

# CTE TISA Programs of Study Leveling Guide

Updated: July 1, 2024

## CTE TISA

For Tennessee students, Tennessee Investment in Student Achievement (TISA) is a significant step forward. As designed, the direct allocations for career and technical education (CTE) components will be a powerful tool for encouraging students to enroll in and complete CTE programs leading to the most promising career opportunities. The design of TISA's CTE direct funding component will incentivize the offering of CTE programs aligned to high-wage, high-demand, and high-skill level careers, benefiting both students and the state's economy. Funding now prioritizes programs most likely to lead to long-lasting careers that enable economic independence by valuing CTE programs of study that will prepare students for high-paying jobs now and in the future.

The Office of College, Career, and Technical Education has engaged various stakeholders in the CTE TISA rule process and the alignment of Standard Occupational Classification (SOC) codes to programs of study that drives the level determinations. The following overview outlines these processes and the final levels of the programs of study that will be effective beginning with the 2024-25 school year, which will inform funding the following year.

## Overview

TISA provides direct funding for student participation in CTE programs to drive college and career readiness outcomes. Pursuant to T.C.A. § 49-3-105(c)(2), a direct allocation amount is generated for each student membership in a CTE program based on:

- (i) The level of the program; and
- (ii) The student progression in coursework through the program.

The methodology used to determine the level of each Program of Study (POS) is aligned with the state's TISA Rule 0520-12-05-.05. Program levels are evaluated annually but will be updated for TISA funding purposes every three years to allow local education agencies (LEAs) appropriate time to align programs.

## Data Inputs

### **Standard Occupational Classification (SOC) System Codes Alignment**

With input and approval from key stakeholders, the Tennessee Department of Education (department) developed a list of SOC codes aligned to each POS. This list serves as the starting point for determining the level of each program. The following stakeholders were asked to provide input:

- CTE Directors
- CTE Advisory Council Members
- Tennessee Department of Labor and Workforce Development (TDLWD)
- Economic and Community Development (ECD)
- Advance CTE

### **Occupational Data**

All occupational data sources are provided by the TDLWD. The methodology used to determine final program scores only considers factors aligned to high-wage, high-demand, high-skill level occupations: Projected Employment, Median Annual Earnings, Total Number of TN Regions with High Demand for the Occupation, Annual Total Openings, and Entry-level Education.

## Scoring

Before the scoring process begins, the ten SOC codes with the highest projected employment are identified for each POS. These top ten codes are the occupations considered in the scoring process outlined below.

### **High Wage**

Median Annual Earnings: Of the top ten codes identified for a program of study, the five with the highest median annual earnings are averaged and compared to the statewide median to produce a high wage score.

High Wage Score	The average of the top five median wages is...
1	At or below the statewide median
2	Above 100% to 120% of the statewide median
3	Above 120% to 130% of the statewide median
4	Above 130% to 140% of the statewide median
5	Above 140% of the statewide median

### **High Demand**

Total Number of TN Regions with High Demand for the Occupation: Each of the top ten codes identified for a program of study are assessed for the number of regions in which the codes are identified as being in high demand. Each SOC code is then given a score between one (1) and four (4) based on the table below.

SOC Code Score	The SOC code is in demand in...
1	Two (2) or less regions
2	Three (3) or four (4) regions
3	Five (5) to seven (7) regions
4	Eight (8) or nine (9) regions; or the code is projected to have greater than or equal to 1,000 annual openings

After this analysis, the codes with the five highest scores are averaged together to assign a high demand score to the program of study.

**Annual Total Openings:** In addition, of the ten codes identified for a program of study, those with the five highest annual openings are summed. If they are greater than or equal to 3,000, then the program will earn a four for the high demand score.

SOC Code Score	The SOC code is in demand in...
1	Two (2) or less regions
2	Three (3) or four (4) regions
3	Five (5) to seven (7) regions
4	Eight (8) or nine (9) regions; or the code is projected to have greater than or equal to 1,000 annual openings

High Demand Score	Average of top five SOC code scores OR Greater than or equal to 3,000 openings across top 5 SOC codes (receives a score of 4)

### High Skill

**Entry-Level Education:** Using the same top five SOC codes from the initial high demand scoring process, each occupation earns either a zero (0) for an entry-level education requirement at or below a high school diploma or a one (1) for a requirement above a high school diploma. The scores are then summed to generate the high skill score for the program of study based on the criteria below.

High Skill Score	The sum of the entry-level education scores for the top five SOC codes is...
0	Less than three (3)
1	Three (3) or four (4)
2	Five (5)

### Final Score

To determine a final program score, each of the categories above is weighted: high wage is 70 percent, high demand is 20 percent, and high skill is 10 percent. These scores are then used to assign a level to each POS as follows:

- **Level 3** – at or above eightieth (80th) percentile
- **Level 2** – between the fortieth (40th) and eightieth (80th) percentile
- **Level 1** – below the fortieth (40th) percentile

## Current Program of Study Levels for 2024-25:

### Level 1

Program of Study	Level
Audio/Visual Production	Level 1
Barbering	Level 1
Cosmetology	Level 1
Culinary Arts	Level 1
Dietetics and Nutrition	Level 1
Early Childhood Education Careers	Level 1
Educational Guidance and Social Services	Level 1
Emergency Services	Level 1
Fashion Design	Level 1
Fire Management Services	Level 1
Food Science	Level 1
Human and Social Sciences	Level 1
Interior Design	Level 1
Leadership in Government	Level 1
Pre-Law	Level 1
Veterinary and Animal Science	Level 1

### Level 2

Program of Study	Level
Accounting	Level 2
Agribusiness	Level 2
Agricultural Engineering, Industrial, and Mechanical Systems	Level 2
Architectural and Engineering Design	Level 2
Automotive Collision Repair**	Level 2
Automotive Maintenance and Light Repair**	Level 2
Aviation Flight**	Level 2
Banking and Finance	Level 2
Business Management	Level 2
Criminal Justice and Correction Services	Level 2
Entrepreneurship	Level 2
Health Services Administration	Level 2
Horticulture Science	Level 2
Hospitality and Tourism Management	Level 2
Human Resources Management	Level 2
Industrial Maintenance Technology	Level 2
Machining Technology	Level 2
Marketing Management	Level 2

Program of Study	Level
Meat Science** * <b>New POS for 2024-25</b>	Level 2
Mechanical, Electrical, & Plumbing (MEP) Systems	Level 2
Mechatronics	Level 2
Office Management	Level 2
Residential & Commercial Construction	Level 2
Structural Systems	Level 2
Supply Chain Management	Level 2
Technology	Level 2
Welding**	Level 2

### Level 3

Program of Study	Level
Advanced STEM Applications	Level 3
Behavioral Health * <b>New POS for 2024-25</b>	Level 3
BioSTEM	Level 3
Coding	Level 3
Cybersecurity	Level 3
Diagnostic Services	Level 3
Digital Arts & Design	Level 3
Engineering	Level 3
Environmental and Natural Resource Management	Level 3
Networking Systems	Level 3
Nursing Services	Level 3
Sport and Human Performance	Level 3
Teaching as a Profession (K-12)	Level 3
Therapeutic Services	Level 3
Web Design	Level 3

\*\*The CTE TISA Additional Allocation ensures that students enrolled in a program of study that requires the most additional resources and is determined to be a Level 2 or Level 3 are funded at an increased amount. CTE Directors informed the determination of programs with the highest costs for materials and equipment. With stakeholder engagement and feedback, this process will be conducted annually.

## Required Timeline for Future Updates

By **July 1** of every year, the department will:

- Create and publish a listing of all approved Career and Technical Program courses and determine for each course whether it aligns with the first, second, third, or fourth year of the Career and Technical Program;
- Conduct an annual review of Wage-Earning Potential indicators through data from the Tennessee Department of Labor and Workforce Development and other sources, for all occupations, and ensure alignment to approved Career and Technical Program;
- Create and publish a listing of all approved Career and Technical Programs by level; and
- Conduct an annual review of additional resources required to support the Career and Technical Program.

Program levels, course assignments to progression years, and programs of study requiring additional resource needs, while evaluated annually, will be updated for TISA funding purposes every **three (3) years** to allow LEAs appropriate time to align programs. This re-evaluation will be released **by July 1 on the three (3) year cycle** and become effective for the subsequent fiscal year, providing a full academic year between the release date and the year in which the data will be mapped to the new levels and drive updated funding implications. (For example, an updated set of levels will be released on July 1, 2027, for which districts' CTE programming in the 2028-29 year will be assessed to drive funding for 2029-30.) The initial evaluation cycle is effective for the 2024-25 school year, with the first three-year update effective July 1, 2027.