



Tennessee Council for Career and Technical Education
TCCTE 2011 Public Forum in Chattanooga
November 10, 2011

Chairman James Neeley was unable to attend this Public Forum due to a previous engagement. The meeting was called to order by Guy Derryberry. Chairman Derryberry welcomed all visitors, TCCTE Committee Members, and speakers to the Public Forum and thanked everyone for attending.

Chairman Guy Derryberry:

We are going to discuss CTE at the State level and talk about some challenges we have, some of things we are doing that are successful, Best Practices, and give everyone here an opportunity to talk about their concerns. I'd like to recognize Representative Harry Brooks, who is here with us this morning, and give him an opportunity to say a few things. Representative Brooks.

Representative Harry Brooks:

I came to learn and I continue to learn from what you are doing. I'm just a legislator, who has a bad habit of reading papers and reading reports. I read a long time ago how successful you are whenever or however it occurs, you're successful. If it weren't for CTE kids and instructors in that part of our high school programs, some high schools would have been on the list a long time ago about graduation. As a result of listening and learning from you all, we began some years ago, Les Winningham and I, to put together a thing called dual credit. We wanted to set up credit by assessment for the CTE kids and at the same time have credit by assessment for the AP folks headed to the universities. Not that a CTE kid can't take that but the idea is that one of the thoughts that I want to share with you today is a suggestion (my wife says I'm terrible about making suggestions for somebody else to do something) and I'll admit that I truly am. But as a result of listening and learning from you folks, I want to encourage you to adopt a policy and to adopt a goal that says CTE kids - those that are concentrators - when they finish high school, we want to have given them the opportunity to have a chance at nine to fifteen hours of postsecondary credits. If the state of North Carolina can accomplish that, there is nothing inherent in our nature, nothing inherent in our policies, nothing inherent in our intellect to keep us from doing the same. It is a statistical fact, according to a document that I read, that a child in high school with eighteen hours total postsecondary credit in the bank; their chances of graduation, completion of a certificate degree or a degree is phenomenal. Those facts are there. But what I want to encourage you to do and what it requires is extra work on the front end; it requires beefing up the curriculum to meet postsecondary demands. Many of you in your school have those arrangements already. Community colleges and the tech centers are where we are moving our emphasis to in the State of Tennessee. When we passed the Complete College Act, that moved the emphasis. We are looking at the issues of the scholarships and the whole scholarship program. We're going to go back to that emphasis with our scholarship dollars. So what I truly want you to begin thinking about is setting up as a goal is to look at your CTE curriculum and to look at your community colleges and your tech centers and begin to partner, many of which you have already started doing that. I've been in some of the tech

centers where they've picked up multiple hours with various kinds of postsecondary degrees/credit by assessment. We truly want to encourage you to do that, because that's the next step. You are going to learn today when you are at Volkswagen the importance of postsecondary education. What we are doing at high school is kind of like the stepping stone and the next step is postsecondary training. We'll prepare those folks to work at that plant; we prepare those workers for employment for what's coming later. Those folks are required to have postsecondary training. It's a combination of some type of certificate deal along with community college effort. But being CTE can accomplish the same thing that we've been accomplishing for years but kids might want to go to a bigger university. Please think about this, please look at your curriculum – look around you at your tech centers. Everybody's got a tech center close, a community college relatively close, or an extension to a community college, a satellite campus. That's doable. We're very, very fortunate in having a new satellite campus in my part of Knox County. One of the things that they did start working on is the issues of developing some partnerships with the immediate high schools that do these dual credits; that do these dual assessments; that do dual enrollments. Truly, the next step because that you folks can speak from authority because you are successful. It's one thing to speak from a position where you're not successful, then comparing a group that's been successful. The success is to go to the very next step. Consider a policy and a recommendation in the State of Tennessee that our goal/our objective is to create x number of hours dual enrollment/dual credit through CTE programming. It's doable. I have talked to too many children, too many teachers, too many high school folks in North Carolina and I'm convinced that it's doable in the State of Tennessee. Sometimes you just take the bull by the horns and lead and you folks can lead because you've got success behind you. Anything that we need in the State of Tennessee is success and more of it in education. I do truly appreciate what you are doing. I have visited around the state a number of areas and been in high schools with CTE programs. God has made some kids that learn with their hands but I'm not one of them. I know where a light switch is but that's about the extent of the electricity that I know. I know how to use a wrench and things of that nature, but I've been known to grow things, but I'm just not that good at it. We're all different. There are some folks who go successfully through our postsecondary programs and tech centers, community colleges, and certificate programs. That's where their successes lie and I think that's something you all can prepare them for. Once you move out into the tech area and out of the high school area, again look at the numbers in regard to completion in our tech centers; look at the numbers of placements of our tech centers. It's phenomenal. The Gates foundation who independently looked all around the country at Technology Centers around the country and regarded Tennessee's Technology Centers as the very best in the country. Why? Well, we think it's because you've got an objective, you've got a good light down through that tunnel. There's a reason for putting up this class or that class. We think that's the reason. I don't know. The kids I've talked to from the times I've been in North Carolina and here, that's their reason. They'll tolerate having to deal with English 1, 2, 3 and 4 because they know they've got to conquer that in order to do what their dream is.

A young man that became a diesel mechanic several years ago – two years in a row – that's because he came through the state coming out of the tech centers from high

schools. He's doing a great job, probably making more money than most of us in this room. A successful career based on his education. Again, if there's something I can do to help you, I'm elected. I'm not bashful. I don't mind talking to whoever that's out there about one issue or another. I'm just some Legislator from East Knox County, so it doesn't faze me if someone doesn't like what I have to say. But I truly want to encourage you to expand your leadership base, expand your authority, and expand your ability to be more for the State of Tennessee. Look around you at the model of success. I would like to request and recommend to the panel that you consider making this policy recommendation to the State of Tennessee - that we grow and expand the dual credit/dual enrollment/credit by assessment/programs within CTE. The dual credit bill is ideal form that was written specifically for CTE folks. It's applicable anywhere, but it's ideal in that fashion. Thank you very much and if there are any questions about anything you'd like to ask, from an educational standpoint we've got a lot of stuff and we're starting out with the teacher evaluations which is on everybody's mind and if you are a teacher, I promise you. I'll bet I've had 1,000 conversations with educators and principals and if there's anything I can answer from the panel and/or the docket, I will be glad to do that as well. Thank you very much.

Guy Derryberry: Thank you, Representative Brooks. Before I get started, I would like to introduce the members of the Board who are present with us this morning. You can see on the Agenda that Commissioner James Neeley was supposed to be the Chairman presiding over this Forum but in his absence, I am Guy Derryberry. I will be doing that morning. Starting with my left and going down, we have Gary Booth. Gary is with the Volkswagen operation and he is the one who arranged the tour this morning, so we can all thank Gary for that. Then we have Jimmy Long, Willie Slate, our Director - Thom Smith, Jeff Lewis, Marvin Lusk, and Carlos Hammonds. I want to welcome you all here this morning. Before we get into the presentations, I would like to remind everyone to please keep the presentations from eight to ten minutes, so we can get through them all. It is my pleasure to start with the CTE Director from my county, Susan Chapman.

Susan Chapman, CTE Director of Maury County:

Thank you for allowing me to be here today. This is a great opportunity to talk about CTE in Maury County. I want to tell you just a few of the good things we are doing and then talk about a couple of challenges we have. We are located about 50 miles south of Nashville and about 75 miles north of Huntsville, so we think that it's a strategic location for us there on that 65 corridor. We have 12 career clusters with 42 programs of study across our district. And you have a handout of this PowerPoint so I won't go over everything, but you'll be able to read some of the details there for yourself. In Agriculture, we do have a dual credit class now. We have two dual credit classes with MTSU and we are happy to report that after the completion of our first dual credit class, MTSU said that our students were performing much better than their students on campus. So, we're proud of that. And our AG program that we've added the AG Engineering to our Program of Study in our sequence there. And then in Carpentry, our program is accredited and our students - all of their hours that they spend in that class in high school can be transferred to an apprenticeship program once they graduate.

One challenge we have is how to evolve our traditional programs. And one thing that we've done with our Family and Consumer Science (FCS) Program is that we brought on the teaching as a profession. And so we are trying to focus that program area towards teaching careers because we know that it's very evident that's a focus that we are going to need for the future. In Health Sciences, we are doing the Bio-Tech. Our students have the opportunity for CNA licensure, and we also can certify our students as First Responders. So this is a slide I've used for many years now. It's called my *Learn and Earn Slide*, and these are the kind of pathways we are trying to set up in Maury County. So that a student can come in as a high school student into a program and come out with some type of certificate that they can go on to work or that we have those partnerships set up with postsecondary to link them back in to the TTCs or link them back in to Columbia State. And all the time, there is always a place they can exit and work. They can continue to work and learn. In Human Services, we've had cosmetology and we've had it for years and there was a community need for that to be at night so we partnered with the Tennessee Technology Center in Hohenwald. We offered them our facility at night, so they started a dual enrollment opportunity there at night for students from our other high schools as well as adult learners. They use our facility at night; we continue our day program. In our Information Technology Program, our students - we are Top-10 certified. We have become a testing center. Our students can get A+ and Net+ certification. The community college will accept that certification towards credit hours. We had a student a couple of years ago, and the opportunity is there for all students, who left our program with A+ and Net+ certification and 12 hours of community college. We have Legal and our Criminal Justice classes, which our local law enforcement helps us with those programs and gets very involved. That's a challenging area for us to develop internship type programs because of the age needing to be 21 to work in Law Enforcement. So we know that's an area we've got to work on with dual credit because that is a pathway there for those students. We started our first Engineering program. We went to Cleveland, saw the great program Steve Clariday had, and we started our first one about four years ago. A teacher shared with me this week that after this program had been in place for four years at Spring Hill High School, that he can count 16 students who are in college engineering programs right now who came out of this program. I think that is a true success. We also have Industrial Maintenance, while Hohenwald uses our building, the TTC at Hohenwald, at night to run an Industrial Maintenance program of which we have about ten dual enrollment students in that program, but they have adult learners as well. Automotive Technology was the first program that we started allowing the TTCs to use our facility and we did that for several years. I'm not going to tell you that there were not a few bumps in the road but we worked through those and that has now developed into - they've moved their program from our facility to the Northfield facility, which was the GM training facility there in Spring Hill. It is now open as a training facility. They've moved it there and I think we have 13 dual enrolled students in that program at this time at Northfield. Of course the South Central TN Workforce Alliance provides JTG in our schools and we're always appreciative because we really believe that we have genuine partnerships with our workforce alliance. Here's our Report Card - how do we perform? In academic areas, we (the CTE students) exceed in every area. But what I would like to point out is, and I know there's going to be a drop there this year, I've already been looking at the data and we know the standards across

the state have changed in math. I think the math scores here are that CTE students are right at 99% proficient in math. We know those are going to change, but I do know that the CTE students will continue to exceed that of the general population of the schools. And placement, we are at 92% placement and in our economic situation, I think that is really good placement. We did a survey two weeks before seniors graduated. We always want to know how we're doing – so let's ask the students. And we know that seniors will be blatantly honest two weeks before graduation. So we asked them to fill out this survey: How did we do? Now I want you to know that only 88% of the students in the survey never had a CTE class. So we surveyed all students on their perception of CTE in our schools: Is it worth your time? And you see there that overwhelmingly 89% said that it was worth their time. Some of those students weren't even in CTE classes. Was it challenging? And I think this is an area that we are going to have to work on – making our courses more challenging. That was our lowest area. But then maybe, I got to thinking about it later, maybe it didn't seem as challenging to the students who work better academically. It didn't seem as challenging for the students who do not work as well academically. Would they recommend it to someone else and that was overwhelmingly yes? Do they think it was current technology? And for our students to say, we are at current technology, I think that was pretty good because they change gadgets every week.

What are our challenges? I hope you've read the study, *Pathways to Prosperity*. It was a study done by Harvard. I think we have to get businesses more involved in the end of internships and apprenticeships. We challenge our teachers to simulate the workplace as closely as they can; however, there's nothing like being immersed in the workplace and our students need that opportunity. And so if there could be some type of incentive for businesses to partner with high school CTE programs and provide internships and apprenticeships, I think that is something we really need to grow. And then our sustainable future – it has been very disappointing to me over the last few years when we've been seeing all this influx of federal dollars that none of it was earmarked for CTE. I think one thing we've been trying to identify the immediate workforce needs, but we serve the emerging workforce. And every year in Maury County, we add about 800 students to the current workforce. So to sustain our programs and to get the funding - we've been flat-lined funded now, I know at the administrative level, for 10 years. But I started teaching 31 years ago. At that time, I had \$2,400 to spend a year on materials and supplies. I served 40 students a year. When I left the classroom in '97, I got \$600 a year to spend for materials and supplies and I was serving 100 students per year. Can you get the same results? No. If we want to raise the challenge, we've got to look at that ratio, as well as our students. You know my student's 30 years ago were getting over 1,000 hours in my program by the time that they graduated. Now with increased graduation requirements, our students are getting around 700. And as it's already been stated this morning, we have to continue to build those postsecondary linkages. We can reach out but we have to have partners that are willing to connect with us, take the risk, take the chance, and let's try to make it work. And what we said, and I will have to applaud our TTCs, is "Let's be in it for the long haul. Let's say that we are going to sit down and make this work and if we have problems, we are going to work those kinks out. We are going to keep on. We are not going to just quit." I think what we need help now with is

with the community colleges. How do we get those CTE linkages with our community colleges? And then as I spoke earlier and you can see this combination of things – the evolution of our traditional programs staying nimble, becoming plug and play. Technology is changing so fast and we need help being able to do that in Education. Be nimble to make those changes as rapidly as we need to as the market requires. I want to thank you for your support and how I know you will continue to support us in the future. Do you have questions?

Guy Derryberry: At this time we will have Heather Justice with the Department of Education.

Heather Justice, Special Projects Coordinator - CTE:

I am just doing a few quick updates. I am Heather Justice. I work in Special Projects and a lot of what I do actually involves the Competency Attainment Rubric. I would like to share with you a little update for what we are doing at the state level. Right now, we have actually partnered with the doctoral students at David Lipscomb University and they are in the process of doing a research project for us. That is going to end at the end of this school year and they are going to survey all CTE teachers throughout the state although all of them will not respond to the survey, but probably about 35% -40% is what we are hoping for. It will survey in every single area of the Rubric and professional development. What we are going to be able to tell is by district level where teachers think they got the information, and where that information may be dropped off. So kind of that breakdown in communication when we rolled out the Rubric is what we are trying to look for so that we at the State level can provide resources for them and help. So let's provide help where they need it and not keep telling them the same thing when they don't need to hear it. So kind of focusing in on where they need it. Benchmark Project – anyone here familiar with Benchmark Projects? I think many of the CTE Directors are. We had 35 teachers do model lesson plans and those are now online through CTE online. And that's cteonline.org. We are kind of working for those for an instructional network. Does anyone have questions about that? Research Projects or Benchmark Projects? Thank you

Bill Moss: CTE Director of Wilson County

Two things before I get started: Tomorrow is Veterans Day. If you know a veteran, thank him or her. We wouldn't be able to be here today if it weren't for them. For those marines in the audience today – Happy Birthday. Let me read you this quote: It is because modern education is so seldom inspired by great hope that it so seldom achieves great results. The wish to preserve the past rather than the hope of creating the future dominates the minds of those who control the teaching of the young. I first read that and I got sick because I thought it was somebody current. We're hearing about how bad we are from everybody. I thought it was somebody moaning and groaning about today. That quote came from the 1950 Nobel Lauriat for Literature, Bernard Russell. I would like to speak on STEM. STEM stands for Science, Technology, Engineering and Math. In our system, we're using STEM 101. In McNairy County, Ronnie Teague suggested I use it. We're as excited about it as you can get. The reason we're excited – I asked my teacher to just send me a few notes. He sends me a 20 page slide presentation that he

wanted me to use. Wrong. But he brought out good points in it. At Mt. Juliet High School where we have STEM right now. And Mt. Juliet High School (and I've got to brag just a little bit) was the first recipient of the SCORE Award for the Best High School in the State of Tennessee. We are real proud of that but it happens to be there because the principal there constantly asked me and you CTE Director's know how good this feels. Every time I see him, he says, "Bill, I need another CTE Program." I said, "What do you want?" He said, "That is not my job. I just want another one." OK, I will see what we can do, so we brought STEM in. We brought STEM in because it not only is a classroom setup but it is a school setup. When you buy this program, it is a one-time fee. Everybody on the faculty has access to it. As a matter of fact when they do the training, it's not a one person that they train. It's a team that they train. We taught a P.E. teacher, a math teacher (who is our STEM teacher), and two science teachers. They've gone back and are incorporating that into their classroom and more and more, we've even had a history teacher (believe it or not) ask if they could use the STEM program. It's an integration. It's a change agent that everybody in here has some CTE background and you all know that we're change agents. We're the ones that make it work inside the school system. I really appreciate what Susan said when she said that we need to be nimble. We are the only people in the schools that are nimble. When was the last time they taught math different; when was the last time English taught anything different? That is no offense to anyone, it's just that way. The neat part about this STEM program is it's web based. A teacher can upload their information to their lesson plan. They can tweak the lesson plan. The lesson plan that one guy showed at two of Kennedy's speeches built into the lesson so that as soon as he did it, it came up on the screen. And it has multiple video clips like that. But on the same side, we take it from there and then we also apply it. And when you buy this you buy kits, and for an activity, go over here and grab this kit and you bring it out and you set it down and that's all of your stuff right there for that exercise. We all know how good that is. The teacher I've got for it is all fired up. He's doing an excellent job with it and we are integrating it, Representative Brooks, with Tennessee Technology Centers (TTCs). We are doing a lot of work with TTCs. We are integrating this with Tennessee Tech. They are doing a STEM hub with Upper Cumberland and we're working with Dr. Sally Pardue there and she came and sat through the whole training and was pumped up. Matter of fact, she took it back and got all excited about it. We're all excited about it and I'll tell you a little side story that I've already told Gary. We got to, because we are close to Nashville, we get to participate with those schools in Nashville, one of them being Vanderbilt. We got up there for a competition. It's a German competition. The German Language Club at Mt. Juliet High School goes down there. One of our students is a member of the German Club. He's also in STEM. So they had this competition to build a car. Design a vehicle or something and all of the rest of the German students are looking at each other and this one little boy steps up and says, "No sweat, I can do that. I'm in STEM." Well, he designs a car and wins the contest. He beats the Vanderbilt students and everybody else from all around. And one of your CEO's is talking to him and he happened to be on the design team for those - you remember the Volkswagen bus/vans? One of those cool things everyone had in the '60s. But he was on the design team and when he was on the design team, this young man said, "You won't believe what I've got. I've got a model of that bus". And this CEO says, "Really, would you mind if I had it?" So he goes home,

gets the Volkswagen bus and brings it back the next day and hands it to the CEO and the CEO told him that he was going to put it on his desk. I thought that was pretty high speed for one of our kids who happens to be in a German class, who is a STEM guy, and then he has all of those accolades. So I think STEM is something we've got to do. We need to do. We need to be nimble enough to do that. But the other side of that is - it's STEM. It's not S&M or T&E or ST&M or whatever. It's all of it (inaudible) from school. We're excited about it. I'm not rich enough to put it in but thank God for Reserve Grants because that's how we put it in. I'll be glad to answer any questions.

Question: What is the startup cost?

Bill Moss: The neat part of the startup cost is that it can be as low as \$43,000 plus computers or it can be as much as \$75,000 with computers. But the good part is STEM 101 people put in half of the training costs, so they put in about \$40,000 on any labs that you put in. So when they quit doing that part then it will be about \$80,000. But it's a one-time fee, except for buying supplies for it. Does that answer your question?

Question: You said the math teacher – how does STEM the math teacher, the history teacher and all the people doing it – you're not generating and CTE dollars in it, what is the trick?

Bill Moss: The creative financing avenue of this is that it is a technology education class that they are enrolled in. Because they are enrolled in that, then I get to count them on CTE.

Question: Even though he teaches history three periods a day?

Answer: No sir. This is a math teacher and he teaches all three blocks of it. The history teacher, the math teacher, and the science teacher is an all day class. And I'm glad you brought that up. It's all web based, so they can go out here and pull it and bring it into class and that kind of thing. And because it had success, other people started asking about it. My Health Sciences people wear me out. They want it.

Question - In order for them to get it, what's got to happen? Anything?

Bill Moss: They get what I already have. When I bought it, I bought it for Mt. Juliet High School. And all of the updates and all that stuff, I had already purchased. So next year, I'll have it, and the next year, and on down the road. The Health Science people – and they are coming out with one that's more specific for Health Science and they want me to grab that one. But, no, anybody in the building can use it. And evidently the German classes use it in addition to our school. ...

If your system had connectivity with Lebanon High School to pull off of the server at Mt. Juliet School or Wilson Central and enter it into their system or anything like that?

Bill Moss: The answer to that question is this, Jimmy. In order for them to have access to it, I had to include them on the front end as being a member of the faculty. And I was

discouraged from doing that. But I am going to buy it again for the new Lebanon High School that we are building and putting it in there.

Engineering piece or the Technology piece? What is the time piece that the STEM program will not have those two pieces in it?

Bill Moss: The STEM technology and engineering part – we are a firm believer in my system that technology is more than a computer, an iPad, Smart Phone, or whatever. So we have purchased things to go with that like the 3D printer. We purchased that. It's tied real close to our drafting program so they use some of their stuff as well. We teach our own kids there. So we are providing an electronic distance meter that we are going to use in a lot of different technologies. There is a little hand-held job that you plug in to your car and it tells you everything that's wrong. Well that's the piece of technology that we're buying instead of the big monstrous thing that they used to have. So we're taking it beyond just the computer, iPad, and all of that stuff. Any other questions? Thank you. I appreciate it.

Carol Puryear, Vice-Chancellor of TBR TN Technology Centers

Good Morning. It is my privilege to be here today and talk with you about the technology centers. As all of you know, we have 27 centers from Memphis to Elizabethton. Last year we served a little over 33,000 students and that included some high school students that were dual enrolled, Representative Brooks, not as many as we want to but we had some high school students that we were serving as well as adult learners coming back into the workforce. And we had a great job with that and our students and faculty and administrators worked very hard to make sure that we meet the needs of those students as well as business and industry. Our completion rates, Representative Brooks, I feel like he gave my whole speech there. But we have had some wonderful opportunities with the press and things. We did have Bill and Melinda Gates on our technological center campus in Nashville. They were very impressed and played with all types of equipment there and talked with our students. If you have a chance and want to go to American Radio Works, they are wonderful documentaries about the technology centers and the different type of higher education that we offer. I've been in education for 20 something years and it's nice to hear technology centers and higher education all put in together because sometimes that has not always happened. So that is a great documentary if you have time. And on Tuesday, NPR will be on our campuses talking to our students. We are getting this attention because of the extremely high completion and placement rates that we continue to have and have always had in our centers. And so that's a nice feature. I think last academic year our completion rate was about 75%; as well as our placement rate was also in the high 70's. And that's nice with this economy, as Susan mentioned, that's pretty hard to do. So I think it's a great contribution to know that we are still doing what we need to do in trying to fill the jobs that we have to do. And we're able to do that because we do have good partners. Partnering with folks like Susan and Bill and working with those CTE Directors as well as the high schools in our area. That's the number one thing. We want your best and brightest. There is no doubt about it. We want those students in our programs as well as working with business and industry trying to make sure that we are doing exactly what

they need. All of our centers have advisory board members. I'm sure several of you are on those committees. That's just invaluable for us to make sure that we are doing what we are supposed to be doing. And then of course we thank the legislators for their support and their beliefs in what we are doing. We appreciate their guidance and support in everything that we are doing. What we did/we had/we served last year over 32,456. That equates to 12 million training hours. So, Stewart, if you're tired that's probably why. We've been working him pretty hard. That's pretty amazing when we take a look at those things as we go through. The Department of Labor has been wonderful with us. We served almost 3,000 individuals training accounts where people were trying to learn a new skill to get back in workforce. What we like to think at the technology centers is that we change lives on a day-to-day basis. But more importantly that a pink slip is not the end of the road. And unfortunately we've had a lot of pink slips lately that have been coming and going. Back to our high school students, we actually served a little over 1,500 high school students which was a little over 411 clock hours. That equates to millions of dollars that their parents were able to save when those students came to the technology centers because that's the whole game plan. Help them while they are still in high school, they come to us, spend a shorter amount of time, spend less money, and then go on and get into the workplace and make good citizens. And in the course of making good citizens, one of the things that we really do work with is not just the academic area but also the community service area. We've got SkillsUSA chapters across the state. We are the #1 postsecondary SkillsUSA chapter in the nation. We continue to work with our students in their leadership skills that will make them good citizens as they go out and become members and taxpayers that we all need from time and time. We work with our secondary schools as well with that. We awarded \$1.2 million to secondary students who won their state competitions. We're very proud of that. And again this is a partnership. This is to make things happen. We all need each other, Susan, I appreciate your kind words and I will call Rick Brewer on the way home today and tell him we talked about him today. But we do that all across the state and we do it because of your support. And we do have some challenges. Sometimes when you are doing really well, people tend to forget that you're there. And, Representative Brooks, we don't want to forget that we're there. We still need to be at the table when we talk about capital projects. We still need to be there when we're talking about funding for equipment. I wish all I had to do was order 40 more chairs and have an English class. That's not how we have to do it, is it? That is just not what we have to do. So we still need to be at the table when we look at those things because our end product will only be as good as what we put in to those students. I know we've got great faculty and great institutions, but we do sometimes need help and we'll continue to need help with the capacity issues that we have and the equipment issues that we have. That sort of concludes my part but I brought people to help me do our presentation today. I've got Jim Barrett from the TTC in Chattanooga and Stewart Smith from the TTC in Athens. And I'd be remiss if I didn't say Jonathan (Pierce) is here from the TTC in Hartsville. Jonathan, wave at everybody. And of course Marvin, who is on the committee, is from McMinnville. We have a good team across this state. We're happy to partner with you; happy to continue to make CTE the best that it can be because we all know it makes a difference and we're happy to be a part of it. And, Stewart, I guess I'll let you go first since you are here on the end.

Stewart Smith from the TTC in Athens

Oh, great. Thank you. I thought it was since I was from Athens and everybody always says we're at the top of the list. We think it's because it starts with an A but it's all quality. It's great to be here this morning. I think I would be remiss if I didn't recognize some of my advisory committee members that are here today -Jonathan Pierce, Steve Clariday, and Arlette Robinson. I would like to also acknowledge that I think this may be Steve's last opportunity to be here. It's a full time employment. I'm sure he will be coming back in his retirement for this. We have a lot of partnerships with the technology center in Athens. That is one of our key strategies. We have partnerships with our industry. Each year, of course, all of us know that money continues to be an issue in funding. So we've developed partnerships with our industries to help in providing funding for equipment for our programs and for scholarships for our students and materials for our programs. Last year for instance, between cash and income donations, we received nearly \$100,000. So that helps us to provide the level of quality that we need. I mentioned our folks that are on our advisory committee, members that are here today. Our partnerships with our local school systems are important. We need their input on what we can do to help serve them better. And they provide students for us that are already way beyond where they need to be so that's very helpful. I would like to say also that I know that the challenges all of us face are changing each day. But all of this funding is always a challenge. But it's always good to look on the positive side. And I think that I have noticed over the last 20 years and particularly in the last five years that over and over again, technical education begins to get mentioned more and more again. The level of recognition of technical education is much higher. I had Meigs County (one of our counties); the mayor there is Garland Langford. You would think that we are paying him because everywhere he goes, that's what he talks about. We need more technically educated folks. And that's where the jobs are. That's where the needs are. So we have an opportunity now; where we kind of have that spotlight to show that yes we are an important part. No longer the old days where if they can't do anything else, then let's send them to Vocational. That doesn't work anymore. That's not going to happen because these students that are in technical education now have to have the skills - the math skills, the communication skills-the critical thinking skills or they are not going to be successful. With the computer integration into technical education and with the mechanical integration into technical education, you can't be a dummy and be successful. And so we had to take that opportunity to shine the spotlight on these students and the quality that we have. I will just use one example, Shawn Murphy, one of our students from Cleveland recently competed. He was one of five finalists in the nation for the Gunk Challenge as you know I'm sure since we've got technical folks here - gunk, of course, is what you use to clean the grease off of your engine. He was selected out of the country to go to Las Vegas with his instructor out of five and compete there at the show. Out of the country, he was five - got \$3,500 scholarship and a free trip to Las Vegas. He was the champion. He received for our school \$5,000. This was a student, our student, and this was an articulate student. He was able to/these questions were not just about technical automotive questions but also historical automotive questions. And he was able to beat all of those students in the nation. He did that and got there by putting a video together. He got a two minute/three minute video about Automotive Technology. He worked collaboratively with some other students in other programs to put that together

and made a very slick, a very high communications presentation there and that got him there. So these are the types of students that we have. And these are the types of students that are going to be successful. I'd say we've got a fairly high unemployment rate. We had a 79% placement rate at the technology center. What that says to me is, "If you don't have a job then probably the best things you could do is come to the technology centers and you've got 8 in 10 chance of getting a job." I appreciate Carol and the things she said. I appreciate all of the positive comments from our folks. I don't think you couldn't ask for better advertisements. Representative Brooks, we appreciate your support. We need all of the support that we can in the Legislature. I think we had eight to ten minutes so I want to make sure that I recognize my friend and colleague to come forward from the TTC in Chattanooga, Jim Barrett.

Jim Barrett, TTC at Chattanooga:

Thank you, sir. Good morning everyone. It is good to see you. I represent Chattanooga State. At Chattanooga State we have a technology center. It's the only one in the State of Tennessee. There are 27 technology centers. Athens is one of those 27. And the only one in the State of Tennessee that is with a community college is the one in Chattanooga. So we've got a unique relationship. A relationship that is very strong and very positive. It allows us to build and do some unique things. Something that the other TTC are not able to do that we are able to go out and accomplish. I would like to just mention a couple of things. I have responsibility for the TTC, but on the CC side I also have responsibility for the engineering technology division. So I have all of the technical education at Chattanooga State. And we have the largest TTC in the system in Chattanooga. We also have the largest engineering technology division in the system in the State of Tennessee of all the other community colleges. Now there is a reason why that is the case. And I'll tell you a story. About five years ago, the energy industry in Chattanooga started to really take off. And it was anchored by TVA. We also have Austin and other energy related companies that started moving into Chattanooga and expanding the workforce. Those companies came to Chattanooga State and said, "We need technical workers." We need you to prepare people to go to work in our workforce. We don't have enough technical workers. We started expanding our programs. We started offering different types of programs that would prepare them to go to work. And the nuclear industry and the other energy industries there surrounding Chattanooga. Three-and-a-half years ago, Volkswagen announced in Chattanooga that they would be building a plant within the Chattanooga area. As soon as Volkswagen made that announcement on July 15, 2008, the phones at Chattanooga State started ringing off the hook. And what was our message to those students when they started calling Chattanooga State? You need to get training in a technical area, some kind of a technical program. Well, because of those two industries, the automotive industry and also the energy industry, the number of people going into technical education just exploded. The need for it exploded and the need for students to go into these programs. They started coming to Chattanooga State and enrolling in the TTC programs and also the engineering tech programs. Engineering technology division within the past five years has grown 400%. That's the amount of enrollments we've seen. We've gone for over 1,000 students in engineering technology related programs. We have 18 different majors in engineering technology and over 1,000 students. Our TTC programs have grown 50% in

the last five years. One of the programs we've developed is specifically with VW, and thanks for being here Gary. We've worked with Gary and other people at Volkswagen for about six months to develop a mechatronics program. It's a unique program in the State of Tennessee. It's patterned after German apprenticeship programs. A number of us from Chattanooga State went to Germany and visited Wolfsburg and saw how they run their apprenticeship program in Wolfsburg. We came back to Chattanooga. With Gary's help and several other people's help at VW, we then over about a six months period of time developed a very robust program of mechatronics technology. It's unique in this way. It's unique because half of it's nine continuous semesters - that is three full years - no break. But during that time, half of the time is in the class and in the lab. The other half of the time is paid OJT in the plant. That is the German apprenticeship model. It's working extremely well. You are going to be able to see that when you go over to VW Academy today. You are going to be able to tour the academy; see that program in action. We have about 40 students right now. We admitted 20 last fall; and we admitted 20 this fall. Now VW is talking about - we really need to double the number of students that we are producing right now. Our need is going to be even greater so now we are in negotiations about how to make that work - doubling the number of students going through the mechatronics program. So, the bottom line is - I guess my message today is - You've got to have those links with business and industry. Those are very, very important. They are the ones that are going to drive how we get students into the STEM related programs: science, technology, engineering and math. Business and industry need to be the drivers-to drive and say, "It's really important when we have people going into these kinds of disciplines." When that message started going out from the energy industry and the automotive industry here in Chattanooga, we started to see an enormous increase in the number of students going into the STEM related programs. It's not only affecting engineering and technology, but the TTC programs. We're seeing people going into our science courses now; we're seeing an increase in our science. We're also seeing an increase in our math students going into mathematics. We also just entered into an agreement with, last year, Wacker. Wacker is a company that is building a \$1.5 billion dollar plant in Bradley County. They came to us and asked us to do all of the training for them. We are now doing all the training for Wacker - and another huge increase. Really, the driver is business and industry. If we don't have that link with business and industry, then we are missing the boat. We've got to have that link there. They have to help drive the direction of what we are trying to do. I will leave it at that. Thank you very much.

- **Thom Smith:** Would the Directors that are in the Southeast Region and are here today, raise your hand? These people, with Gary and you, would like to set up a meeting with you. Maybe you all can talk about it after the forum today or sometime during the day. Talk about their secondary students and how they can take advantage of these programs that you all are offering at VW.
- **Gary Booth:** We'd love to.
- **Jim Barrett:** Unfortunately, I won't be able to be at the VW Academy tour today but my assistant, Mike Ricketts, is the director of the TTCs and he will be with the group today and of course Gary will be there and so there are several others so we would be glad to begin that discussion.

- **Thom Smith:** Of course they are very interested in partnering with you all in this area and being in on the front end of it.
- **Jim Barrett,:** I did forget to mention one other thing. The Hamblen County Department of Education (HCDE) brought representatives here today from HCD. Is anyone else here from HCD? We are also right now talking about a STEM High School. And that STEM high school is going to be an initiative driven by HCDE. But it will be at the Chattanooga State campus most likely. At this point, I think that is what is going to happen, but it is going to be at a place where we bring all students together from across the county to look at STEM related disciplines at the high school level. We're really excited about that initiative as well.
- **Carol Puryear:** Thom, if there's anything we need to do from the central office to make sure folks get together in meetings, just let me know.
- **Will Lewis:** Thom, is the meeting going to be for this group right after we finish here?
- **Thom Smith:** However they can arrange it. Just make them aware that there a need to have a meeting set up.
- **Gary Booth:** Perhaps we can do it shortly after the tour. That way we can have a better picture of what we're doing and I will have time up until about 2:30 p.m.
- **Jim Barrett:** I'll alert Mike and have him stay a little after the tour also.

Curtis Gillespie, CTE Director of Jackson/Madison County

One of the things I want to talk about is enrollment. Basically, I've talked to other directors across the State of Tennessee that represent what's going on with the High School Diploma Project to perfect. We've gone from initially 54.7% of our students to 65% as a district but that's unofficial. You will notice that our numbers as a system are dropping but our CTE students are increasing. One thing we have done – we have gone to 53 Programs of Study. We've been increasing Programs of Study that affect us. At JCM, we put our Academy of Medical Technology there and we've gone from 51% to 75% enrollment in CTE and almost everyone there is in a CTE Program of Study. At Northside High School, that is our biggest jump. We've gone from 40% to 83.4% of students are in CTE programs. This brings me to Southside. We've gone from 55% to 81% and there has been a little bit of a decrease in that. Why is that? Because at Liberty, we took two programs out of there and we didn't replace them because of money, budget cuts and everything else. That's the one school and that was our showboat for a long time but technical magnets high school. We pulled two from them. They went to JCM for the nursing programs. So that's where the Academy of Technology went and they've shown a drop but yet they still have increased from 50% to 59% even though we've pulled two complete programs out of there. Our challenges – our AYP math scores. Our system, if you will look at that, averages anywhere from 11%-15% above the overall. I have one school that was 22% higher in math than the regular students are. As of 2010, we don't have the results officially, so I didn't put anything out on that. That's also when they changed the test scores. So I imagine we will be done but I anticipate our scores being higher just like the rest of it. And our language scores – we were behind but we've increased right in the classroom. We've done a lot of stuff in that. Our running scores are now ahead of the academic students. Those that are not in a CTE Program of Study.

So we are involving the academics in our CTE Programs of Study. It's making a big difference. Our challenges – teacher cutbacks to No Child Left Behind. One of the biggest things they are doing on that is more math requirements. I don't know about you but with four math requirements, the extra help on math requirements, Algebra 1 had not had Algebra 1A or Algebra 1B. That's another math teacher for that too because they want to make sure they all pass these scores and, of course, it's causing more teachers there. Where are they getting the money for it? We don't have any more money for budget. They are pulling it from CTE programs. I've gone from 70 CTE teachers to 64. It makes a difference. ACT courses – they want ACT but that's one of the things we are measuring right now. They want to have prep classes for that. You've noticed that in our presentation on our AYP scores, we were higher already but they want to put the other ones in there instead of just teaching it. We're doing the applied math. We're actually using what they are doing in the workplace. I'll use that example – I have one that is at Tennessee Tech, Elisa Fey. She has been the applied with floriculture. She just won first in the nation in the national convention in AG in floriculture. Our students are capable of doing it but they are still looking at the scores standardized testing and they want to get those teachers for the math. And they are not realizing that CTE is already doing it. When we went to the new Rubric, we put the Rigor in the Rubric and we've included the academics in there. We've done the problem solving. Budget cuts – money to pay for certifications. One of the big things is I have been paying for certifications. We've had to cut back on some of those issues because of budget. But I still want to keep the certifications going. I've had them for A+. We've tested for A+ and Net+ in there. And I've had students go in there and they automatically got six credits from just the A+ alone going to Jackson State Community College. We worked out that agreement with them. We right now have CCNAY 1 system certification. CCNA 1 and CCNA 2 at the high school level. They go there for CCNA 3 and CCNA 4 and they go for certification. We've got dual enrollment processes. The problem is the certifications. We don't have the money to pay for those certifications anymore and that's critical. Include skills training to be job ready. I just put a bunch of pictures but we have criminal justice working with Bethel right now and also Dyersburg State trying to look at doing dual enrollment with the criminal justice programs. We have automotive collision. Actually at the TTC Jackson, they have an excellent automotive program teacher there. He's been there a long time but we've got one program at Southside High School that is AYES certified in collision and automotive both. That's one of the only one in the state that is certified in both programs. Computer repair – I've already talked about certifications. Our Health Science – we've moved JCM into health science academies. We're looking at the CNA certifications and the health certifications but the issue is the funding to get all of these things done. Welding – one of the best things I've seen the State just do with our new courses at the third level is a certification requirement on there now. So we are going to be testing for that first initial certification, but then again where is that money coming from? That's our challenges. Where are we getting the funds to pay for it? Before we could look to industry, but industry right now can't afford to pay for things anymore. They've also been cut back. Construction – we all know we talk about people doing construction but you know what right now they can't get the employees. If I've got a gentleman that is certified in some construction or wiring, they've got a job just about anywhere. The biggest thing they need is the work skills, the

soft skills. Because they are willing to take them as long as they've got a good work ethic because they can't get the employees to go out there in construction right now. We're still building. Economy may be down but we're still building. Of course, that's networking and we know we talk about the bandwidth and everything else we do. One of the directors asked about the bandwidth. We have to have a bandwidth. VW couldn't do it if they didn't have the technology to get the bandwidth to do their stuff, could they? Residential Wiring – that is another one we still have that is going on. I wanted to keep it short and sweet in case there's a question. But what I'm talking about is our enrollment is going up. We're doing more with less. We have 64 teachers instead of 70. Our enrollment is higher than it's ever been before and our percentage overall. We've got less students, because the students have already spoken with the High School Diploma Projects. If they are not going into a CTE program, a lot of them are going elsewhere or they are not staying in school. Right now our cohort unofficially is 10% across the board in all my schools higher than the regular education was. I didn't put that in there for a reason. Almost 10%, so CTE is making grad rate; they're making AYP scores. They are making it in the enrollment numbers. But our budget keeps going backwards. It's gone backwards all along and that's a challenge because we talked about certifications and we talked about making sure we meeting the need for TTCs and stuff when we are partnering with them. But the problem is the money is not there to take care of those needs sometimes. So we've got to look at that budget and we have stayed flat-lined for over 10 years and that's an issue. Any questions? The thing that we as directors need to do is keep in contact with guys like you, Representative Brooks/Representative Eldridge. That is the economy through the Chamber of Commerce. I've worked my advisory chair as my vice president of my Chamber of Commerce and that's a good thing to work with. They are the ones that are in touch with industry and that's the ones that we've got to work with. Thank you.

Dr. Bill Flanary, CTE Director of Washington County

I'm Bill Flanary. I'm an agriculture teacher and I'm on a temporary assignment as Assistant Superintendent of Schools - that's been about 18 years. I'm going to admit that this is my first council meeting and I regret that after all I've heard today because this is good. I sent my name in and Thom (we've known each other for about a hundred years) and he sent an email that said, "I want you to give us one success and one challenge" and then you can sit down. He didn't say that you have ten minutes, he only said five minutes. It's about three hours from Jonesboro to here and I got myself all worked up to unload on this council because of an online database system called eTIGER. I do have one concern, Representative Brooks, the Move On When Ready Act, PC 488. You voted on that but I'm not sure if it's in the best interest of CTE and may need to be revisited in the next session. It is in conflict with department concerns and may need to be looked at. Now, the success we are having and you won't believe this but I'm in favor of the new TEAM teacher observation system. How many of you have been certified to evaluate teachers in Tennessee? Council members, you won't believe this but I have actually seen high school principals and high school teachers talk one-on-one about improving classroom structure. That's a miracle. After 29 years, I've not seen that happen. I have seen teachers come to understand that because of this, that what they do has an effect on everything they do in the high school. I've seen agriculture teachers work with chemistry

teachers. Health Science teachers work with biology teachers. Marketing Business teachers work with Language Arts teachers. And it's been brought about by this new TEAM observation evaluation system. If I have any problem with it at all, and I talked to some of my colleagues about it, it tends to be a little bit of a one-size-fits-all system. Most good instruction in welding shop and good instruction in the 4th grade classroom are just different. If I could water down that Rubric to the point where one-size-fits-all, maybe we would use something. But I don't want to do away with it and I know you've probably gotten calls about it. There is a bunch that would just like to see this go away. But I'm not one of them. The reason why I put my name in the hat to come down here for the first time in 18 years is this, I would like for Commissioner Huffman to introduce me to a fellow named "Vacant". I can't find him but he is in charge of CTE in the State Department of Education. I understand that Mr. Willis has not had a vacation in two years, is that correct? No organization can long survive without effective leadership. But there are 20 positions that answer directly to the Commissioner, according to the website, I can't believe that. Surely we can find a Harvard graduate -----this council can bring to bear to fill this leadership void in the State Department of Education. That's all I've got to say.

Guy Derryberry: We're about half way through the presentations, so we will take a ten minute break.

Guy Derryberry: I would like to acknowledge and recognize Representative Floyd being here with us. Do you want to say a few words before I get started with the second half of the program?

Representative Floyd: This is the first time I have ever been late to a meeting.. I had some schools that I had to be in this morning, so I'm glad to have all of you in Chattanooga today. It's good to have you all here with us.

Guy Derryberry: At this time I will call on Dr. Warren Nichols with the TBR

Warren Nichols: Vice Chancellor - TBR

I thank you. Good Morning. I am probably one of the very few that you have not met, that you don't know. So if I could, I would just give you a little of who I am. I'm what they call a first generation student. The first one in my family on either side to go to school/to go to college; and one of five siblings. My father was a mechanic for school buses and the only goal he had for us five children was to finish high school and not go to jail. And that was as far as it went, as far as career aspirations. I am the only one of the siblings that ever went to college - the only one that has completed any college. I went to a local community college right out of high school and received a two-year degree in law enforcement and became a police officer and did that for many years before I went to work at a community college in Texas where I taught in a two year law enforcement program for 13 years and was also in charge of a law enforcement academy for 13 years. So I was working at the community college teaching both on the credit and the non-credit side for 13 years. I thought that was how you do things in Texas. I came to Tennessee in 2003 as President of the Volunteer State Community College in Gallatin and served there until the first of October when I assumed the new position as Vice Chancellor for

Community Colleges for the State of Tennessee. In 2010 through an exceptional session of the legislators, they created the Complete College Tennessee Act and along with that, they created a unified community college system. We're yet to quite determine and establish what a unified community college system is, but that's the task that we've undertaken.

There's a few basic things, as I have set here this morning, that I have totally thrown away what I was going to present after listening to the comments this morning. I think there are a few things that are a perfect tie-in with what you are trying to accomplish and what we are looking at accomplishing at the community colleges. I think honestly sets the CTE up in a perfect position as it relates to moving forward with the community colleges and university system. Part of that is in the legislative act that was created. All universities and community colleges in the State of Tennessee (and the technology centers) are now under a different funding formula model. In the previous years, everything we did was based upon enrollment. The more students we get in, the more money we receive from the state as far as funding. It's a traditional model. The flaw in the model is that we only, as far as budget is concerned, we only worry about getting students, not keeping students. We only worry about how many we can take in, not how many are going to ultimately be successful completers. Now there is a flaw in that argument in the fact that of course we all care about how well our students do. Of course, we all care and we have very dedicated faculty, staff and administrators who care about the success of our students. But as far as that funding model, it was all about enrollment growth. Well, our state legislators/Governor made a bold statement, and I'm not quite sure how it's going to work out yet, but they made a bold statement that no longer are universities, community colleges, and technology centers going to be funded based upon the number who start, but it's based upon the number who successfully complete. Now, I'll tell you what that has done. More than anything else, it has changed the dialogue at the community colleges and university centers as to how we are going to recruit students; how we are going to work with the students that we currently have trying to keep what we have more than trying to continually find new students through the pipeline. This has resulted in a number of things that were well past time being implemented and I've only got a few minutes so I won't even try to go through the whole litany of different things that colleges and universities are trying to accomplish. But let me get right on the focusing point of how that impacts CTE. Governor Bredesen and Governor Haslam both spoke, and I've heard Governor Haslam now several times at public forums and meetings talk about the skills gap. Just in the greater Metropolitan Nashville area, there are over 2,000 jobs that are unfilled in the health and information technology areas. We have businesses and industries that are either no longer interested in coming to Tennessee because they cannot find a qualified workforce, or we have businesses and industries leaving or thinking about leaving Tennessee because they cannot guarantee a qualified workforce. At the community colleges, we have 13 colleges operating 65 campuses throughout the State of Tennessee. We have more students currently enrolled at community colleges combined than the university system, either the UT system or the TBR system or the technology centers. We have more students than any of the others. And of that number of students, only about 55% of those students are interested in university transfers. Somewhere between 45% and 50%, depending upon the campus,

are interested in workforce training, workforce competencies, workforce skills. They can take what they have learned and apply it and go directly into the workforce. They may or may not choose to continue their higher education later on, but they are primarily interested right now in getting quality workforce jobs. And the community colleges have been doing that forever. Think about law enforcement; think about fire fighters; think about your paramedics; think about your RN's, you know we've been in the business for a long time. We haven't particularly been doing well in some of our other areas but just like with the TTCs and honestly just like with the graphs I saw this morning from the CTE's, if you look at a certain component of the community college system, specifically those students that are in the workforce programs – nursing, allied health programs – you will see the very same type of completion rates as you will see anywhere else. It is because the model works. They declare a major. They know what they are looking for. It's an organized system of courses with few options. This is what you take. It's in a cohort base. It's a Fast Trac accelerated learning process. And then when you complete job placement rates, 85% to 100% end up on certain programs. So what the unified community college (CC) system is looking at doing under the 13 colleges and the 65 campuses is try to take this model and build on it. And what do we need to do to build on it? Honestly, we need to partner better with our technology centers. We need to make sure that the students that are coming out of the technology centers have full access to community college programs. And then we need to make sure that we wrap that in such a way with universities for those students that want to pursue university degrees will be able to take that and move on with it. We need to make sure that all 13 colleges and all 65 campuses are equally committed to working with CTE programs and equally committed to working with the technology centers. We don't need one campus, one branch satellite area that is off track on this. Everybody needs to understand the value of the work. In my own family again, I'm a cop by profession. I have two sons – one of them is a master auto mechanic and has been for 15-20 plus years now. It is amazing and you said earlier about the ability, Representative Brooks, of their pay. My son who is a master mechanic, he is not even on commission. He is in such demand from one dealership to the other that they guarantee him a certain salary, then commission. He is making more as a master mechanic than almost everyone of my fulltime senior tenured professors. So there's no one that believes more in workforce training, CTE training, than I do. It's important not only for society; it's important for our workforce; it's important for businesses and industries. But it's important for community colleges funding. Because if we don't have these type of programs, if we don't have students who are focused and are going to be our completers and our graduates, well then we are all going to be failures. So this is where you are actually in the driver's seat. There are a few things that I would suggest to you if you are not doing it now, please check into it with your local community college.

P16 Councils – We need you on our P16 councils. We need you, we need business and industry people on our P16 councils to make sure that you are driving the curriculum that we are offering to make sure it stays job relevant and appropriate to the ever changing work environment. We need you because, as you already heard, businesses drive the curriculum in today's world as much as anything. We need you there. You need to be

very active on our workforce AAS advisory boards. If you are not invited to sit on an advisory board in your respective area as community college, go talk to somebody. Tell them that you want to serve on that advisory board. And again, there are so many ways that you can force community colleges to become more attuned to your needs and to the value. One of the last things that I will say and then I will shut up is dual enrollment. We are very involved systemwide with dual enrollment. One of the biggest concerns we've had this far in dual enrollment, and this goes back to the lottery issues, is that we have students who cannot pay for the gap money. Now what that basically means is it doesn't matter how many courses I offer and of what type of degree I offer them at the community college dual enrollment/dual credit at the high school. If the students and the parents can't afford that \$100 gap, it's still out of reach. You might as well just not have offered it at all. And then when you add textbooks and other things on top of it, we love our dual enrollment program; we love the idea of the dual credit program where we can come to the high schools and not only just offer courses but offer sequences of programs. We want to do that. Sometimes the schools aren't as cordial or as receptive as we'd like them to be but we work through those things. As much as anything however is this gap in funding. Technology centers have the Wilder-Naifeh and some other things that make it a little bit easier for their students to come. At the community college level, it's a little bit more difficult for our students to go through Fast Trac accelerated because 8:00 a.m. – 5:00 p.m. Monday through Friday and no financial aid and no scholarships available. We're working through those things though. But just hear from me as the Vice Chancellor for Community Colleges. My goal/our goal as a unified system is to make sure that 50%-55% of our students now and in the future are going to be able to come to community colleges, work on their degrees, work on their certificates, get the accreditation, get their licenses, get their certifications so that they can satisfy the needs of business and industry and so that they can hold their heads high and be a good productive workforce. Thank you for allowing me today and certainly I'll entertain any questions if you have some.

Bill Moss: When you were at Vol State, you were a conduit to help make that happen. Can we now use you as a conduit to ensure that other community colleges that they will go along with what you have suggested?

Dr. Nichols: That is my job. My email is warren.nichols@tbr.edu. Again, right now, I'm spending this morning here; then I go to Chattanooga State and visit with them for a while; then I go to Cleveland State tomorrow where I will visit with them and try to learn about the processes of colleges, their needs/their concerns and to identify where we are system level. Trust us we are from the government where we can all try to be better and work more closely together. Thank you for allowing me to come. I appreciate it. Thank you.

Arlette Robinson, CTE Director of Bradley County

I brought a PowerPoint for two reasons: because I need notes and the last reason is because I want you to see the faces of our students. That is the main thing to me. That is why I do this job and that's why I love this job. I am from Bradley County, your sister county from here, and I am the CTE Director. We have four secondary schools, two

middle schools, two high schools. We have 18 CTE program areas over the two high schools and two middle schools. We are focusing on the 3R's: Rigor, Relevance, and Relationship. We have been working on our Rigor in our CTE programs. We are doing it through a few initiatives that we have. One is the CTE Competency Attainment Rubric, of course, but then we have our academic integration projects, our project based learning, and our 21st century skill attainment. We have several programs and I just wanted to kind of let you see the Rubric at work. We do want our students to be proficient or advanced. We have done some training with our teachers about that and we've had some mentorship programs with that as well. We have two programs coming into our school system – the International Baccalaureate Program at Walker Valley -they are currently going through a three year application process - and Cambridge International Program at Bradley Central High School. Bradley Central will begin offering the courses in Cambridge Program in Spring 2012. We will be the first public high school in the State of Tennessee to offer the Cambridge Program, and there is a link that we can use with CTE in the agriculture division, travel and tourism, and also nutrition and foods. We are looking into teaching our program of study but then they can test in the Cambridge University path and get Cambridge credits for those. They can take those to some colleges in the State of Tennessee. We are still working on the list on where they can transfer those credits. We have our academic integration. This is VOCS News. It's a broadcasting program at Bradley Central and we have a broadcasting program at Walker Valley. These programs are available because of Perkins Reserve Grants and funding is extremely important to us. And I want to show you what we did with this Perkins Reserve Grant. This is a student-led/student-produced news program. It's pretty cool there behind the green screen (reference to Ms. Robinson's Power Point) and none of this is real except the one in the middle where they are there. They also have used the funds to create a Bradley Central High School (BCHS) rock band. They wrote their own music; their own lyrics; and produced an album last year. They also performed at several community functions to raise money for the program. They had a Bradley film festival, as well. This is our Walker Valley, our other news program. I love this. They work with academics to have a literacy theatre. And at the top, you will see Ming's future. The reason that one is in there, not only is it literacy, but that is the guy talking to himself. And they do a lot of innovative things. The other thing I wanted to show you on the last slide is, at the bottom, they do daily Pod casts that you can download onto your IPOD and so the students create different sports related things and they have a WB (web based) Tweeter account that they all use as well. They produce a sports program that is on our local television station once a week. It's called Sports Zone. And these are graphics that the students produce and put within the program. They also do a Friday night football program that is on our local cable access channel every Friday night and our teacher was praying that Bradley lost last week so he could quit doing that. And they did, unfortunately. This is the Walker Valley High School web design class. The reason this project is in here is some examples of their work. And this is how we're helping business and industry. This is their partnership with this business and industry. And this is their actual website and they design it and they're having to help them maintain it because they are having trouble maintaining it. The business is as well, so the students are coming in and being a big help to that. Our 21st century skills. We have a collaboration between Lowe's, our coordinated school health with a grant in our

residential construction to build walking trails in Bradley County. These are the bridges that will go over some wetlands that we have in that particular walking trail. And, as we speak, they are setting these bridges and working with Lowe's employees right now. Our challenges – In some of the programs that I showed you, they use web based programs that require annual fees. Anytime somebody tells me it's web based, my heart just kind of breaks because I'm like – we're going to have to buy that year-out and year-in. And that's very hard to do; these reoccurring costs.

Relevance is our next one and we do this through our industry certifications and our student equipment. We have a vision in Bradley County that every high school student that is a CTE concentrator can leave our program with a diploma plus credits to a college or university, a diploma plus industry certification - something else that will prepare them to be successful in life after high school. These are some of the ones that we have implemented last through our Race To The Top Grant. And we have the IC3 certification, the Microsoft Office Specialty or Mouse certification. In our culinary department, we are partnering to become American Culinary federation certified. And we are using Pro Start and the first Pro Start test were in the 50-60 percentile range, but they've only been through part of the curriculum. So we hope by the time they get through the rest of the curriculum, we are going to have all of our students at proficient. They have been name a Hot 100 school by Sullivan University 2 years out of the 4 years that I've served as Director. We established the First Responder class through Roane State and now we will move that to Cleveland State this year. And here are our students practicing their First Responder skills. Manufacturing, welding, and precision machining – we are moving forward with some industry certifications there. Our program was American Welding Society (AWS) certified last year and our students are beginning to be AWS certified. I want you to pay particular attention to this young man right there because he is near and dear to my heart. That is my nephew. And I will tell you that he told me this morning that he hates high school and the only reason that he gets up every morning to go to high school is because of the CTE programs. Industry certifications – under construction, we have our engineering programs. We'll do solid works certification and we need an upgrade in our engineering programs and we're working on that. Residential construction and cabinet making – we'll be using the NCCER, and we're working on that now. Some of the students have already started testing on that. Our challenges – again, it's funding and I hate to keep harping on the same thing but to keep these certifications going, equipment costs are expensive and you must have a certain level to keep these certifications. So capital outlay projects and funding would be spectacular but these children go on and they earn college credits through this because some of our partnerships have said that we can give you credit by certifications. If you have certification, we can give you so many credits. Relationships is the last part and we're going to do this through our professional learning communities, through career development planning, and our leadership organizations. We have seven very active leadership organizations that win at the regional, state, and national level. We also had an FFA first-place national winner in dairy handling and he will be recognized at the board meeting tonight. We work in our community. We brought everyone together to raise over \$11,000 for the Mary Ellen Loker Foundation. And this gives the students the ability to work with others. Leadership Skills – this is our FFA group at the State

Capitol. They were recognized for having 43 consecutive years of Gold Emblem awards. During their fall break, the students went this year to get the 44th consecutive year of Gold Emblem recognition. We have a Perkins Reserve Grant now to help us with some of the challenges that we have. We have a Smaller Learning Community Grant, unfortunately that got cut after two years of funding because of federal cuts. We do have partnerships with businesses and we do believe that is very important because we could not do it without our partnerships with business. Before I ask you if you have any questions, I will tell you that we do very much with very little. And if we had more, the sky's the limit. I'm telling you that these teachers take what meager funds we give them and they work. And I feel like I'm going to cry about this because this is a very passionate subject for me – very near and dear to my heart because when my nephew tells me that and I have other students in the hall that tell me that, we just need to make the main thing the main thing. And the main thing is the students. So, do you have any questions?

Joyce Dykes: I would like to make a comment. I want you to know that Walker Valley High School, Joe Bryant, through FBLA – they were due to go to nationals. They you all had the tornado. So the whole FBLA group took all the money that they had saved to go to nationals and gave it to the community. I know FBLA sent some money to the students that had lost homes there, lost everything. And I said that you call that community service – that they are willing to forego going to nationals and just give it all to the students who need it. I thought that was great

Arlette Robinson: Well, one of the students – and it was a team – one of the students lost his home. And in the tornadoes last year, some of you may already know this – we lost a school and we lost a gymnasium from another school. The one school that we lost, we had to tear that down totally. We have purchased land and hopefully we'll be able to build again. But the school where we had the gym damaged on, they still do not have a place to have PE. They are having to have PE in the hall. The construction crews are out there all of the time trying to get them into that gymnasium as soon as possible but, as always, when there's a natural disaster the people do forget. But it does go on, but Joe Bryant did do that. Any other questions?

Will Lewis: You may want to expand on the Reserve Grant.

Arlette Robinson: We have a Reserve Grant right now between the eight districts in the Southeast Region. The Reserve Grant is a grant that becomes available once a year. It is for up to \$100,000. It is typically for new program development or new initiatives. At the bottom, I have a challenge but I skipped over it for the sake of time. The challenge of the Perkins Reserve Grant is that it is usually designated for new programs, not existing programs. And if you could make the Reserve Grant for existing programs, we can give you some new initiatives. My area has changed quite a bit, Mr. Lewis, but with the Perkins Reserve Grant, it's like Bill was saying earlier, some of our programs could not be what they are without those monies. It's a shame that we have to have the Perkins Reserve Grant though because I would really like to go back to what Bill and the group had proposed earlier with the bill to get some capital outlay monies back for us. Because

as I was saying before, in industry certifications if you are overhauling an automotive program or some of those programs, you can't do that on your Perkins funds. It was the local funds and the locals don't have as much money to give you. In Tennessee we joke that we're glad for Mississippi so we're not at the very bottom, but we're kind of at the bottom in funding. And in our county, we're not at the bottom but we're near the bottom in state funding. So some money set aside for equipment and for those capital projects could really be helpful for the CTE programs. Thank you

Kay Light, CTE Director of Marion County:

I am from Marion County which is just west of Townsend and I may be the first representative of a rural school system, I'm not sure. But we are a rural school system. We have three high schools. And we have a total high school enrollment of about 1,150-1,200 students. Seventy percent of students are economically disadvantaged. And probably, I haven't heard a recent number but I'm going to give a fair estimate, probably about 70% of the folks in our county drive into the Hamilton County area to work each and every day. So we provide a lot of money for the Hamilton County folks. Right now we have 86% of our students in CTE classes. So we start a majority of our students, our high school students, in CTE. We have, I think, 15 programs of study in our three high schools. The graduation rate was 95.9% as opposed to the overall grad rate of 82.8%. For a small system at (inaudible), we do a fair job. It is challenging sometimes to provide what the students want and need at three different high schools when it's not feasible to put all the different program areas at each location. So we sometimes have students that drive from one campus to another in order to get a welding class or whatever they need. We have two different program areas. We have three machine shop students who will be starting this spring in their senior year to drive to Chattanooga State for the machine tools technology program. So they are excited about that. We really are the only machine shop in our local area. So those students probably have more opportunities than they recognize. Sometimes again in our rural area, it is difficult to get students to recognize the options that they have. Last year, we implemented the First Responder course at one school. It was very popular. I think that we will probably have a good response to that again. We're implementing the Nursing Education class this spring for the first time including clinical experience. We are developing partnerships with the local hospital, with the nursing home and with some of the doctors' offices in the area. I sent a letter to the hospital last week asking them if they would donate an ambulance. So I don't really expect that to drive up anytime soon. We're going to be teaching as professional courses this Spring, some of these courses I'm mentioning are kind of the Capstone courses for our Programs of Study, so we are just now beginning to hit that part of the Programs of Study. As we implement these Capstone courses from the state, of course they create challenges of their own. It's kind of exciting.

We have Project Lead The Way as part of STEM at all three of our high schools. That also has been a challenge because of our small enrollment. The original focus there was to actually have one countywide program. And that is still working itself out with some successes and challenges in that area. We have a program called, Jobs for Tennessee Graduates (JTG), which not a whole lot of our systems have. But we have that. I'm proud that we've been able to hold on to that. It's a good program. It's one class for the

senior year and it teaches students, I call it employability skills for lack of a better description. But it's designed for students that are at risk. The teacher that we have in that program area is just a real go-getter. The students have won state awards every year that we've had the program. And this past year, we actually had a career in Chattanooga that contacted the teacher and asked if she would help set up something to get students prepared for interviews for their company. I'll have to look at this map because it's not one that I'm real familiar with - Archer Daniels here in Chattanooga. So they interviewed some of those students and they hired two of my students. So we're very proud of that. One of the things that was really fun on our Project Lead The Way program a couple of years ago, we had the winning robotics team in the state. And I just want to tell you where those students are today. One of those students is now in an apprentice program at TVA. This student is one of those students that probably had no ambition of going to college at all. He came from a family that was not interested in college. But as a result of being on this winning robotics team, he's doing very well. But when those students actually presented their robotics, their actual robot, to our board, this student just blew us all away. He's one of those quiet students who really wasn't what you call one of the better students in school. He wasn't well-known; he wasn't an athlete, nor any of those things. He absolutely blew us away because he was the one that did the actual presenting. He was very confident. He was just spectacular in his presentation. He is the one that is at TVA. Two of the others, out of that team of four, are spending the summer down at Huntsville attending University of Huntsville program at Alabama.

Some of the challenges that I haven't mentioned already are being responsible a lot of the time for scheduling classes in order to keep students in Programs of Study becomes an issue. So it's kind of a constant battle trying to make that work out. We are experiencing a little drop in enrollment something I expected as we transition in our Programs of Study. So of course now, we are trying to make sure that starts back up. It is very difficult to maintain good qualified teachers. That's probably one of the biggest challenges that we have. The majority of these folks with their qualifications make a lot more money somewhere else. I have just lost a health science teacher and another teacher looking for a job. And these are very good teachers. We have a collision repair teacher that called me the other day and asked for more supply money, because he has found this year that his supplies are costing two to three times what they did last year. And I had a \$65,000 cut in my budget this year. That's my local budget. We had to be a little bit innovative in some cases for sharing teachers because we have three small schools so we have a JTG teacher that teaches at all three high schools. We have a Health Science teacher that teaches at two. What that creates for us is in a health science situation is that there's really not enough courses at either of the two schools and add that with the scheduling issues (inaudible) program of study, so we really have a high demand for Health Sciences programs and there's not enough teachers to take care of the student demand. Another issue for the rural systems, of course, is we have so few industries and businesses that are local that we have a hard time applying partnerships. Some of the support that we do have, and we are grateful for all of that, is that a lot of the support is basically startup support that doesn't go much deeper than that, which we are constantly working on. And another thing that Arlette mentioned that we see a lot of is that with all of this federal money that's poured into the schools, it has so many restrictions on it that

basically we are not able to spend it where the needs are. One of my Health Sciences programs is loaded and it's just completely inadequate and I've been begging for five years to renovate a space at that high school. The space is there. We just don't have a room for our students to rent out that space and make it into a pretty nice Health Science area. Any questions?

Dr. Gwen Hobbs, CTE Director of Sequatchie County:

I think that I'm probably the smallest county that's here. Marion County, Bledsoe, and Sequatchie County are in the same valley. Sequatchie is between Marion and Bledsoe, and I work for the largest employer in the county, the school system. We do not have much industry but what we do have are involved in education. We have in our high schools probably 675-700 students. We have four CTE programs. I'm a hybrid. That doesn't mean that I'm green. I came from traditional education through social sciences to special ed, counseling, curriculum instruction, and then leadership. I got CTE director as an add-on, in addition to doing all of the curriculum, teacher evaluations, textbooks and that kind of thing, I also do CTE and postsecondary; I love it. If I could do away with every other job and keep this one, it is the one I would keep. But CTE Director is a fulltime job. We have the same issues as other areas, which is the scheduling piece. Every time I talk to adults, I say, "We need to do it the right way or we'll lost funding." Well, picture your school without those four programs? Of the 675-700 students, 41%-50% percent are in our CTE programs. About five or six years ago on the benchmark data, our graduation rate - the only school worse than ours in the state was the TN School for the Blind. But when that changed and Tennessee put that in motion in students Program of Study in the green area. Our CTE graduation rate, and I know it is small numbers, but a higher one will kill you. We actually, our CTE program, surpassed the high school graduation rate by about 15% or so.

And just this year, our high school graduation rate was within 9% of the CTE rate. And I just wanted to say - imagine taking those students out with the block system because they can actually finish a program of study in their sophomore year. And I go, "You know what's going to happen to them". A lot of them will quit and will not graduate. I jokingly said, "Can I buy ankle bracelets?" just to keep them in a program of study or in school until they finish. But it's one teacher's scheduling nightmare just to get it all worked out and let the students take what they want. This year, for the first time our students do a follow-up report one year after they graduate and 89% of those that graduated as concentrators are employed in their field. And in these economic times, that is just amazing. Why does that work? I don't have any hard cold, statistical evidence, but I think this is something that is relevant or related courses and a common teacher in that relationship and it doesn't always have to warm and fuzzy. It can be "You're going to graduate so let's get in here and let's get it done. And then they follow up on them. They check to see if they have a job yet. They'll keep them in contacts. Those kids will come back and tell you that's why they graduated and that's why they are where they are today because of what they learned there. There's a lot that we could still do in that respect. I'm pleased that even when the courses got more difficult, our CTE students enrolled in math and English language arts are 89.8% efficient or advanced. I'm sure there's a lot based on what will happen. They are happy in content in a real life role play

application. CTE was a part of STEM long before the evaluation model came in, it's picked up since then. It's really neat if you ever get a chance to see the academic geometry students come into a construction, carpentry or to a professional education class and they're going together and doing blueprints and drawing things on paper initially, the construction student will put it all back on paper instead of the academic student and will take the lead. Then they will take safety tests and go into the lab. And now all of a sudden, we have to take that piece on paper and put it in three dimensions and make it stand up and be square for the model and the switches. And teachers and adults have a way that they can go together and were saying, "How do you do that?" And they will start talking to each other, and that's the same thing in Health Sciences. And the students who do not perceive themselves as academic will say, Show me how you do that. How did you know how to do that?" And that happens over and over and over with those administration pieces. The academic teachers are much more excited when they see career and technical competencies than the CTE teachers are when they see academic curriculum. Those are competencies. How did you get those? We are poised right now in the CTE education. In the academic world, our CTE students are the leaders. They understand how it works and they understand how it is mastered and move on. And they can actually start teaching before academic teachers. CTE students quite often are perceived as being not quite the academic elite, but it's just not true. The students are very bright in career and very capable. Because I came from a hybrid background, there are some things I see coming up that are a little bit of a problem for us and an opportunity also. We have some mismatches when we talk about the articulation agreements to get the students not just in but have to complete. I think/I know it's going to be a challenge. We get them in high schools and get them out and that's a challenge. Here's the thing, this year they've added the fourth indicator from First To The Top criteria. The public schools are held accountable for their postsecondary going rate (not staying). They've just got to register and show up and we get to count them. Now we have TTCs and community colleges that work with us because students are required to have articulation agreements in high school and they have to take next course to get credit for dual credit/dual enrollment. Here's the other piece – the competencies in the CTE programs are not really what the instructors are looking for. They are not quite there yet. We know that. The State of Tennessee is working on that. They are all over that trying to get those done, and that takes time and sometimes by the time you get these things done especially when you don't have leadership, we have a lot of folks that still have their oars in the water rowing as hard as they can. But there's not any person at the helm asking where we're going. It's just finishing a job and carrying on. Sometimes by the time you get that done, things change again. The world changes so quickly that we are asking, "What is the most current industry standard". So that is a job that we are going to do. We need to see what the instructors need so we can get it into our classrooms. The other piece is that with these agreements, and this is probably unique to us because of where we live, and I choose to live there so it's my choice. We track them but they don't always stay. I would like to see somehow that we include, and I don't know if this is possible with Perkins is additional training that will help them get a job especially in English, Language Arts and Math. I wish we could actually do that more in the high school setting and that's part of our responsibility in career and technical because that's the thing that will stop them from moving on through the program. If you get thrown out for those

courses, you've don't get a chance to get into all of those other field related courses. For us, it's a time change and a trip over a mountain within a school day. So the dual credit received on campus is difficult. We have a grant with the community college where they actually fund transportation for our students who do not have college experience and are not likely to get it because they may be the first in their family to go to college. And they travel over there a couple of days a week and take their courses on campus and that's wonderful. Especially with the jobs right now, when you're trying to make the grocery bill and make sure you have a place to live, the money is just not there for books, (\$100 for books) or money for lunch, which is actually included in the grant but is just not in the budget. Those are some pieces that are sort of an opportunity and a mismatch and if we could get together and work that out, it would be great. The issue for Cumberland County TTC is, again, the distance travelled during a school day. I appreciate the work the State's doing on the competencies. I hope that doesn't hold us up for getting our articulation agreements and dual credit.

(Due to technical problems encountered at the Public Forum, this portion of Dr. Hobbs' presentation was inaudible. However, we are still trying to recover this for the record. When this is accomplished, we will then update the website to include this report in its entirety).

I can tell that we have a problem attracting and recruiting students as career and technical education teachers. This young man was new to the area and has a Bachelor of Science in Architecture. I asked if he considered teaching in a CTE field. CTE has all kinds of graphic design, a large amount of academic education. But that's kind of the opportunities that people are moving in and they know what's out there and they have a passion for working with students. And students respond to it so anybody here that doesn't have that fire built in them understands what we are doing now is relevant. Part of figuring out what you want to do is figuring out what you don't want to do. There was a report that came out about five or six years ago about jobs. There was a statement made about the first time within a decade that students in the US will be less educated than their parents. That kind of bothers me. We continue measuring education in degrees – those bachelor's and advanced degrees. I don't think that's true. I think we need to think differently about work. Unless he continues, my son will not have a Bachelor's Degree but he will have industry certification. I can tell you right now that when he finishes he will make more money than I do and I have three degrees above my bachelors. And his benefits are already better than mine. I'm proud for him but it just makes me mad. He's smarter than his parents because my husband also has an advanced degree in Education. I chose what I do and I love it. But he's not going to be less educated. He's just not going to have the same letters tacked after his name. He's going to have a different kind of education and he's going to know how to learn where the jobs are. So we are a big part in that and I don't think that we are there yet. It's not all about college degrees. Fifty-five percent (55%) of our kids say they are going to college. We already know they are not going to stay- a lot of them. But what are we going to do with the other 45%? And I'll promise you the tracking of that 55% that say they are going on to college – they will either go but won't finish or they'll do something else after the fact. I want to encourage a program, and I don't know if there's anyone here linked to it or not,

but it's the JACT - the electrical program here in Chattanooga. I called Kenny Smith from Nashville last week and I said that those kids that are linked to Chattanooga State – it's a partnership there. Are they enrolled as students? Will they be on the books when they graduate from high school? And the answer is "yes". Those will be but I don't know about the welding and that sort of thing. I worry about those students. They do not show up on the books by September 15 then they probably won't be counted. There's a lot of our students registered in those programs and they account for a large portion of the program. Thank you.

Rocky Riley, Curriculum Supervisor -Knox County:

I'm Rocky Riley, Curriculum Supervisor in Knox County. I work under Don Lawson. He is under the weather. I just wanted to share a few things of what we are doing in Knox County and I to (like my mentor Bill Moss) had to have my notes. A couple of things that started with us a couple of years ago: we had the federal government and some of you had the same thing. I came to Nashville and met with you, the 3rd party and they asked to tour our facilities here and came back to us and said, "Here's some things they said, "Why do you need Perkins". "Why do you need this?" And the number one recommendation that they gave to us is that we need to promote what we are doing as far as CTE. And we in house know CTE. We use CTE just off the cuff. One of the things that our superintendent and our assistant superintendents have said over and over when we are out is we refer to it as Career and Technical Education. Because then you have to go, "Well it is the old Vocational." And everybody knows that and you have to explain. I'm an old tech ed teacher. It's also been industrial arts, shop, you know, everything. You can go through it and do it that way. So we took that under our wing and we came up with Rick Bise. He handles our adult apprentice programs at night. He's here with us today and along with – we hired a couple of other people to do our - what we call promotional stuff. And we do our CTE goals and even fill in the blanks. While last year we started with one even and it's become a Capstone thing. We brought in, and it's kind of behind the scenes, ---. And the way this leads in was to promote our kids and what they do and their paths and their skills that they do. And we did a CTE Goes Idol in downtown Market Square in Knoxville – if you've ever been downtown Market Square – it has been hugely renovated over the past eight to ten to fifteen years and it's gorgeous. And so Rick and Buck and everybody have worked very diligently to try to get everything set up. Our teachers, and what we wanted to do – we had our criminal justice people being in charge of security and work with the Sheriff's department. And this is all in conjunction with our advisory council and I'll speak on that a little bit in just a second. So it's a combination of a lot of different industry partnerships. What we are doing as far as curriculum – we're NCCR as far as our manufacturing and all of our construction and training and manufacturing goes. But with the Idol, the CTE Goes Idol, we had logos. And we even got logos printed up and we tried to put this star, we took a spinoff of the State Department. Our graphics design department, they are the ones who (kids) did this. They do a lot of help self promoting of us in CTE. So it was construction trades that were in charge of setting the stage. In our culinary arts in the green room, we made this a true production. All of us were thinking ok we will have – and in a way we kind of promoted this – every school does some kind of talent show. And so we said, "OK, it can't be a band." We're going to do a one singer, worked it out with some different

people, got a recording contract set up and they can record one song and that kind of thing. So it just kept growing. Now it has become a big monster and it's great. Our kids get into it so we went around to all of the high schools, we have 13-14 high schools in Knox County and so we took their best. Their winner from the talent show and they entered to win the Idol. So we did this competition. A young lady won but to showcase what we did - culinary arts, carpentry, criminal justice, cosmetology and makeup and hair (you name it), we tried to implement everybody into this to promote what we're doing. But we had 9,000 people show up at Market Square. And if you are standing up there at the stage and you kind of look back and you see heads from the backside and then you go up to the stage and you look out and you're like, "Oh, my gosh, where did all of these people come from?" You know, where they first started out with the merchants and they were like, "Well, we can't sell alcohol during that time. So we work with our great partnership with our Chamber of Commerce. So we had everybody there. So 9,000 plus heads later, you know we're doing this again, bigger and better, even to the point where Fox actually got involved at one point in time last year because of Idol. Because of the word Idol, they called. You know, we're just Knoxville High Schools and so that is one of the things. Now to go on to where our partnerships advisory council, we went to several local businesses about being a part of/we wanted to redo our advisory council. And not just be, "Well, I'm not a part of this board; I'm not a part of this board. We had several instances where people would say, "Look, I don't just want to be a part of something. I want to do. I want to mentor. You know, if you need money that's fine, but I want to mentor. I want to come in; I want to sit down; I want to offer up my HR Department to come in and do our soft skills that we are talking about. Our interviewing skills - that's what's going on right now with what we are doing in several places. We have over 150 plus members of our Advisory Council. Representative Brooks - he's been there a time or two. You know for us in Knox County, we have got some good people - powerful people - political or however you want to say it - just the Average Joe people that come in. We've got Knoxville Business Association people; we've got Downtown Communications; departments wherever; both sheriffs; our Chief of Police in the Sheriff's Department; both mayors have been there, and they are very active. They actually come and attend meetings. We try to do it at 7:30 in the morning and have them gone by 8:30 (a.m.). We did lunch one day and I stood over top of the grill and surprised Mr. Moss with food. But we have a good reputation right now with CTE. Not just with Knox County but throughout the State. And I think most importantly for this is what you all have done as a board and what the State Department is doing. And TEAM - I have so many teachers come because I head up the academic side of things. I handle most of the curriculum of Knox County as far as the integration. One reason - the math supervisor, the social studies, (well, the core people), and myself all came in about the same time. And so we fought that battle, I think she said it a while ago, is that we've been doing this integration thing for a long time. Yes, we have. Now the circle is all of the way around. They are looking at us and they're saying, "How did we do these things? How do you manage Project Based Learning?" They don't have a clue. They've asked me and we've done workshops, went to the Honors and AP Institute that we have in Knox County. They've asked us as CTE to come in and set up and show them how to do a Project Based Learning activity. And so, that's huge. The attributes go to our people then saying, "How do you group these people?" And they are looking at the Rubric and the

TEAM evaluation. How do you manage this? What are your taggers? What are your bell ringers? But with our advisory council, they also said, "Well, as far as the social stuff goes, get out more". Our advisory council echoed what the federal government said, so we came back and we developed social media. We are all in a Twitter and a Face Book account stage in life. If you don't Tweet and Face Book, folks, it's happening and it's running rapid and we are doing those things. It helped us. We've got several legislators following us as far as our Twitter and Face Book accounts. Even to the point where our kids at Bearden High School marketing have taken over a Face Book account and we've kind of got it in where our teacher can get through our filters and stuff on the Web. And so they manage a CTE Goes Face Book page, or you can't use Face Book, we found that our – you can use FB. The kids went crazy with it and so what we are doing is pumping up every teacher in Knox County and if they have something to come up, they shoot it to Mr. Dyer and his class at the CTE Goes address in little snippets and they post it. We've had a lot of success on that. Another things that we are doing is a child public safety day. This has nothing to do with the Idol. None of this really had anything to do with what we're doing in CTE. Mayor Burch had asked, when we were sitting there in one of our meetings, "How does this benefit CTE?" "What do you all get out of this?" The answer was "absolutely nothing" because we want people to know who we are and what our kids are doing, and we are not going away without a fight. That was the whole, seven/eight/ten months ago, we all know what the rumors were, including me. I started calling Harry; I called everybody because I am passionate about this, but I was finally told that I needed to stop calling. This is my passion; this is what I want to do. Hopefully, I'm around for another 20-30 years to do this. And I love what I'm doing. Don has instilled in me a couple of other duties here and there. We had an incident where our geometry project and our construction core, or carpenter class, at the Halls High School in North Knox CTE Center were working together. And we're sitting in the staff room and the math supervisor leans over says, "Man, I've been trying to call you". But I'd missed his phone call. He had been trying to tell me that our math test scores for Knox County were 15 percentage points higher because two days a week or sometimes every day the geometry tech teacher was coming over and working with our carpentry teacher. And it just solidified a little bit more the years before we adopted our tag words of Knox County's CTE is education through application. And that's what we do; we all do it. We just kind of trademark it. And so we started shouting out 15 percentage points higher and everybody got excited. Gary didn't realize this was going on, so he said that we need to do some more of this. This past summer we put on a CTE and math workshop where there were seven or eight math teachers being geometry tech and in our CTE department, STEM, and construction folks that came and even to the point where one of the math teachers went back to the school and asked if he could move to the CTE building. Because they've got it going on and we're going to work well together. And that relationship is working very well right now. Rick brought some of the other things that we are doing as far as our promotions and publications. It started last year. We do a CTE Goes Idol calendar. Everybody has their system-wide calendar. Then you have your administrative calendar on which you have your days that you're off and the days you are testing. We went out and solicited. Our graphics, our digital design imaging, our Web design class work on this. And this is their Project Based Learning. It goes to the point where we go out and we solicit. Do you want on this because we send this out –

56,000 copies of this? We put this together but we are just breaking even and that's all that we want. And we put the dates of everything, spring dates to testing dates, TCAP times, administrative days in-service. We have our school based website that is run by Fulton High School: www.ctepartnerships.org. Our teacher is Mr. Hughes and he's unbelievable. This is his current year as I have it up here, but you can view this also when you go to the CTE Partnership page. When we first started doing this, it was just a publication. We went to Knoxville Orthopedic clinic, that is obviously an orthopedic service for everybody in Knox County, we asked them and they sponsored the back of it. They handled the printing and we got a few more ads - just a local high school. It has all of our high schools in Knox County's football schedule. Again, this is what our kids came up with. And they came up with various designs and they have a panel. They send it to us and we go through and select it and do it. We pass these out at Neyland Stadium. Rick, Buck and Wendy all stood out there and passed these out for everybody to have. We are just giving them away (10,000 of these), and it is getting what we do out there. This is great. These are things that we are doing as far as promoting. We're trying to break that "shop". We don't have shops anymore; we have learning environments and learning experiences and laboratories. What is the difference between a chemistry lab and an automotive lab - nothing? They are still having a learning experience. We also formed a CTE Foundation and we gave over 15 scholarships anywhere from \$500-\$1,000 last year. We tried to get one for every school. We've got two young men that went to the American College of Building and it's in conjunction with the college in Charleston. It's a craftsman school where they make everything from scratch, even their own nails. They do everything. Drafting is drafting on a table and for you all to understand any of that architectural design, Rick went and saw the facility and could not believe the place. Our kids are over there doing well. They're from Gibbs High School. They're two of our carpentry kids. When one of the carpentry kids was interviewed, he said, "This is why I go to school". It don't get any better than that for us because we are doing the right things. As far as challenges go, I haven't touched on graduation rates because we obviously don't know that we are better than most of our systems. We in Knox County are at the 91.6 and hopefully, we are going to get better. I strive to be real perfect on a lot of things but as I get older I find it's not as easy to be done. But challenges - sitting here and several conversations with other people - dual credit and dual enrollment. My child is in first grade at Carter Elementary and I hear about everyone coming out with 18 credits because they are right next to it, whether it's a TTC or a community college. But I think the biggest challenge as a parent is I don't know the path that my child is going to be. They don't know where they are going to go. And I think that's with every young adult - every young man and lady. That credit that they get should follow them to any postsecondary institution, not just Pellissippi, not just Roane State or a TTC. That credit should forward. I think that's something that we need to work on. That credit needs to follow every child. And how do we track that? I don't know. I'm looking at Marty and asking if eTIGER is the question? We all can't get on (to eTIGER) at the same time at postsecondary. But I believe and I am passionate about that. And so I will jump through whatever hoops to try to make that happen where that credit follows because that's my daughter. I'm looking at it down the road as a parent. She's in first grade but I plan for things. I'm very organized. So I think that's one of the challenges that this board kind of needs to try to get the people talking at the same table together. We are a large system

and when a decision is made either from the state level or the federal level, I refer to a sticky note on my desk that says, *Common Sense is not always Common Practice*. And I believe that 110%. Because every time you talk to somebody you wonder what sense are they thinking of or did you think? But I leave that on my desk to remind me to say, “As a large system when a change is done for a program that doesn’t have. We’ve got 250 CTE teachers. So when you make that change and you can walk down the hall and you can tell where your CTE department is the whole entire school or go three places and you can make that change, that’s easy for you. How do we implement that as a large system? I think everybody needs to have a voice on some of this stuff because it is very difficult. We’re still in our Rubric – what CTE has developed. We’ve got academic people with me and Bill and I have had varied conversations on this and at LEAD’s, and several people have run across the Rubric. How can we get trained on the Rubric? I’m stretching out this summer and I’m going to offer it up for everybody in Knox County because they don’t understand that we do expect and require excellence for all of our kids. But on the same side, we’ve been doing this all along. They’re playing catch-up. Thank you. Any questions?”

Follow up Comment from Rep. Brooks: The language is being written to amend the Dual Credit Act to accomplish this concern to where if you take your dual credit. And let’s say you partner with Middle TN State or Chattanooga State. That credit, once you meet that postsecondary standard, with -----at Chattanooga State, that -----becomes inseparable at any and all postsecondary institutions in this State. We have begun a conversation with you in the TBR system, Board of Regents, and heading in that direction and they all know we’re heading in that direction. So, we’re going to resolve that problem so that when a child takes something whether it’s learning culture or whether it’s a math issue at Chattanooga State, that becomes good everywhere. And the idea behind it is, if postsecondary institutions think there is a weakness say with Chattanooga State’s program, they need to go to Chattanooga and say, “Here’s a weakness, let’s work them through it”.

After asking for questions or comments, the 2011 Forum on Career and Technical Education was adjourned.