



Career Technical Education (CTE) provides a sequence of courses for students in grades 9-12 to gain knowledge and skills in career programs by integrating academics with technical skills. Students who graduate with a concentration in a CTE program are prepared for both post-secondary institutions and/or the workplace. A concentration is three credits in a focused, sequential program of study.

All CTE programs are funded primarily with federal Carl D. Perkins funds and programs must meet the following quality standards:

- The teacher is certified to teach the program, including industry certification for Trade and Industrial (T&I) Education teachers where applicable
- The teacher is using the current state approved curriculum
- The program has an active advisory committee consisting of business and community leaders.
- The program has an active, affiliated career-technical student organization (CTSO) that represents their area
- The program has active dual credit/dual enrollment agreements with post-secondary institutions
- The program is supported by current labor market data
- The program is of sufficient size and scope to allow for a student to earn a minimum of three (3) credits in a sequenced program of study

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Review
Annually

Every CTE teacher must submit to the MNPS CTE office evidence of each of the quality standards by the end of October of each year.

The Tennessee Division of Career Technical Education under the guidelines of Carl Perkins IV legislation mandates compliance with the following core indicators:

- **1S1: Academic Attainment: Reading/Language Arts** – the total count of CTE concentrators (students who earn a minimum of three credits in a sequenced program of study) who pass the Gateway Reading/Language Arts at a level of proficient or advanced
- **1S2: Academic Attainment: Mathematics** – the total count of CTE concentrators in the Gateway Algebra I test having a performance level of proficient or advanced.
- **2S1: Technical Skills Attainment** – the number of 12th grade concentrators who have mastered (competencies mastered > or = to 75% of the 3rd credit earned course in the concentrated CTE program area) industry validated career and technical proficiency standards in the reporting year.

- **3S1: Secondary School Completion** – Number of 12th grade concentrators who attained a Tennessee high school diploma, state certificate or a GED.
- **4S1: Graduation Rate** – the count of CTE concentrators who graduated on time in the reporting year (on time is counted as one full calendar year).
- **5S1: Secondary Placement** – number of concentrators who graduated (regular and special education diploma) in the reporting year and who were placed in postsecondary or advanced training, employment or military within one year of graduation.
- **6S1: Non-Traditional Participation** – Number of CTE participants from underrepresented gender groups who participated in a course that leads to employment in nontraditional fields in the reporting year.
- **6S2: Non-Traditional Completion** – Number of CTE concentrators from underrepresented gender groups who participated in a course that leads to employment in nontraditional fields in the reporting year.

In order for all CTE programs to meet or exceed the level of performance for each indicator as required by the State of Tennessee, it is critical to report the following accountability data accurately and in a timely manner:

- eTIGER (Timely Information Gathering Examination and Reporting). Every CTE teacher must submit data on their students relating to student demographics and class performance. eTIGER reporting should be submitted at the end of each course (semester or year-long) and attested to by the teacher. (2S1, 6S1, 6S2)
- District Research and Evaluation staff submits academic attainment and graduation rate each year. (1S1, 1S2, 4S1)
- Follow-up surveys are conducted on all CTE concentrators the year following their graduation. CTE teachers (with the help of guidance counselors) conduct this follow-up. (3S1, 5S1)

Students in every CTE lab program must pass a safety test with a score of 100% before entering the CTE lab. Teachers must keep student completed/passed safety tests on file. Every CTE teacher must submit Class Schedule and Enrollment forms each school year showing total enrollment and student demographics. The forms are due each school year in October.

All CTE programs must maintain a perpetual inventory of equipment. Any new equipment received during a school year must be reported on an inventory form. Surplus or outdated equipment must be disposed of through MNPS Surplus system and in accordance with EDGAR guidelines. The CTE Coordinator shall be notified of all disposals of surplus equipment.

References/Authority

TCA 49-11-104 Vocational Educational in High Schools, changed in 2006 to Career Technical Education in High Schools