. Dr. Ricketts thinks that they can (thanks to Molly for calling and asking this question) do most of this with a DVD. They can put their study questions; they can put their Powerpoint presentations; and they can put their quarterly tests on DVD and really move this on a little further. They can not ever give out the final end-of-competency tests (they belong to MTSU). Dr. Ricketts expressed his thanks for Perkins 4 and hoped that he could also be thankful next year for Perkins 4.

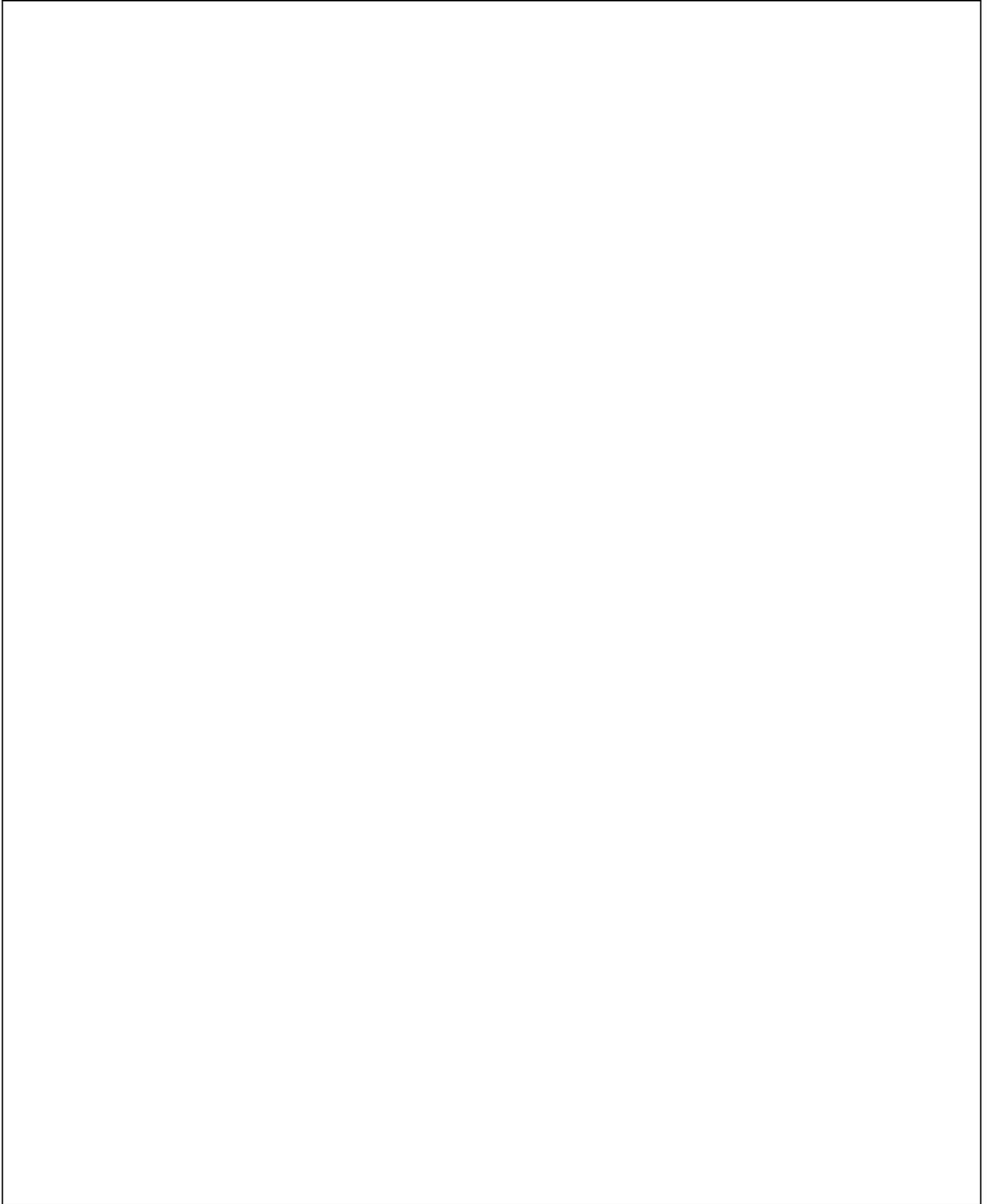
Speaker #12 – Mae Banks and Jerry Spivey, Tennessee Technology Center, Red Boiling Springs

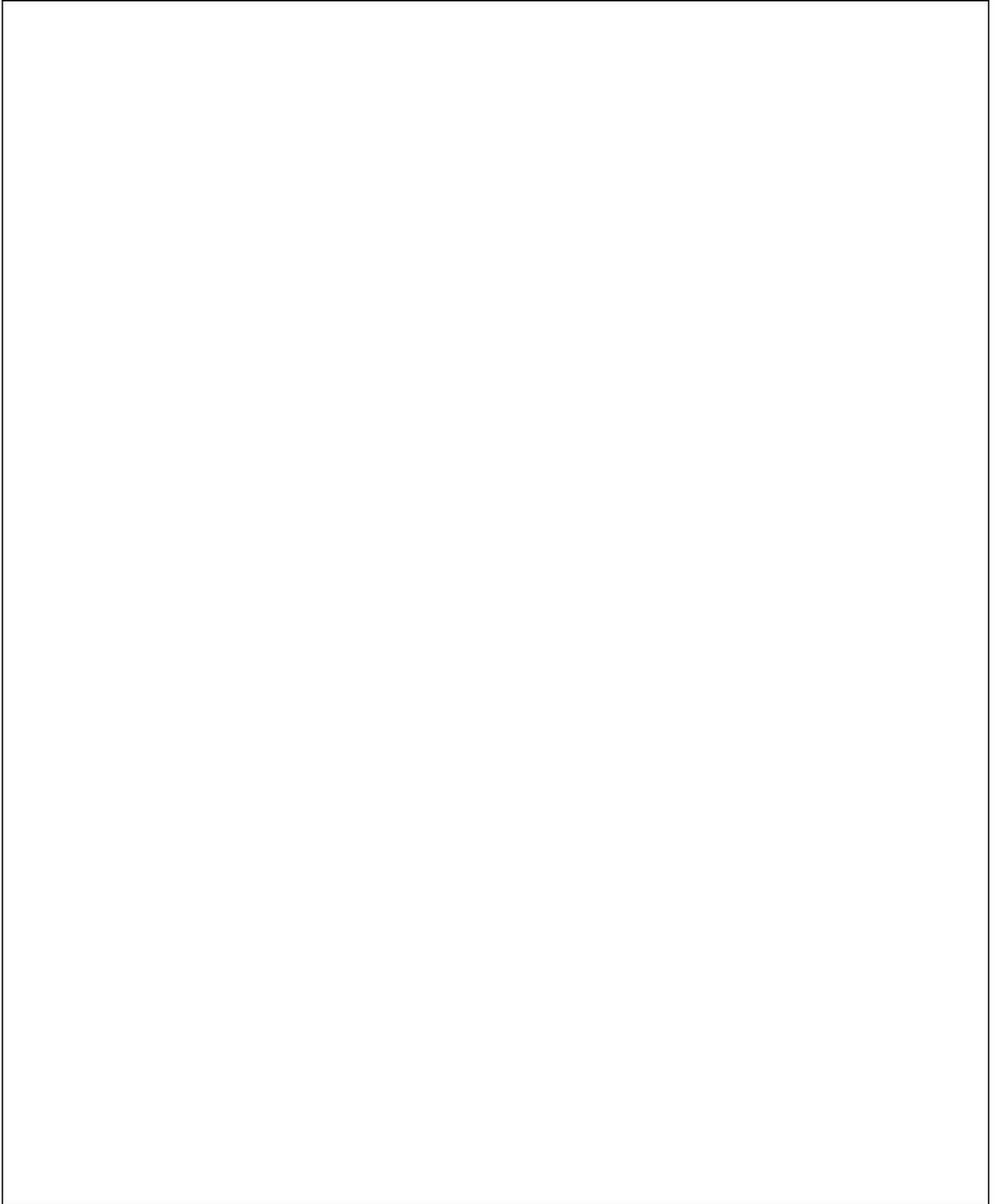
Discussion:

Ms. Banks addressed the forum on dual enrollment and on partnerships that work. Ms. Banks is the Director of the Tennessee Technology Center at Hartsville Tri-County Extension Campus which used to be the Tri-County Vocational Center. The school served 3 counties (Macon, Clay, and Jackson) at its conception in 1974. When Ms. Banks came on board at the TTC, or shortly thereafter, there was discussion about the TTC taking over the Tri-County school. At that time the funding wasn't quite where it needed to be, so the project kind of fell to the wayside. The partnership originated with Senate Bill No. 2790 by Senator Burks and House Bill No. 2432 by Representative Winningham. In the 2007-2008 school year, Clay County, which was part of the Tri-County School System dropped out and, for one year, only Jackson and Macon Counties, represented Tri-County Vocational Center. At that time, the leaders of Jackson and Macon Counties came together and said let's try to partner again with the Technology Centers. That is when the partnership really began. Together with the State Legislators, the Tennessee Board of Regents, the Tri-County area School Board, and the CTE Director, the TTC Directors came together (in February 2008) and put their heads together to try and come up with a solution to make it work. The proposal from the committee was a 4 year phase in project with the financial contribution from the County as well as the Technology Center and Tennessee Board of Regents. Equipment upgrades and replacements were made with TTC equipment. The two county merger came together and the pros of the merger included, but was not limited to, change in administrative officers, transfer of employees from the county system to the state system, human resource procedures, employee training, and curriculum upgrades. The impact of the merger included: high school curriculum changes; students now able to earn college credit; increase in earning potential of students; and ability to do training and re-training for local businesses and industry.

From the TBR perspective, the impact of the merger was: reporting procedures changes; additional faculty and staff were brought on board; additional revenues to disperse among the programs; had to learn new student information system; and had to learn data collection as well as budgeting and accounting guidelines as mandated by the State. With the new partnership, the Directors all came together with the local Boards of Education (who relinquished their hold on the Tri-County Vocational Center). Tri-County Vocational Center is now the Tennessee Technology Center at Hartsville Tri-County Extension Campus. The TTC has a little over 200 students. The doors opened this fall. Both Jackson and Macon Counties are still a part of the Center. The TTC hopes to bring Clay County back in at some point. The available programs are Building and Construction program, Cosmetology, Culinary arts, Health Science education, Machine Shop, and Welding. With the Federal monies that they received from grant applications, new lays, mills, and hand tools for the Machine Shop area were purchased. New C and C simulators were purchased. In the Welding area, new welding booths and some dual and single unit clean air units were purchased. So, the Welding lab is now air conditioned with clean air flowing through. Tick welders for the Welding program were purchased. In Cosmetology, the textbooks were updated and instructors received new instructional materials. In the Building and Construction trade, new band saws, table saws, and hand tools for the students to use were purchased. In Culinary Arts, textbooks and instructor materials for the class were updated. Health Science was a new program that was added. There are about 20 students in the Health Science program. There is much student excitement about all of the changes that were made within the school. Ms. Banks thinks that the faculty and staff are happy as well. She is excited about the new addition of secondary with their post secondary. Ms. Banks' accompanying PowerPoint presentation follows:







Speaker #13 – **Mr. Clark Knight, CTE Director, Shelby County Schools** (Absent - CTE Director Meeting Obligations)

Discussion:

Speaker #14 – **Dean Blevins, CTE Director, Kingsport City Schools** (absent - addressed TCCTE via e-mail to Joyce Dykes)

Discussion:

>>> On 10/20/2008 at 7:11 AM, "Blevins, Dean" <dblevins@k12k.com> wrote:

Mr. Thom Smith and Council,

I am submitting an electronic comment as part of the Public Forum held October 9, 2008 at the Radisson Opryland. My comment is more of a concern that the Tennessee Council for Career and Technical Education might consider taking under advisement and may consider making a recommendation to the Tennessee Department of Education, the Tennessee Legislature and the Tennessee State Board of Education.

The concern centers around the ability of Local Education Agencies ability to recruit and retain most talented and highest qualified Career and Technical Education teachers. The individuals we seek to teach in the CTE classroom are highly skilled craftsmen and healthcare professionals. They typically spend many years honing their trade and learning their skill. It is up to the Local Education Agency to grant credit for Industry Experience with no state-wide standardized formula. In the case of Kingsport City Schools, we are a top salary paying system in the state of Tennessee and we as a LEA do not grant credit on the pay scale for industry experience. In recent past we have worked to hire an Automotive Technology instructor that is a ASE Certified Master Mechanic and a Health Science instructor and in both instances we have offered the position to the top candidates. In doing so we are asking them to take a 1/2 salary pay cut. Not many folks can afford to take that drastic of a pay cut and so we usually settle for the 4th, 5th or lower candidate in the applicant pool - usually one who has the minimal years of industry experience. It is my job as a local Director of Career and Technical Education to recruit and retain the highest skilled craftsmen and healthcare professionals I possibly can for the CTE classroom.

I would ask that the TCCTE study the issue and make a recommendation to the State Board of Education, the Tennessee Department of Education and the State Legislature for the purpose of developing a standard formula for granting years of teaching experience for industry experience for pay purposes only - not for years toward retirement. An example of the formula might be year for year for the first 5 years and 1/2 years credit for every year thereafter.

For example if an industry professional had 12 years industry experience, then they would be granted 8.5 years (or rounded down) 8 years on the pay scale in their first year in the classroom.

Some issues to consider would be, (1) if such a formula were developed would it be retroactive for teachers hired in previous years?, (2) How would this impact the state budget, (3) How might this impact local budgets? There could certainly be other issues raised during the study of such a proposal, however in order to provide the very best CTE instruction in the classrooms and shops across the state of Tennessee it is imperative we consider ways for recruiting the best craftsmen and skilled labor from business and industry, our kids deserve it and the state of Tennessee requires it.

Speaker #15 – **Memphis Business Teacher** (absent - addressed TCCTE via letter to Thom Smith, Executive Director TCCTE)

Discussion:

To: Mr. Thom Smith
Written: October 8, 2008

As a veteran business teacher in the Memphis City Schools, I would appreciate your forwarding to the CTE public forum some concerns and issues from business teachers in our system.

Through evolution and technology, it appears that business teachers are expected to instruct over thirty business subjects from Accounting to Website Foundations. Unlike other disciplines, business educators are under constant pressure to “update” certification. Just this week, I received at least three invitations from supervisors and various software companies to take advantage of their training (some certifications, i.e. Adobe certification cost \$2500 for the license and a year to achieve). Other e-learning online courses come in multiples and take 150 days to complete each course and the instructor may have to pay a fee to take the certification tests (i.e. MOS for industry certification). Also, some web seminars require equipment (i.e. microphones/headphones) that many teachers do not have in their labs.

Unfortunately, eight *experienced* business teachers in our school system were surplusd last month who are not *totally* MOS certified. *This is a travesty!!!* Luckily, these teachers were back on their jobs within 48 hours. The last time I checked I had a Professional Tennessee Teacher’s License with 12 endorsements listed including vocational certification; I also have “highly qualified” status in economics and have been a Career Ladder II teacher with an MBE plus 45 hours. I am currently working on some other certifications. My colleague next door is a licensed commodity broker formerly with top Wall Street firms and is HQ in economics and business law.

The point that I am simply making is this. T & I teachers in our career center obtain an *Occupational* License. They must have an industry certification which I understand. Why put *business educators* in the same boat. With my current skills I *could* obtain employment in industry. There are not enough hours in a semester to “train” my students for a life-wage job. The majority will have to go on to further their education. Why should I have to jump through more “hoops” and spend countless hours to take and pass **five** MOS tests. For new hires in business education I think that obtaining MOS certification in undergraduate or graduate school would be best served; however, I say “grandfather in” those business teachers who have had the work experience and years of education, as well as an earnest desire to “*teach*” our students. Having a state “mandated” MOS industry certification for **all** business teachers is not the answer. I strongly urge a study panel to conduct more research on this issue.

Special notes:

Mr. Derryberry called for any others who might want to address the forum.

Mr. Derryberry opened the floor for questions or comments

Mr. Derryberry thanked the forum attendees for participating. He also thanked them for their dedication and commitment to Career and Technical Education. Closing statement: “You all are the ones that make it happen, and we are here to support you”.

Meeting was adjourned at 11:25 a.m.