

**Two-Year Proposal Narrative
For 2008 – 2010
(Two, Congruous One-Year Grants)**

**Carl D. Perkins Career and Technical Education Act of 2006
Basic Grant Funds**

**Carl D. Perkins Career and Technical
Education Act of 2006**

Community College Competitive Grants

For the year 2008-2010

Basic Grant Funds



Chattanooga State Technical Community College

4501 Amnicola Highway

Chattanooga, Tennessee 37406

423-697-3174

Tech-Track Initiative



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1. Describe the Local Recipient

Institution Name: Chattanooga State Technical Community College

President Name: James L. Catanzaro, Ph. D.

Email of Fiscal Agent for Institution: tammy.swenson@chattanoogastate.edu

Chief Financial Officer Name: Tammy Swenson

Email of Financial Officer: tammy.swenson@chattanoogastate.edu

Perkins Coordinator Name: Tim McGhee

Perkins Coordinator Email: tim.mcghee@chattanoogastate.edu

Phone of Contact Person(s): 423-697-3174

2. Describe the process used to develop the local plan.

The Carl D. Perkins Career and Technical Education Act of 2006 calls for community colleges to work closely with regional secondary institutions to ensure a seamless and transparent transfer from secondary schools to post-secondary schools so that students benefit from a sequential, non-duplicative course of study. Chattanooga State Technical Community College is dedicated to this objective and wishes to improve and enhance current dual credit/dual enrollment courses as well as employ additional high demand courses. In order to develop a comprehensive plan to satisfy the requirements of both secondary and postsecondary courses and meet the employment outlook needs of local business/industry, Chattanooga State Technical Community College held a series of informational and round-table discussions with its faculty and staff, staff and administration of regional high schools and area business/industry leaders. An assessment was performed to establish the job outlook for high wage, high demand jobs requiring an A.A.S. degree.

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3. Describe how activities will be carried out in order to meet state and local levels of performance as reflected in the college's Final Agreed Upon Performance Levels (Chattanooga State Technical Community College's FAUPL is Appendix A

FAUPL Report

1P1 – Technical Skill Attainment as demonstrated through passage of major field assessments that are aligned with industry-recognized standards, if available and appropriate.

California Critical Thinking Skills Test (CCTST) Form 2000, utilized by Chattanooga State Technical Community College to assess graduates of all its programs, is used with community college students to gather data on individual and group critical thinking skill levels IA developed national norms.
(<http://www.insightassessment.com/test-cctst.html>)

Chattanooga State Technical Community College currently has a near perfect pass rate of 98.75% for this test as demonstrated in Figure 1 and is and is significantly higher than the FAUPL's goal of 92%. To maintain this rate, the Tech-Track Initiative will hold workshops throughout the year which will provide sample test questions, demonstrate test-taking tools and answer general questions. These workshops will be made available college-wide, in different locations and at various times to accommodate all students especially the special population student.

Perkins IV 1P1 - Attainment

Perkins Report Year	Number Tested	Number Passed	Percent Passed
2007	483	477	98.76%

Figure 1: Perkins IV 1P1 (Source: 14th Day, Rpt of Grads, and First-Time Fresh Retention; TBR Academic Affairs)

Outcome Indicators:

- a. A minimum of 8 workshops held reaching 96 individual students per year
- b. Pass rate of the California Critical Thinking Skills Tests will remain above the FAUPL's requirement of 92%

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2P1 – Graduation rates of CTE concentrators

Graduation of our CTE participants is one key to the success of Chattanooga State Technical Community College’s A.A.S. degree programs. As demonstrated in Figure 2, Chattanooga State Technical Community College attainment rate has remained consistently in the range of 42%, which is below the FAUPL’s goal of 50%. The College will continue to provide and enhance activities and programs to improve the continued success of its A.A.S. degree participants.

Perkins IV 2P1 - Completion

Report Cycle	Term	Concentrators	Awards	Percent Awards
2001-02	Fall (b)	1156	477	41.3%
2002-03	Fall (b)	1210	528	43.6%
2003-04	Fall (b)	1360	613	45.1%
2004-05	Fall (b)	1430	558	39.0%
2005-06	Fall (b)	1415	591	41.8%

Figure 2: Perkins IV 2P1 (Source: 14th Day, Rpt of Grads, and First-Time Fresh Retention; TBR Academic Affairs)

One program will be Enhanced Mentorship for “at-risk” students and students who are classified in the special populations during their first year. “At-risk” students are those students who score less than 19 on the ACT, have a GED score of less than 510, achieve a score on placement tests such as COMPASS or ASSET which places the student in two or more developmental courses and all first generation students. Special population students are identified by: individuals with disabilities, economically disadvantaged, single parents, displaced homemakers, limited English proficiency, nontraditional participants.

Students will be identified by individual CTE divisions/departments (Engineering Technology, Allied Health, Business & Information Systems and Math & Sciences) to receive enhanced mentoring from instructors. These instructors will meet with students on a regular basis to ensure XX students are maintaining progress in coursework and will graduate on schedule. Instructors and students will complete a mentoring sheet to be sent to the Tech-Track Initiative for data collection. If students are having difficulties, extra instruction will be provided or students will be referred to other available campus services such as Disabilities Services and Project AHEAD. Overload pay of 5 hours per student will be paid to instructors. The Tech-Track Initiative will track the progress of all identified students in order to evaluate

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the effectiveness of the program. Reports will be furnished to all department heads for assessment.

Students in all A.A.S. degree programs will also have access to workshops focused on college success and eliminating barriers to graduation. These workshops will be held on a monthly basis sponsored by Student Services (Lunch and Learn).

Outcome Indicators:

- a. A minimum of three (3) at risk-students per CTE division/department will be identified, mentored and success rate in course work measured
- b. The College will host between 6-12 workshops targeting up to 200 CTE students
- c. Attainment rate will continue to increase in order to meet FAUPL guidelines by 2010

3P1 – Retention and transfer rates of CTE concentrators

Chattanooga State Technical Community College has a strong desire to retain students to the fruition of their chosen A.A.S. degree and ensure students have a pathway to pursue a baccalaureate degree program if they desire. Based on reports given to Chattanooga State Technical Community College from the Tennessee Board of Regents the current retention rate is 71% (Figure 3). The College is dedicated to achieving the FAUPL goal of 75% by 2010.

Perkins IV 3P1 - Retention				
Report Cycle	Term	Concentrators	Awards	Percent Awards
2001-02	Fall (b)	1156	814	70.4%
2002-03	Fall (b)	1210	890	73.6%
2003-04	Fall (b)	1360	1007	74.0%
2004-05	Fall (b)	1430	999	69.9%
2005-06	Fall (b)	1415	1012	71.5%

Figure 3: Perkins IV 3P1 (Source: 14th Day, Rpt of Grads, and First-Time Fresh Retention; TBR Academic Affairs)

In order to increase retention/transfer rate the Enhanced Mentorship program described in 2P1 will be utilized to ensure students' success. Mentors will meet with students on a regular basis to ensure they are maintaining adequate progress in coursework; assist in removing any perceived barriers; and ensure return in the

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subsequent semester. Instructors and students will complete a mentoring sheet to be sent to the Tech-Track Initiative for data collection and evaluation.

Model Sequence of Courses will also be developed and enhanced for students entering Chattanooga State Technical Community College from secondary schools identifying courses needed to carry them through A.A.S. degree completion with opportunities to pursue a baccalaureate degree. The Tech-Track Initiative will work with faculty and staff of Chattanooga State Technical Community College, regional secondary schools and other postsecondary schools to identify competencies which are easily transferable between all institutions. The Tech-Track Initiative will be the repository for all articulation agreements such that students have a one-stop shop to determine educational pathways.

Outcome Indicators:

- a. A minimum of three (3) at risk-students per CTE division/department will be identified, mentored and success rate in course work measured
- b. A minimum of six (6) Model Sequence of Courses will be developed or enhanced to demonstrate potential pathways from secondary institutions to completion of A.A.S. degrees, and a gateway to a baccalaureate degree if applicable, supporting career clusters with each service area LEA
- c. Retention or transfer rate will continue to increase in order to meet FAUPL guidelines by 2010

4P1 – Placement rates of CTE graduates

Chattanooga State Technical Community College desires to place all A.A.S. graduates in sustainable wage careers upon graduation or continue their education through another postsecondary institute toward a baccalaureate. Currently 94% of Chattanooga State Technical Community College students were placed in employment, enrolled in postsecondary education or serve in the military (Figure 4); the Tennessee Board of Regents FAUPL five year goal is 92%.

Figure 4: Perkins IV 4P1 (Source: 14th Day, Rpt of Grads, and First-Time Fresh Retention; TBR Academic Affairs)

Perkins IV 4P1 - Placement			
Perkins Report Year	Number of Grads	Number Placed	Percent Placed
2006	418	364	87.08%
2007	379	358	94.46%

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Chattanooga State Technical Community College holds numerous career fairs annually which brings hundreds of employers to campus and reaches over 1000 students. The Tech-Track Initiative will work with Chattanooga State's Job Placement Center in order to recruit companies geared towards A.A.S. degree students, assist in the marketing of the career fairs and coordinate one-on-one interviews with highly qualified applicants through referrals from CTE divisions/departments. The Tech-Track Initiative will collect data from the attending companies and prospects to evaluate the effectiveness and success of career fairs.

The Tech-Track Initiative will also actively work with area business/industry and workforce development agencies, such as Labor and Workforce Development and the Chamber of Commerce, to identify future employment needs and match potential candidates for all CTE participants.

Chattanooga State Technical Community College has a robust advising system to include master advisors, advising center and highly qualified faculty. The Tech-Track Initiative will work closely with these entities in an effort to strengthen and better coordinate advising capabilities through a series of round-table discussions.

Outcome Indicators:

- a. 50% of all CTE participants attend career fairs
- b. 25% of career fair attendees locate potential career placement
- c. 20% of business/industry discover potential job prospects
- d. Host a series of round-table discussions on CTE advising strategies
- e. Student Placement rate will continue to meet FAUPL guidelines

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5P1 – Gender nontraditional participation

Chattanooga State Technical Community College is committed to serving students who are pursuing careers that are nontraditional to their gender and will actively recruit students who fit this population. The current gender nontraditional participation is 22.4% which is below the 30% FAUPL goal.

Perkins IV 5P1 – Nontraditional Participation

Report Cycle	Term	Concentrators	Awards	Percent Awards
2001-02	Fall (b)	1583	372	23.5%
2002-03	Fall (b)	1617	386	23.9%
2003-04	Fall (b)	1606	372	23.2%
2004-05	Fall (b)	1593	371	23.3%
2005-06	Fall (b)	1396	313	22.4%

Figure 5: Perkins IV 5P1 (Source: 14th Day, Rpt of Grads, and First-Time Fresh Retention; TBR Academic Affairs)

Chattanooga State Technical Community College will conduct a targeted recruitment effort in order to increase gender nontraditional participation. Activities such as Career Nights, summer camps and guest speakers at middle/high schools will be investigated and implemented. The Tech-Track Initiative will collaborate with community organizations, local industry and professional organizations to target this special population.

Outcome Indicators:

- a. A target of 250 individuals will receive exposure to gender underrepresented careers
- b. A target of 5% of those exposed will enroll into a gender underrepresented CTE course of study
- c. The percentage of nontraditional participation in CTE course of study will meet the FAUPL standard of 30% by 2010

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5P2 – Gender nontraditional graduation rates

Chattanooga State Technical Community College’s commitment in serving students who are pursuing careers that are nontraditional to their gender will lead the College to provide programs and services which will ensure the retention and success of these students. Currently Chattanooga State graduates 56.2% of its nontraditional CTE students (Figure 6) which is over 6% higher than the FAUPL’s five year goal.

Perkins IV 5P2 – Nontraditional Completion

Report Cycle	Term	Concentrators	Awards	Percent Awards
2001-02	Fall (b)	152	64	42.1%
2002-03	Fall (b)	169	70	41.1%
2003-04	Fall (b)	166	79	47.6%
2004-05	Fall (b)	185	81	43.8%
2005-06	Fall (b)	137	77	56.2%

Figure 6: Perkins IV 5P2 (Source: 14th Day, Rpt of Grads, and First-Time Fresh Retention; TBR Academic Affairs)

In order to maintain and improve this success, Chattanooga State Technical Community College will provide professional development to its faculty and teachers of secondary institutions providing the necessary tools needed to more actively address the needs of this student population. These workshops may include topics such as gender teaching practices and diversity training. All professional development activities will meet the Perkins IV criteria as described in Sec 124. The Tech-Track Initiative will facilitate at least two professional development workshops a year and will measure the workshop’s success with surveys.

Tech-Track Initiative will also provide support to nontraditional CTE students by collaborating with community and institutional organizations to provide a continuum of support services such as enhanced instruction, financial aid assistance, support groups, and child care among other needed services. The Tech-Track Initiative will serve as a repository of information and a contact person for said services.

Outcome Indicators:

- a. A minimum of two professional development workshops focused on gender teaching practices and diversity training to be held each year
- b. 100 nontraditional students have access to resources which will eliminate barriers to graduation

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- c. The FAUPL standard graduation rate of nontraditional student of 50% will be exceeded by 2010

4. Describe how career and technical education programs, or other occupational programs of study, will be carried out using activities designated as “required” or “permissive” use of funds. [ref. Sec. 135 (b) and (c)]

REQUIRED USE OF FUNDS

How is your institution addressing the required uses of funds? Is the element being addressed through utilization of local, state or other funds in place of Perkins IV federal funds? Please complete each “required use” element even if not with Perkins IV funds.

1. [Integration of academics with CTE programs](#)

Model Sequence of Courses will be developed and enhanced for students entering Chattanooga State Technical Community College from secondary schools identifying courses needed to carry them through A.A.S. degree completion with opportunities to pursue a baccalaureate degree. The Tech-Track Initiative will work with faculty and staff of Chattanooga State Technical Community College, regional secondary schools and other postsecondary schools to identify competencies which are easily transferable between all institutions.

Tech-Track Initiative will identify potential dual credit/dual enrollment courses, work with Chattanooga State’s and secondary institutions faculty and staff to perform a gap analysis to identify discrepancies and will create a core curriculum for secondary institutions to implement in order to offer new dual credit programs. The Tech-Track Initiative will also develop and assess barrier tests for secondary students to demonstrate learned competencies. The Administrator will also be responsible for proctoring and evaluating the barrier tests.

2. [Linkages between secondary and postsecondary programs](#)

Model Sequence of Courses will be developed and enhanced for students entering Chattanooga State Technical Community College from secondary schools identifying courses needed to carry them through A.A.S. degree completion with opportunities

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to pursue a baccalaureate degree. The Tech-Track Initiative will work with faculty and staff of Chattanooga State Technical Community College, regional secondary schools and other postsecondary schools to identify competencies which are easily transferable between all institutions. The Tech-Track Initiative will be the repository for all articulation agreements such that students have a one-stop shop to determine educational pathways.

Tech-Track Initiative will identify potential dual credit/dual enrollment courses, work with Chattanooga State's and secondary institutions faculty and staff to perform a gap analysis to identify discrepancies and will provide the secondary institutions the postsecondary course curriculum to implement in order to offer new dual credit programs. The Tech-Track Initiative will also develop and assess barrier tests for secondary student to demonstrate learned competencies in compliance with PC 459. The Administrator will also be responsible for proctoring and evaluating the barrier tests. The credit will be escrowed at Chattanooga State Technical Community College in a master Perkins database by student and course for students to accrue upon admission and enrollment to the College. The College will also continue to honor all previous tech-prep articulation agreements with secondary institutions. Students' information and escrowed credit hours will be entered into the database for easy retrieval at the appropriate time.

Chattanooga State Technical Community College will provide professional development to faculty and teachers of secondary institutions to provide the necessary tools needed to more actively address the needs of students which are classified as "at-risk" or within targeted special population. All professional development activities will meet the Perkins IV criteria as described in Sec 124.

In an effort provide a real world linkage from high school to community college - CSTCC Veterinary Technology students will mentor high school students who are interested in veterinarian technology. This will allow high school students to explore CTE programs, encourage them to take relevant dual credit courses and recruit them to attend Chattanooga State Technical Community College.

3. Experience and understanding of all aspects of an industry including work-based learning experiences for students

Chattanooga State Technical Community College holds numerous career fairs annually which brings hundreds of employers to campus and reaches over 1000 students. The Tech-Track Initiative will work with Chattanooga State's Job Placement Center in order to recruit companies geared towards A.A.S. degree students, assist in the marketing of the career fairs and coordinate one-on-one interviews with highly qualified applicants through referrals from CTE divisions/departments. The Tech-Track Initiative will collect data from the attending companies and prospects to evaluate the effectiveness and success of career fairs.

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The Tech-Track Initiative will also actively work with local business/industry and workforce development agencies, such as Labor and Workforce Development and the Chamber of Commerce, to identify future employment needs and match potential candidates for all CTE participants. The Tech-Track Initiative will also identify opportunities for work shadowing or work-based learning experiences.

The Tech-Track Initiative will provide CTE students the opportunity to interact with the appropriate advisory boards. Students who attend meetings and serve on sub-committees will be provided with real life work experience as well as make valuable contacts in their chosen field.

The Tech-Track Initiative will also facilitate learning opportunities for secondary school students such as career nights, summer scholar programs, and guest speakers. This will expose secondary school students to CTE career opportunities.

4. Technology implementation and training

Chattanooga State Technical Community College is dedicated to staying on the cutting edge of technology so CTE graduates will have the most up-to-date information and experience when they enter the workforce. This information will give graduates an upper hand in securing high wage, high skill and high demand positions. The College will host a variety of training classes for its faculty and staff along with secondary school staff in the use of new software and technology. The Tech-Track Initiative will facilitate access to no less than five technology workshops/conferences a year. An example is to utilize a subject matter expert from SolidWorks in order to conduct a training workshop at the college inviting service area secondary instructors in addition to Chattanooga State Technical Community College faculty to attend with a goal of leveling the technology on this particular 3-D modeling platform.

5. Faculty professional development

Chattanooga State Technical Community College is committed to the development of its faculty and staff. Technology is changing at an incredible speed and the only way for our students to stay competitive in the emerging technology work place is to be instructed by faculty and staff who stay current on technology. A variety of professional development workshops and opportunities will be facilitated by the Perkins Grant and will be offered not only to Chattanooga State's faculty but also to the secondary schools staff as well. All professional development activities will meet the Perkins IV criteria as described in Sec 124.

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6. Evaluation of CTE programs of study

A comprehensive Perkins Database will be created. This database will track students who are in the CTE courses, evaluation of workshops and programs and the overall effectiveness of Perkins Grant activities. Various methods will be utilized to gather information such as hard-copy surveys, interviews, electronic surveys and web based evaluations. All CTE divisions/departments receiving funding from the Perkins Grant are expected to fully cooperate with the Tech-Track Initiative in gathering the information. The Tech-Track Initiative will work with Institutional Research in the evaluation of data. This information will be disseminated among all stakeholders.

7. Initiate, improve, expand and modernize CTE programs, including classroom technology

Chattanooga State Technical Community College strives to provide the CTE programs which address the regions business/industry needs. In this effort, the college provides Programmable Logic Controller (PLC) coursework for its EEET students. PLC is a digital computer used for automation of industrial processes such as machines on assembly lines. The college wishes to purchase an Interactive Training System for PLC. This will provides a new and improved training environment for our showcase PLC lab in the EEET Automated Controls Concentration. The training system will also prepare our graduates for what the real world manufacturing environment involves. It will also be a great show and tell recruitment tool when tours are run on campus or the College travels to recruitment events.

In addition, the College would like to purchase 4 high quality simulated factory systems. These systems will allow Chattanooga State Technical Community College to teach Programmable Logic Controllers in very power "simulated" industrial systems. Real world interfacing is virtually impossible because of the cost, space, power, safety, etc requirements (e.g. setting up chemical processes, large material handling systems, etc.). But a breakthrough system has been developed that takes a PC with advanced graphics and a data acquisition module to emulate a factory system. The PLC connects to this emulated factory and the students now have the opportunity to "control" an advanced and dynamic, and hopefully exciting system. This is a breakthrough in training for the types of companies located in and around Chattanooga. This would be a powerful motivational and preparation tool for Chattanooga State Technical Community College's Engineering Technology students, an excellent recruiting aid for high school tours and a demonstration tool to prove to business/industry the success of engineering technology at the College.

New micro PLCs and software for a new Automation Lab are also needed. The current lab contains near obsolete, 15-20 year old equipment with old software which no longer meets business/industry needs. The new micro PLCs would

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interface with the simulated factory systems and the current and future trend. This equipment would be key in recruiting students who want to work with the latest equipment and attracting business/industry employees who want promotions or new careers.

Finally, in order for the simulated factory systems and the micro PLCs with software for the new Automation Lab to work appropriately there is a need to purchase four new personal computers for student use only.

8. [Provide student services of sufficient size, scope and quality as to be effective](#)

Tech-Track Initiative will hold workshops throughout the year which will provide sample test questions, demonstrate test-taking tools and answer general questions. Workshops will be made available college-wide, in different locations and at various times to accommodate all students especially the special population student.

Students will be identified by individual CTE divisions/departments (Engineering Technology, Allied Health, Business & Information Systems and Math & Science) to receive enhanced mentoring from instructors. These instructors will meet with students on a regular basis to ensure the student is maintaining progress in coursework and will graduate on schedule. Students having difficulties will be provided opportunities for extra instruction.

Chattanooga State Technical Community College holds numerous career fairs annually which brings hundreds of employers to campus and reaches over 1000 students. The Tech-Track Initiative will work with Chattanooga State's Job Placement Center in order to recruit companies geared towards A.A.S. degree students, assist in the marketing of the career fairs and coordinate one-on-one interviews with highly qualified applicants through referrals from CTE divisions/departments. The Tech-Track Initiative will collect data from the attending companies and prospects to evaluate the effectiveness and success of career fairs.

The Tech-Track Initiative will also actively work with area business/industry and workforce development agencies, such as Labor and Workforce Development and the Chamber of Commerce, to identify future employment needs and match potential candidates for all CTE participants.

The Tech-Track Initiative will also facilitate learning opportunities for secondary school students such as career nights, summer scholar programs, and guest speakers. This will expose secondary school students to the CTE career opportunities.

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9. Preparation of special populations for employment in high skill, high wage or high demand occupations

“At-risk” students are those students who score less Technical Community College than 19 on the ACT, have a GED score of less than 510, and achieve a score on placement tests such as COMPASS or ASSET which places the student in two or more developmental courses and all first generation students. Special population students are identified as: individuals with disabilities, economically disadvantaged, single parents, displaced homemakers, limited English proficiency, nontraditional participants. Chattanooga State is dedicated in providing enhanced services to this population to ensure success. Some of the methods to be used in assisting this population are Enhanced Mentorship, professional development for advisors, work-based learning, career fairs, collaboration with community and business/industry organizations and special services to assist in eliminating perceived barriers to enrollment and completion of postsecondary education. All professional development activities will meet the Perkins IV criteria as described in Sec 124.

PERMISSIVE USE OF FUNDS [if relevant to your proposal – not required. Leave headers even if not responding to element.]

1. Stakeholder involvement

The Tech-Track Initiative will take the lead in developing a campus-wide CTE advisory committee comprised of business/industry leaders, service area high schools and Chattanooga State Technical Community College faculty/administrators.

2. Career guidance and counseling

Chattanooga State Technical Community College currently funds an annual career fair which has over 100 employers and over 1000 participants. The Tech-Track Initiative would act as a liaison between all CTE participants and relevant companies. The Administrator would recruit additional companies and facilitate one-on-one meetings with qualified candidates. This would be an additional service not currently offered to CTE participants. The Tech-Track Initiative will also actively work with area business/industry and workforce development agencies, such as Labor and Workforce Development and the Chamber of Commerce, organized labor, to identify future employment needs and match potential candidates for all CTE participants.

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3. Business and education partnerships

Chattanooga State Technical Community College holds numerous career fairs annually which brings hundreds of employers to campus and reaches over 1000 students. The Tech-Track Initiative will work with Chattanooga State's Job Placement Center in order to recruit companies geared towards A.A.S. degree students, assist in the marketing of the career fairs and coordinate one-on-one interviews with highly qualified applicants through referrals from CTE divisions/departments. The Tech-Track Initiative will collect data from the attending companies and prospects to evaluate the effectiveness and success of career fairs.

The Tech-Track Initiative will also collaborate with other postsecondary schools and secondary schools administrations to create a clear and seamless pathway from high school through community college, and baccalaureate degree institutions if applicable, in pursuit of a high wage, high demand and high skill career. Model Sequence of Courses will be the model presented to potential participants.

4. Programs for special populations

Special population students are identified as: individuals with disabilities, economically disadvantaged, single parents, displaced homemakers, limited English proficiency, nontraditional participants. Chattanooga State Technical Community College is dedicated in providing enhanced services to this population to ensure success. Some of the methods to be used in assisting this population are Enhanced Mentorship, professional development for advisors, work-based learning, career fairs, collaboration with community and business/industry organizations and special services to assist in eliminating perceived barriers to enrollment and completion of postsecondary education. All professional development activities will meet the Perkins IV criteria as described in Sec 124.

5. Assistance for CTE student organizations

The Tech-Track Initiative will provide support to CTE student organizations as needed through advising, facilitation of meetings, collaboration with business/industry and other means as deemed necessary. CTE student organization leaders will be asked to join appropriate advisory committees, participate in workshops and work with the Tech-Track Initiative in recruiting and retention efforts.

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6. [Mentoring and support services](#)

Enhanced Mentorship will identify students who are classified as “at-risk” or special populations. These students will be identified by individual departments to receive enhanced mentoring from instructors. These instructors will meet with students on a regular basis to ensure students are maintaining progress in coursework and will graduate on schedule. Students having difficulties will be provided opportunities for extra instruction. Chattanooga State Technical Community College will collaborate with community and institutional organizations to provide a continuum of support services such as enhanced instruction, financial aid assistance, support groups, and child care among other needed services. The Tech-Track Initiative will be the repository for this information.

7. [Equipment and instructional materials](#)

DIGITAL TRAINERS

A request for portable digital trainers to handle the 14 labs required each semester is being made. The goal is to give students total flexibility about when they perform the assignments. This is a major experiment in allowing students the freedom to perform the digital labs at home and save gasoline costs, expand work hours, or whatever else will benefit a student who normally has to schedule a specific 3 hour period to perform a lab. With approximately 25-35 students in the fall and 15-25 in the spring, the requested number of units is 40, to allow for breakage or loss.

VEX ROBOTS

The Engineering Technology Department requests 10 Vex Robotic Starter Kits. The Vex Robotics Design System is robotic kits intended to introduce students to engineering design and were designed to inspire young people’s interest and participation in science and technology. The systems will be used for current students to enhance their critical thinking, design concepts, and team building skills. The Vex Robot Starter Kits will also be used as recruiting tools in regional secondary institutions.

AUTOCAD SOFTWARE

The Engineering Technology Department requests 25 seats of AutoCAD. AutoCAD is one of the leading computer aided drafting software packages. With this license we will be able to establish an off-campus site which will level the playing field for rural students. We will be able to train students for entry level positions in technology fields at local business/industry.

INGMAR LUNG MODEL

One of the most challenging and critical roles of a respiratory therapist is providing mechanical ventilation (life support) for a patient in an intensive care unit. The condition of a critically ill patient’s lungs can change from minute to minute. The

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respiratory therapist must monitor each patient for changes in breathing volume, pressures, amount of work to breathe and gas flow rates, as well as the usual vital signs such as heart rate, respiratory rate and blood pressure. Each change may require adjustments in the microprocessor mechanical ventilator to meet the patient's needs. The ventilators currently being used in all local hospitals provide digital information and graphic waveforms about every breath that a patient receive. This level of information wasn't available ten years ago. Therapists must be able to interpret these displays to make correct decisions about patient care.

Currently, all respiratory therapy students learn how to manage these microprocessor mechanical ventilators by doing clinical rotations in local hospital intensive care units. This involves finding actual patients who have the different types of medical conditions students need to study. Obviously, we can not allow students to learn by hands -on experimentation how to make appropriate ventilator changes or how to interpret graphic displays. Furthermore, we can't guarantee that each student will get an adequate or similar clinical experience by merely hoping that the right "types" of patients will be sick on the days we have clinical rotations. This area of professional expertise is so important that the National Board for Respiratory Care, which administers the Registry exams for respiratory therapists, has added it to its testing objectives.

The answer for this dilemma would be to acquire an "artificial patient" which could be attached to a mechanical ventilator to allow student experimentation. The Ingmar lung model, with the options listed, can duplicate lung conditions ranging from a premature baby lung up to an elderly adult lung. It will actually breathe spontaneously and can be changed to produce different lung conditions such as asthma, pneumonia, emphysema, or a traumatic injury. On each of these settings, the ventilator would produce different digital and graphic waveforms for the student to interpret. The student could make changes to the ventilator without any actual risks to a patient and get immediate feedback on his decisions. Testing students would be more consistent and objective. The Ingmar lung system would be used in three or four different courses.

This lung model would allow us to greatly improve student performance in critical care management and improve National Registry exam score results.

PACS WORKSTATION WITH STYLE VIEW DUAL DISPLAY COMPUTER CARTS
Chattanooga State Technical Community College requests the purchase of 3 Picture Archiving and Communication Systems (PACS) and 3 style view dual display computer Carts. This equipment will allow student/instructor review of digital images during positioning lab. The carts may be taken anywhere (battery pack) to provide optimal viewing conditions without interfering with other laboratory activities.

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PACS Workstations are similar to the workstations found in the hospital setting for review and manipulation of images while the viewing stations utilize the latest PACS technology to manipulate image for enhanced diagnostic capability and carts allow for easy use at school. This purchase will prepare radiologic technology students for clinical practice in our 15 fully digital clinical site because the opportunity to review anatomy, positioning and quality control factors will be available for students.

MASS COMMUNICATIONS EQUIPMENT

The Mass Communications area of Media Technologies has developed an outstanding program in video production and editing. While the program also offers opportunities for students to develop broadcasting skills, we lack the equipment for state of the art audio editing for radio. Using this equipment with the Department's new online radio station will allow our students to develop marketable skills in audio editing and radio production.

8. Career/technical Teacher preparation

Chattanooga State Technical Community College is dedicated in staying to the cutting edge of technology so CTE graduates will have the most up-to-date information and experience when they enter the workforce. This information will give graduates an upper hand in securing high wage, high skill and high demand positions. The College will host a variety of training classes for its faculty and staff along with secondary school staff in the use of new software and technology. The Tech-Track Initiative will facilitate no less than five technology workshops a year.

9. Improving accessibility of postsecondary CTE program offerings

The Tech-Track Initiative will identify additional opportunities to offer dual credit/dual enrollment courses to students in rural areas who do not have access to CTE programs of study on main campus. Hybrid courses will be developed to provide additional accessibility of CTE program offerings to single parents, displaced workers and nontraditional participants.

10. Transition into baccalaureate degree career/technical programs, including articulation, dual credit and/or dual enrollment

Model Sequence of Courses will also be developed and enhanced for students entering Chattanooga State Technical Community College from secondary schools identifying courses needed to carry them through A.A.S. degree completion, with opportunities to pursue a baccalaureate degree.

11. Entrepreneurship

12. New CTE courses

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The Tech-Track Initiative will participate in advisory committee meetings and industry conferences in order to determine feasibility and demand for new CTE courses. When the need is identified, the Tech-Track Initiative will work with departments in developing and creating new courses and recruiting students in the field of study.

An example would be the College is working with TVA and the nuclear power industry to provide new programs of study leading to high skill, high wage positions in support of this emerging technology.

13. [Learning communities](#)

14. [Family and consumer science programs of study](#)

15. [Support services for age nontraditional students](#)

Chattanooga State Technical Community College will collaborate with community and institutional organizations to provide a continuum of support services such as enhanced instruction, financial aid assistance, support groups, and child care among other needed services. The Tech-Track Initiative will be the repository for this information.

16. [Job placement services, including working with one-stop centers and other WIA initiatives](#)

The Tech-Track Initiative will also actively work with area business/industry and workforce development agencies, Labor and Workforce Development and the Chamber of Commerce, to identify future employment needs and match potential candidates for all CTE participants.

The Tech-Track Initiative will work with the Southeast Tennessee Development District and the tri-state area workforce development agencies, including those in Northwest Georgia and Northeast Alabama, in recruiting, retaining and attracting students into high skill, high wage programs of study.

17. [Mentoring of underrepresented genders](#)

Chattanooga State Technical Community College will also offer professional development to faculty and teachers of secondary institutions to provide the necessary tools needed to more actively address the needs of the underrepresented gender population. One example is a professional development workshop offered to faculty members who are advising students. These workshops will focus on relationship building with students and industry so as advisors they will be able to better guide students in developing a career path plan and attaining chosen goals.

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All professional development activities will meet the Perkins IV criteria as described in Sec 124.

- 18. [Automotive technologies](#)
- 19. [Pooling of funds with other recipients for innovative programs or data systems for CTE](#)
- 20. [Other CTE programs](#)

5. Give an overview of how the institution will offer not less than one opportunity per Local Education Agency for secondary students to obtain early college credit. Identify and describe any existing associate to baccalaureate linkages within career and technical or other occupational education. Explain how Perkins funds will be utilized to improve or expand links between upper- and lower-level institutions and schools. [Attach EXCEL "Transition Opportunity" worksheet].

A current list of active Career and Technical Education articulation agreements are listed in Appendix B. Chattanooga State Technical Community College has established one (1) "program of study" with each of our assigned LEAs (Hamilton, Marion, Sequatchie, Bledsoe, Rhea and Grundy County). The Tech-Track Initiative will continue to work with the LEAs to establish additional programs of study along with defining Model Sequence of Courses for the high wage, high demand, and high skill career paths.

Model Sequence of Courses will identify courses needed to carry students through A.A.S. degree completion with opportunities to pursue a baccalaureate degree. The Tech-Track Initiative will work with faculty and staff of Chattanooga State Technical Community College, regional secondary schools and other postsecondary schools to identify competencies which are easily transferable between all institutions. The Tech-Track Initiative will be the repository for all articulation agreements such that students have a one-stop shop to determine educational pathways.

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6. Describe how the academic and career/technical students are taught to the same standards as are all other students.

The Tech-Track Initiative will work with Chattanooga State Technical Community College faculty/staff and regional secondary schools to identify potential dual credit courses. Upon identifying courses the following steps will be taken:

1. A contrast and comparison of all core topics will be made
2. A GAP analysis will be performed to identify weaknesses in the secondary institutions curriculum
3. A suggested curriculum will be created
4. Chattanooga State faculty will assess and certify suggested curriculum covers all core subject matter
5. Secondary institute's staff will assess and determine if they are capable of covering suggested curriculum
6. Barrier test will be developed, tested and delivered to ensure students learn core competencies
7. Supplemental course materials will be available for all secondary institution staff to utilize on the Tech-Track website. The availability of this material will ensure students are being taught the same core concepts.

The Tech-Track Initiative will also evaluate CTE course via surveys and interviews in order to assess the effectiveness of the course.

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7. Delineate how activities will provide students with strong experience in and an understanding of all aspects of an industry.

In order for students to have a strong experience and an understanding of all aspects of an industry they must have access to those individuals in the industry. Chattanooga State Technical Community College will utilize the following tools to ensure students receive this experience.

1. Guest speakers from key industry leaders
2. Industry tours
3. Work-based learning experiences
4. Co-op/internships

The Tech-Track Initiative will be responsible for arranging and evaluating all tools used.

8. What provision for comprehensive professional development for CTE faculty, guidance and administrative personnel will be implemented to improve CTE/occupational programs of study, and to provide better support services.

Chattanooga State Technical Community College is committed to the development of its faculty and staff. Technology is changing at an incredible speed and the only way for our students to stay competitive in the emerging technology work place is to be instructed by faculty and staff who stay current on technology. Chattanooga State Technical Community College is dedicated in staying on the cutting edge of technology so CTE graduates will have the most up-to-date information and experience when they enter the workforce. This information will give graduates an upper hand in securing high wage, high skill and high demand positions. The College will host a variety of training classes for its faculty and staff along with secondary school staff in the use of new software and technology. The Tech-Track Initiative will facilitate access to no less than five technology workshops/conferences a year. An example is to utilize a subject matter expert

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from SolidWorks in order to conduct a training workshop at the college inviting service area secondary instructors in addition to Chattanooga State Technical Community College faculty to attend with a goal of leveling the technology on this particular 3-D modeling platform.

Chattanooga State Technical Community College will also offer professional development to faculty and teachers of secondary institutions to provide the necessary tools needed to more actively address the needs of the underrepresented gender population. One example is a professional development workshop offered to faculty members who are advising students. These workshops will focus on relationship building with students and industry so as advisors they will be able to better guide students in developing a career path plan and attaining chosen goals. All professional development activities will meet the Perkins IV criteria as described in Sec 124.

9. Explain utilization of program advisory committees. In addition, describe how a wide variety of stakeholders are involved in the development, implementation and evaluation of postsecondary CTE programs of study, and how such individuals and entities are informed about, and assisted in understanding the requirements of Perkins, including CTE clusters and programs of study.

Advisory committees are at the core of Chattanooga State Technical Community College's curriculum and course development. Without having a finger on the pulse of industry, the College is unable to produce quality graduates. Advisory committees meet on a regular basis and provide a valuable resource for CTE programs. A list of advisory committees is provided below.

1. Advisory Committee for Civil Engineering Technology
2. Advisory Committee for Building and Construction Institute
3. Advisory Committee for Mechanical/Manufacturing Engineering Technology
4. Advisory Committee for Electrical/Electronic Engineering Technology
5. Advisory Committee for Radiation Protection
6. Advisory Committee for Design Drafting Engineering Technology

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7. Advisory Committee for Accounting
8. Advisory Committee for Graphic Design
9. Advisory Committee for Information Systems
10. Advisory Committee for Management
11. Advisory Committee for Media Technologies
12. Advisory Committee for Office Management
13. Advisory Committee for Paralegal Studies
14. Advisory Committee for Realtime Reporting
15. Radiologic Technology Advisory
16. Nursing Advisory Committee
17. Respiratory Advisory Committee
18. Veterinary Technology Advisory Committee

The Tech-Track Initiative will assist departments in disseminating aggregate CTE program information among the various advisory committees. The Administrator will also serve as a liaison between departments through the creation of a Tech-Track Executive Board.

10. How does the institution that receives Perkins funding assure that the career and technical programs of study are of such size, scope and quality as to bring about improvement in the quality of associate of applied sciences and other occupational programs? [Include program accreditation information]

Chattanooga State Technical Community College is proud of its accredited courses and will make every effort in maintaining its accreditation. The College will seek accreditation in programs where applicable. Below is a listing of current accreditations.

- Paralegal Studies: Approved by the American Bar Association

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- Judicial Reporting: Approved by the National Court Reporters Association
- Automated Controls: Accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology
- Computer Systems: Accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology
- Civil Engineering Technology: Accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology
- Manufacturing Engineering Technology: Accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology
- Mechanical Engineering Technology: Accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology
- Veterinary Technology: New program but has been granted Provisional Accreditation
- Dental Hygiene: Accredited by the Commission on Dental Accreditation of the American Dental Association
- Health Information Management: Accredited by the Commission on Accreditation for Health Informatics and Information Management Education
- Physical Therapist Assistant: Accredited by the Commission on Accreditation in Physical Therapy Education
- Radiologic Technology: Accredited by the Joint Review Committee on Education in Radiologic Technology

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- Respiratory Care: Accredited by the Committee on Accreditation for Respiratory Care

11. What will be the process utilized by the college to evaluate and continuously improve performance of career/technical and other occupational programs receiving funding under this Act?

A comprehensive Perkins Database will be created. This database will track students who are in the CTE courses, evaluation of workshops and programs and the overall effectiveness of Perkins Grant activities. Various methods will be utilized to gather information such as hard-copy surveys, interviews, electronic surveys and web based evaluations. All CTE programs receiving funding from the Perkins Grant are expected to fully cooperate with the Perkins Grant Administrator in gathering the information. The Administrator will also work with Institutional Research in the evaluation of data.

A Perkins Student Database will be created and maintained in order to create a permanent record of dual credit/dual enrollment students' data.

12. How does the institution address the needs of special populations as defined under Section 3 of the Act?

"At-risk" students are those students who score less than 19 on the ACT, have a GED score of less than 510, achieve a score on placement tests such as COMPASS or ASSET which places the student in two or more developmental courses and all first generation students. Special population students are identified as: individuals with disabilities, economically disadvantaged, single parents, displaced homemakers, limited English proficiency, nontraditional participants. Chattanooga State Technical Community College is dedicated in providing enhanced services to this population to ensure success. Some of the methods to be used in assisting this population are Enhanced Mentorship, professional development for advisors, work-based learning, career fairs, collaboration with community and business/industry organizations and special services to assist in eliminating perceived barriers to enrollment and completion of postsecondary education. All professional development activities will meet the Perkins IV criteria as described in Sec 124.

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13. Explain the utilization of funds to promote preparation for underrepresented genders in nontraditional occupations.

Chattanooga State Technical Community College will provide professional development to faculty and teachers of secondary institutions to provide the necessary tools needed to more actively address the needs of underrepresented gender population. All professional development activities will meet the Perkins IV criteria as described in Sec 124. Marketing materials will be developed and used to recruit underrepresented genders for example recruit men into nursing and women in to engineering. Chattanooga State Technical Community College will collaborate with community and institutional organizations to provide a continuum of support services such as enhanced instruction, financial aid assistance, support groups, and child care among other needed services. Activities such as Career Nights, summer camps and guest speakers at middle/high schools will be investigated and implemented in an effort to expose underrepresented genders to career opportunities.

14. Describe career guidance and academic counseling support services for students in career/technical and occupational education programs of study.

Enhanced Mentorship will identify students who are classified as "at-risk" or special populations. These students will be identified by individual departments to receive enhanced mentoring from instructors. These instructors will meet with students on a regular basis to ensure students are maintaining progress in coursework and will graduate on schedule. If a student is having difficulties, extra instruction will be provided. Chattanooga State Technical Community College will collaborate with community and institutional organizations to provide a continuum of support services such as enhanced instruction, financial aid assistance, support groups, and child care among other needed services. The Tech-Track Initiative will be the repository for this information.

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15. How does the college attempt to recruit and retain teachers, faculty, guidance and academic counselors, and administrators in the career/technical and other occupational fields? This may include the attempt to transition business and industry representatives into teaching.

Chattanooga State Technical Community College will continuously recruit top technology instructors for their CTE courses. The College also utilizes the members of its various CTE advisory committees to tap into the breadth of knowledge of their members. Adjunct positions and guest speakers are attained from these valuable resources so CTE students are exposed to business/industry leaders' knowledge in the classroom.

The College provides professional development opportunities for its CTE faculty so they are able to stay on the cutting edge of available technology. All professional development activities will meet the Perkins IV criteria as described in Sec 124. Chattanooga State Technical Community College encourages its CTE faculty to be current members of professional societies within their discipline.

16. How will the college collect and report data that is complete, accurate and reliable, including special population subgroups? How will this data be utilized to improve programs and services to underserved populations?

A comprehensive Perkins Database will be created. This database will track students who are in the CTE courses, evaluation of workshops and programs and the overall effectiveness of Perkins Grant activities. Various methods will be utilized to gather information such as hard-copy surveys, interviews, electronic surveys and web based evaluations. All CTE programs receiving funding from the Perkins Grant are expected to fully cooperate with the Tech-Track Initiative in gathering the information. The Tech-Track Initiative will also work with Institutional Research in the evaluation of data. Upon evaluation of data, a continuous improvement plan will be designed and implemented to ensure the underserved population needs are being met.

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Appendix A

FAUPL Report

Tennessee Board of Regents

Community Colleges - State Level

						TN 5-YR
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	GOAL
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05 - 6/30/06	Year One 7/1/08 - 6/30/09	Year Two 7/1/09 - 6/30/10	For general population
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: During the reporting year, the number of <u>CTE completers</u> who passed, on the first administration, major field assessments that are aligned with industry-recognized standards, if available and appropriate.</p> <p>Denominator: Number of <u>CTE completers</u> who took major field assessments for the first time during the reporting year.</p>	State and Local Administrative Records	B: 92%	L: 92%	L: 92%	92%
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> who received an industry-recognized degree or other award by the end of two years subsequent to the fall of the sophomore cohort year.</p> <p>Denominator: Number of <u>CTE concentrators</u> in the fall of the sophomore cohort year.</p>	State and Local Administrative Records	B: 44.85%	L: 45.08%	L: 45.29%	50%

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<p>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who remained enrolled in their original community college, completed a degree or award at their original community college, or transferred to another 2- or 4-year postsecondary institution at the time of the subsequent fall after the sophomore concentrator year. Denominator: Number of <u>CTE concentrators</u> in the fall of the sophomore cohort year.</p>	<p>State and Local Administrative Records</p>	<p>B: 71.19%</p>	<p>L: 71.44%</p> <p>A:</p>	<p>L: 71.69%</p> <p>A:</p>	<p style="text-align: right;">75%</p>
<p>4P1 Student Placement 113(b)(2)(B)(iv)</p>	<p>Numerator: Number of CTE concentrators who received an industry-recognized degree or award, and reported according to Tennessee Higher Education Commission's performance measures reporting requirements were placed in employment, enrolled in postsecondary education, or serves in the military. Denominator: Number of <u>CTE concentrators</u> who graduated from the community college at the end of the reporting year.</p>	<p>Local Administrative Records</p>	<p>B: 92%</p>	<p>L: 92%</p> <p>A:</p>	<p>L: 92%</p> <p>A:</p>	<p style="text-align: right;">92%</p>
<p>5P1 Nontraditional Participation 113(b)(2)(B)(v)</p>	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B: 27.03%</p>	<p>L: 27.28%</p> <p>A:</p>	<p>L: 27.53%</p> <p>A:</p>	<p style="text-align: right;">30%</p>

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<p>5P2 Nontraditional Completion 113(b)(2)(B)(v)</p>	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields by the end of two years subsequent to the fall of the sophomore cohort year.</p>	<p>State and Local Administrative Records</p>	<p>B: 50.00%</p>	<p>L: 50.00%</p>	<p>L: 50.00%</p>	<p>50%</p>
	<p>Denominator: Number of <u>CTE concentrators</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields in the fall of the sophomore cohort year.</p>					

*The final baselines were submitted by the Institutional Research representatives from each college by March 5, 2008. Annual goals were developed by the Office of Academic Affairs in relation to the State's average percentage from the thirteen institutions and the State's goals.

Figure 7

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Appendix B
Transition Opportunity Worksheet

		Consortium Articulation								
		High School to Postsecondary		Articulates to						
HS Name	HS #	District #	HS Course Name	SDE course #	National Cluster	Post-secondary Institution	Institution #	Course Name	2000 CIP Code	National Cluster
Bledsoe County	0005	040	Keyboarding/Document Layout & Design	3727	Information Tech	CSTCC	0003998	OF 195 - GENERAL OFFICE PROCEDURES	11.0103	Information Tech
			Keyboarding	3710	Information Tech	CSTCC	0003998	OF 113 – KEYBOARDING/DOCUMENT PROCESSING I	11.0601	Information Tech
			Keyboarding/Document Formatting	3775	Information Tech	CSTCC	0003998	OF 125 – WORD PROCESSING I	11.0601	Information Tech
			Computer Applications	3721	Information Tech	CSTCC	0003998	CS 101 - COMPUTER LITERACY	11.0101	Information Tech
Brainerd	0020	330	Computer Applications	3721	Information Tech	CSTCC	0003998	CS 101 - COMPUTER LITERACY	11.0101	Information Tech
East Ridge	0070	330	Cisco CCNA I	5755	Science, Tech,	CSTCC	0003998	CNAP 1010 - CISCO NETWORK ACADEMY I	11.0202	Science, Tech,
			Cisco CCNA II	5756	Science, Tech,	CSTCC	0003998	CNAP 1020 - CISCO NETWORK ACADEMY II	11.0202	Science, Tech,
			Cisco CCNA III	5758	Science, Tech,	CSTCC	0003998	CNAP 1030 - CISCO NETWORK ACADEMY III	11.0202	Science, Tech,
Grundy County	0025	310	Marketing and Management Principals I & II	5000	Management	CSTCC	0003998	MG 154 – MARKETING (combined 5000 & 5001)	15.1499	Management
			Marketing and Management Advanced Strategies II	5001	Management	CSTCC	0003998	MG 154 – MARKETING (combined 5000 & 5001)	15.1499	Management
Howard	0140	330	Early Childhood Education Careers I	5650	Human Services	CSTCC	0003998	ECED 2010 Safe, Healthy Learning Environments	13.121	Human Services
			Early Childhood Education Careers II	5660	Human Services	CSTCC	0003998	ECED 2030 Infant & Toddler Care	13.121	Human Services
			Early Childhood Education Careers III	5661	Human Services	CSTCC	0003998	ECED 2130 Clinical Practicum I	13.121	Human Services
Marion County High School	0025	580	Integrated Input Technologies	3730	Information Tech	CSTCC	0003998	CS 101 - COMPUTER LITERACY	11.0101	Information Tech
			Integrated Input Technologies	3730	Information Tech	CSTCC	0003998	CS 197 - Spreadsheet Software Applications	11.0301	Information Tech

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			Keyboarding	3710	Information Tech	CSTCC	0003998	OF 113 – KEYBOARDING/DOCUMENT PROCESSING I	11.0601	Information Tech
			Keyboarding/Document Formatting	3775	Information Tech	CSTCC	0003998	OF 125 – WORD PROCESSING I	11.0601	Information Tech
Sale Creek	0190	330	Integrated Input Technologies	3730	Information Tech	CSTCC	0003998	CS 101 - COMPUTER LITERACY	11.0101	Information Tech
			Cisco CCNA I	5755	Science, Tech,	CSTCC	0003998	CNAP 1010 - CISCO NETWORK ACADEMY I	11.0202	Science, Tech,
			Cisco CCNA II	5756	Science, Tech,	CSTCC	0003998	CNAP 1020 - CISCO NETWORK ACADEMY II	11.0202	Science, Tech,
			Cisco CCNA III	5758	Science, Tech,	CSTCC	0003998	CNAP 1030 - CISCO NETWORK ACADEMY III	11.0202	Science, Tech,
			Cisco CCNA IV	5759	Science, Tech,	CSTCC	0003998	CNAP 1040 - CISCO NETWORK ACADEMY IV	11.0202	Science, Tech,
Sequatchie County	0020	770	Keyboarding	3710	Information Tech	CSTCC	0003998	OF 113 – KEYBOARDING/DOCUMENT PROCESSING I	11.0601	Information Tech
			Early Childhood Education Careers III	5661	Human Services	CSTCC	0003998	ECED 2130 Clinical Practicum I	13.121	Human Services
Sequoyah High School	0196	330	Cisco CCNA I	5755	Science, Tech,	CSTCC	0003998	CNAP 1010 - CISCO NETWORK ACADEMY I	11.0202	Science, Tech,
			Cisco CCNA II	5756	Science, Tech,	CSTCC	0003998	CNAP 1020 - CISCO NETWORK ACADEMY II	11.0202	Science, Tech,
			Cisco CCNA III	5758	Science, Tech,	CSTCC	0003998	CNAP 1030 - CISCO NETWORK ACADEMY III	11.0202	Science, Tech,
			Cisco CCNA IV	5759	Science, Tech,	CSTCC	0003998	CNAP 1040 - CISCO NETWORK ACADEMY IV	11.0202	Science, Tech,
Soddy Daisy	0220	330	Computer Aided Drafting	5788	Science, Tech,	CSTCC	0003998	DD 114 - CAD ENGINEERING DRAWING I	15.1303	Science, Tech,
			Advanced Computer Aided Drafting	5759	Science, Tech,	CSTCC	0003998	DD 124 - CAD ENGINEERING DRAWING II	15.1303	Science, Tech,
South Pittsburg	0055	580	Computer Applications	3721	Information Tech	CSTCC	0003998	CS 101 - COMPUTER LITERACY	11.0101	Information Tech
			Keyboarding	3710	Information Tech	CSTCC	0003998	OF 113 – KEYBOARDING/DOCUMENT PROCESSING I	11.0301	Information Tech
Whitwell High	0070	580	Integrated Input Technologies	3730	Information Tech	CSTCC	0003998	CS 101 - COMPUTER LITERACY	11.0101	Information Tech
			Spreadsheet Applications	3729	Information Tech	CSTCC	0003998	CS 197 - Spreadsheet Software Applications	11.0301	Information Tech
			Database Design/Management	3735	Information Tech	CSTCC	0003998	CS 198 - DATABASE SOFTWARE APPLICATIONS	11.0301	Information Tech
			Computer Aided Drafting	5788	Science, Tech,	CSTCC	0003998	DD 114 - CAD ENGINEERING DRAWING I	15.1303	Science, Tech,
			Advanced Computer Aided Drafting	5759	Science, Tech,	CSTCC	0003998	DD 124 - CAD ENGINEERING DRAWING II	15.1303	Science, Tech,

**Two-Year Proposal Narrative
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(Two, Congruous One-Year Grants)**

**Carl D. Perkins Career and Technical Education Act of 2006
Basic Grant Funds**