

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

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1. Describe the Local Recipient

Institution Name: ***Pellissippi State Technical Community College***

President Name: ***Dr. Allen Edwards***

Email of Fiscal Agent for Institution: ***rkesterson@pstcc.edu***

Chief Financial Officer Name: ***Ron Kesterson***

Email of Financial Officer: ***rkesterson@pstcc.edu***

Perkins Coordinator Name: ***Dr. Margaret Ann Jeffries***

Perkins Coordinator Email: ***mjeffries@pstcc.edu***

Phone of Contact Person(s): ***(865) 539-7084***

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

The local plan was developed through collaboration with all relevant stakeholders. Through collaboration with the secondary schools within the LEA, course were determined that are appropriate for award of dual credit, dual enrollment, or distance learning with these course or courses having related competency-based assessment.

Meetings were hosted by the College that allowed collaboration between the College and a representative from each LEA to develop and receive input from these representatives concerning proposed "programs of study" to assure aligned curriculum between all concerned

Meetings were held that included representation from each LEA to explain the "program of study" and related transition credit opportunities for secondary students.

Although the College had previous CTE transition opportunities with Knox County, Blount County and Alcoa, the College work collaboratively with these LEAs as well as Maryville High School to determine appropriate student transition opportunities.

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Additionally, the College reviewed and revised transition opportunities that previously existed as Tech Prep articulation agreements with LEAs through collaboration with the LEAs. Additionally, the College updated or enhanced, as well as determined possible other agreements, to assure the continuance of opportunity to students in its service area to gain credit in College courses.

For those "programs of study" which awarded transition credit through an articulation agreement a timeline was established for the transition of the articulation process to a dual credit/enrollment format. The College faculty then developed methods of assessment which demonstrate the validity of the transfer credit for each dual credit/enrollment agreement established.

The College now maintains and publishes a list of courses available for students through the dual credit/enrollment process and is available through the Dual Enrollment coordinator, the Curriculum office, the College's website, and has been made available to counselors or representatives in the LEAs.

Additionally, the College looked to its career/technical advisory committees for guidance in developing the local plan. Each CTE program has its own specific advisory committee and these committees are comprised of business and industrial members related to each CTE program. These groups provided feedback and input necessary to develop and/or maintain the College's quality CTE programs. Their involvement in this process enhanced the participation of the public (in particular, local employers and employees) in career-technical education at various levels, as well as provided the College information to assure that our CTE programs continued to meet the standards necessary in the workplace.

The College developed an accountability plan that established benchmarks, a means to measure performance levels and maintain progress for each Core indicator. A data base management system, using Tennessee Board of Regents Banner system, was designed to identify specific core indicators of performance for career and technical education students.

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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 (Attach college's FAUPL as negotiated with TBR].**

{Note: May utilize activity description from EXCEL sheet, by activity.}

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

Major field assessments are already in place for a number of the College's CTE programs. These methods of assessments, which are aligned with industry-recognized standards, demonstrate student attainment of the challenging career and technical skill proficiencies necessary to be competitive in high-skill, high-wage or high demand job opportunities. CTE programs will work in collaboration with stakeholders, including employers and advisory committees, to continue to determine revisions to existing assessments or the development of new ones in programs where they do not currently exist. All revisions and development costs will be funded by Perkins IV funds.

More specifically, although this core indicator has currently been determined to only be relevant for Allied Health data, PSTCC will conduct major field assessments for two (2) of its CTE programs of study - Computer Integrated Drafting and Design (CID) and Computer Science and Information Technology (CSIT) during the 2008-2009 academic year.

2P1 – Graduation rates of CTE concentrators

In order to meet the level of performance (46.24%) as reflected in the College's FAUPL as negotiated with TBR concerning the number of CTE concentrators who receive an industry-recognized degree or other award by the end of two years subsequent to the fall of the sophomore cohort year. PSTCC will continue to implement strategies developed as part of its Foundation of Excellence initiative. These efforts include individualized advising opportunities to students, success coordinator assignment to undecided CTE majors and at-risk CTE students, as well as providing students the necessary skills to be successful in the workplace. The College will continue funding this existing program with any determined enhancements and developments, as allowed, being funded by Perkins monies.

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3P1 – Retention and transfer rates of CTE concentrators

In order to meet the level of performance (71.41%) as reflected in the College's FAUPL as negotiated with TBR concerning the number of CTE concentrators who remain 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. PSTCC will continue to implement strategies that include individualized advising opportunities to students, success coordinator assignment to at-risk students as well as continue to provide students the necessary skills to be successful in the workplace. Furthermore, the College will continue to work with 4-year institution to provide means of articulation and/or transfer for the opportunity to pursue a 4-year degree. The College will continue funding of these existing initiatives with any determined enhancements, as allowed, being funded by Perkins monies.

4P1 – Placement rates of CTE graduates

The College currently maintains a Career Placement office. The Placement Office assists in preparing students for their job search. Services provided to students include opportunities for career-related work experience, job placement assistance, career and employment counseling, resume writing and interviewing assistance. Each student in a two-year career/technical associate degree program is required to register with the Placement Office when completing the Intent to Graduate Form. These services are made available to all students thus would include "at-risk" students as well.

The College assures that the CTE programs meet national, state or regional business and industry standards by involving industry advisory boards for each CTE program. Employers of graduates also provide input to assist in maintaining industry standards. Additionally, program reviews and audits as well as accreditation activities are performed for various CTE programs. Most of the CTE programs currently provide opportunities for students to gain workplace experience either through internships or other means of cooperative learning. These activities will continue. Since these activities are currently being done by the College, necessary funding will be made available by the College for existing programs. Additional funding for new initiatives may be necessary through Perkins funding.

In order to meet the level of performance (92%) as reflected in the College's FAUPL as negotiated with TBR concerning the 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. the College will first, continue to assure that graduates are acquiring the necessary skills to be placed in their related fields.

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Additionally, the CTE programs and PSTCC's Placement office will work with advisory committees, industry partners and career-tech related employers to assure placement of CTE graduates.

5P1 – Gender non-traditional participation

The College currently has in place a number of programs and activities that actively recruit, counsel and advise students concerning career/technical programs available. These include career counseling, academic advising of new and prospective students and financial aid counseling. With the development and implementation of additional dual credit/enrollment opportunities, the College will enhance its programs and activities to place a stronger emphasis on the recruitment of members of under-represented gender groups within occupations of fields of work.

In order to meet the level of performance (18.42%) as reflected in the College's FAUPL as negotiated with TBR concerning the number of CTE participants from under-represented gender groups who participate in a program that leads to employment in nontraditional fields during the reporting year. the College, through Perkins Funding, will implement a recruiting plan that will target such populations as females in Engineering Technology, males in Early Childhood Education, males in interior design, and females in Security Engineering and Administration Technology.

5P2 – Gender non-traditional graduation rates

In order to meet the level of performance (39.96%) as reflected in the College's FAUPL as negotiated with TBR concerning the number of CTE concentrators from underrepresented gender groups who complete a program that leads to employment in nontraditional fields by the end of two years subsequent to the fall of the sophomore cohort year. the College will implement strategies, still to be determined and funded through Perkins monies, to assure this level of performance is met.

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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” or “permissive” use of funds as referred to in SEC. 135 (b) and (c) will first and foremost be used to improve career and technical education programs and to carry out activities related to CTE programs.

Required Uses of Perkins funds will, or may, be used by the College to support its CTE programs that:

“(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—

“(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

“(B) career and technical education subjects;

“(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

“(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;

“(4) develop, improve, or expand the use of technology in career and technical education, which may include—

“(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;

“(B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or

“(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

“(5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and

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academic counselors who are involved in integrated career and technical education programs, including—

"(A) in-service and preservice training on—

"(i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;

"(ii) effective teaching skills based on research that includes promising practices;

"(iii) effective practices to improve parental and community involvement; and

"(iv) effective use of scientifically based research and data to improve instruction;

"(B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;

"(C) internship programs that provide relevant business experience; and

"(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

"(6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;

"(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;

"(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and

"(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

Permissive Uses of Perkins funds will, or may, be used by the College:

"(1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;

"(2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that—

"(A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and

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- "(B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;*
- "(3) for local education and business (including small business) partnerships, including for—*
- "(A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;*
 - "(B) adjunct faculty arrangements for qualified industry professionals; and*
 - "(C) industry experience for teachers and faculty;*
- "(4) to provide programs for special populations;*
- "(5) to assist career and technical student organizations;*
- "(6) for mentoring and support services;*
- "(7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;*
- "(8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;*
- "(9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;*
- "(10) to develop initiatives that facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs, including—*
- "(A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;*
 - "(B) postsecondary dual and concurrent enrollment programs;*
 - "(C) academic and financial aid counseling for subbaccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and*
 - "(D) other initiatives—*
 - "(i) to encourage the pursuit of a baccalaureate degree; and*
 - "(ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;*
- "(11) to provide activities to support entrepreneurship education and training;*
- "(12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high*

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skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;

"(13) to develop and support small, personalized career-themed learning communities;

"(14) to provide support for family and consumer sciences programs;

"(15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;

"(16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105–220 (29 U.S.C. 2801 et seq.);

"(17) to support training and activities (such as mentoring and outreach) in non-traditional fields;

"(18) to provide support for training programs in automotive technologies;

"(19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—

"(A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;

"(B) establishing, enhancing, or supporting systems for—

"(i) accountability data collection under this Act; or

"(ii) reporting data under this Act;

"(C) implementing career and technical programs of study described in section 122(c)(1)(A); or

"(D) implementing technical assessments; and

"(20) to support other career and technical education activities that are consistent with the purpose of this Act.

REQUIRED USE OF FUNDS [See Guidelines document]

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. [Should be addressed prior to extending funds to non-required uses.]

1. Integration of academics with CTE programs

Integration of academics with CTE programs is already being done through the use of College funds. However, any enhancements that might be determined necessary to this integration may be funded by Perkins monies.

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2. Linkages between secondary and postsecondary programs

Linkages between secondary and postsecondary programs (PSTCC's CTE programs) are being made with great success. Numerous dual credit/dual enrollment opportunities are being planned for the next two years (see attached "Dual Enrollment Opportunities"). These opportunities will be made possible through Perkins Funding.

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

Initial consideration and investigation has been made to provide secondary students who are pursuing dual enrollment opportunities an industry/ work-based learning experience to reinforce the classroom experience as well as assure an understanding of all aspects of an industry. This discussion has been linked to the "senior out of school experience" that is required for some high school seniors. At this point, PSTCC's level of participation has not been specifically determined. If it is determined that PSTCC will pursue this, Perkins funding would be used.

4. Technology implementation and training

It will definitely be necessary to implement technology and necessary training of faculty to make dual enrollment opportunities available to secondary schools. Some technology is already available either at the secondary school or will be provided by PSTCC. However, some of the secondary schools will require supplemental technology in order to provide these opportunities. Additional technology and training will be funded by Perkins monies.

5. Faculty professional development

With ever-changing technology, it will likely be necessary to provide training (professional development) to faculty teaching dual enrollment courses. Professional development may be funded through College funds as well as Perkins monies.

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6. Evaluation of CTE programs of study

The College already has in place a means of evaluating CTE programs of study either through accreditation processes, program review or academic audit. These means of evaluation will continue to be funded by the College. Any additional enhancements deemed necessary in this evaluation process may require Perkins funding.

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

With ever-changing technology, it is certain to be necessary to initiate, improve, expand and/or modernize CTE programs including classroom technology. Undoubtedly any technology necessary to provide dual enrollment opportunities to secondary schools will require funding through Perkins monies.

8. Provide student services of sufficient size, scope and quality as to be effective

With the overwhelming success of CTE dual enrollment, it is imperative that additional student services of sufficient size, scope and quality to be effective be provided. Although a position is currently being funded by the College to oversee General Education (English, Math, History, etc.) dual enrollment, no such position exists for CTE dual enrollment. It will be necessary to provide such a position. This position will be supplemental to the existing position and will require Perkins funding.

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

As previously indicated, the College, through Perkins Funding, will implement a recruiting plan that will target such populations as females in Engineering Technology, males in Early Childhood Education, males in interior design, and females in Security Engineering and Administration Technology. Additional development of strategies determined to prepare

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special populations for employment in high skill, high wage or high demand occupations will be funded by Perkins monies.

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

1. Stakeholder involvement

The College already has in place a means of involving stakeholders. These existing means (advisory committee meetings) will continue to be funded by the College. However, with the overwhelming success of CTE dual enrollment, it may be necessary to provide additional enhancements to involve stakeholders (secondary school personnel, parents, industry partners) which would require Perkins funding.

2. Career guidance and counseling

The College already has in place a means of providing career guidance and counseling. These existing programs will continue to be funded by the College. However, with the overwhelming success of CTE dual enrollment, it may be necessary to provide additional enhancements to existing programs which would require Perkins funding.

3. Business and education partnerships

The College already has in place some partnerships with business and education. These existing partnerships will continue to be very important to the College and will be funded by the College. However, with the overwhelming success of CTE dual enrollment, it may be necessary to provide additional enhancements to building partnerships with business and education which would require Perkins funding.

4. Programs for special populations

The College does not currently have any programs in place specifically designed to target and attract special populations to its CTE programs. Preliminary investigation into viable programs was begun using Perkins funding during 2007-2008. Any programs of this nature that will be implemented by the College will require Perkins funding.

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5. Assistance for CTE student organizations

Minimal financial assistance for CTE student organizations is available through the College's Student Services area. However, not all student organizations are funded. If it is deemed as a means to enhance or supplement recruitment and retention of CTE students by providing assistance to CTE student organizations funding would be required through Perkins monies.

6. Mentoring and support services

The College already has in place a means of providing mentoring and support services to its students. These existing programs will continue to be funded by the College. However, with the overwhelming success of CTE dual enrollment, as well as the need to meet the necessary levels of performance reflected in the College's FAUPL as negotiated with TBR it may be necessary to provide additional enhancements to existing programs which would require Perkins funding.

7. Equipment and instructional materials

With the overwhelming success of CTE dual enrollment, it will definitely be necessary to provide additional equipment and instructional materials to make these dual enrollment opportunities available to secondary schools. Some technology is already available either at the secondary school or will be provided by PSTCC. However, some of the secondary schools will require supplemental equipment and instructional materials in order to provide these opportunities. Additional equipment and instructional materials will require Perkins funding.

8. Career/technical Teacher preparation

With ever-changing technology, it will likely be necessary to provide training/ teacher preparation to faculty teaching dual enrollment courses. Professional development may be funded through College funds as well as Perkins monies.

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9. Improving accessibility of postsecondary CTE program offerings

CTE dual enrollment opportunities are slated to be provided in a number of methods. The first method would be for the CTE program offering to be provided at the College's facilities. This method would require the secondary student to travel to the College's location. This could, in and of itself, provide an accessibility issue for secondary students. The second method would be for the CTE program offering to be provided at the secondary school's location. Although this allows easier accessibility for the secondary student, necessary equipment, technology and instructional materials will very likely be needed. As already mentioned these additional requirements would be funded by Perkins monies. The third method would be through distance learning but currently no secondary school has requested this method of delivery.

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

The College already has in place a means of developing transition opportunities into baccalaureate degree programs from CTE programs. The College will continue to pursue these opportunities and will continue to fund these programs as well.

11. Entrepreneurship

The College does not currently have any programs in place specifically designed to provide entrepreneurship. Unless it is determined as a means to meet performance indicators as reflected in the College's FAUPL, it is unlikely that such a program will be pursued during the funding period.

12. New CTE courses

With ever-changing technology and necessary workforce development, it is always likely that new CTE courses will be developed. Because the College is dedicated to assuring that the CTE programs meet national, state or regional business and industry standards, it will continue to involve industry advisory boards as well as employers of graduates and other stakeholders to determine the need for new CTE courses that provide necessary workplace skills. Additional funding for new CTE courses may be necessary through Perkins funding.

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13. Learning communities

The College currently provides learning communities in non-CTE areas. No learning communities are in place in the CTE programs of study. However, it may be deemed a viable option for providing dual enrollment opportunities to secondary students. If such an option is determined, it may be necessary to fund through Perkins monies.

14. Family and consumer science programs of study

The College currently provides CTE courses in Early Childhood Education (ECED) and Interior Design (IDT), both being areas typically housed in Family and Consumer Science programs. Two IDT courses are currently included as possible dual enrollment options but no secondary school has made a request for their offering. Numerous secondary schools have made mention of ECED courses, but as yet none have made formal request for their offerings. If either of these CTE programs provide dual enrollment courses, it may be necessary to provide equipment and educational materials to the secondary schools to allow offerings thus requiring Perkins funding.

15. Support services for age nontraditional students

The College already has in place a means of providing support services for age nontraditional students. These existing programs will continue to be funded by the College.

16. Job placement services, including working with one-stop centers and other WIA initiatives

The College already has in place a means of providing job placement services to students. These existing programs will continue to be funded by the College.

17. Mentoring of underrepresented genders

The College already has in place a means of providing mentoring. However, these programs are not specifically targeted to underrepresented genders. These existing programs will continue to be funded by the College. However, should it be determined that enhancement

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to these programs be made to target underrepresented genders, in order to also meet the necessary levels of performance reflected in the College's FAUPL, it may be necessary to provide additional enhancements to existing programs which would require Perkins funding.

18. Automotive technologies

The College has no plans to pursue the automotive technologies.

19. Pooling of funds with other recipients for innovative programs or data systems for CTE

PSTCC is dedicated to the development and offering of innovative programs and thus would consider pooling funds with other recipients should it be deemed a benefit to the College and its stakeholders.

20. Other CTE programs

With ever-changing technology and necessary workforce development, it is always likely that new CTE programs will be developed. Because the College is dedicated to assuring that the CTE programs meet national, state or regional business and industry standards, it will continue to involve industry advisory boards as well as employers of graduates and other stakeholders to determine the need for new CTE programs that provide necessary workplace skills. Additional funding for new CTE programs may be necessary through Perkins funding.

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- 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 association 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].**

PSTCC is dedicated to offering CTE dual enrollment opportunities to secondary schools within its LEAs. An overview of how the institution will offer not less than one opportunity per LEA is provided on the attached "Transition Opportunity" worksheet.

Existing associations to baccalaureate linkages within career and technical education are included below:

PSTCC's CTE program	Baccalaureate linkage (Institution)	Awarded degree
Civil Engineering Technology	East Tennessee State University	BS – Construction Engineering Technology
Communication Graphics Technology	Nossi College	Bachelor of Graphic Arts
Communication Graphics Technology	Watkins College	Bachelor of Fine Arts/Graphic Design
Computer Science & Information Technology - Database Design & Development Concentration	East Tennessee State University	BS- Computer & Information Sciences
Electrical Engineering Technology	East Tennessee State University	BS – Electronic Engineering Technology
Interior Design Technology	East Tennessee State University	BS – Family and Consumer Sciences (Interior Design Concentration)
Mechanical Engineering Technology (all concentrations)	East Tennessee State University	Manufacturing Engineering Technology

Perkins funds will be utilized to implement links between PSTCC and secondary institutions by providing dual enrollment opportunities to students within the secondary schools of each LEA.

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

As outlined in the College's Policies and Procedures all students both academic and CTE students are held to the same standards regardless of the degree they are pursuing. For the full policy see <http://www.pstcc.edu/misc/ppm/03-11-01.htm>

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

Activities (dual enrollment offerings) will be offered to very specifically provide students a strong experience in and an understanding of all aspects of a particular CTE industry. Examples of this are:

- *CTE courses will be taught by faculty who have worked and typically continue to work in the industry thus providing the students an industry connection.*
- *Students taking CTE courses for dual enrollment will be working with equipment that is used specifically in the industry thus providing industry experience.*
- *Students taking CTE courses for dual enrollment will be acquiring skills applicable to employment in the industry.*

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.

As necessary, CTE faculty will be provided the opportunity to pursue professional development/ training to ensure that such teachers and personnel stay current with all aspects of an industry and be able to provide students the necessary skills to acquire high wage or high demand occupations. All professional development activities that are funded through Perkins IV will follow the requirements as referenced in Sec. 124 and will be high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on the classroom instruction and the teacher's performance in the classroom, and will not, as a rule, be 1-day or short-term workshops or conferences.

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- 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.**

The College has in place advisory committees for each career/technical program. These committees are comprised of business and industrial members. As studies indicate, these groups provide feedback and input necessary to develop and/or maintain the College's quality CTE programs. They enhance the participation of the public (in particular, local employers and employees) in career-technical education at various levels. They further provide the College information to assure that our CTE programs meet the standards necessary in the workplace.

As one indicator for demonstrating that the College's career/technical education programs are of a quality and scope to meet the local, regional or state business and industry, each CTE program will continue in its commitment to maintain and further enhance and strengthen the existing partnerships between career/technical education programs and the business and industry which they serve through advisory committees. Members of these committees have been and will continue to be recruited from the respected and creditable businesses and industries within the community.

Additional stakeholders include community leaders, students, secondary institutions already providing dual enrollment opportunities of general education courses. All stakeholders are informed about, and assisted in understanding the requirements of Perkins, including CTE clusters and programs of study through meetings held by the College as well as information provided on the College's website and well as information provided directly to stakeholders.

For additional information concerning the College's policy related to Advisory Committees see <http://www.pstcc.edu/misc/ppm/03-10-00.htm>

- 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]**

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The College prides itself on offering CTE programs that prepare students for employment in high-skill, high-wage and/or high-demand occupations in related fields. Table I provides placement data for the years 2003-2006 (most current data) for the career/technical degree programs of the College. These figures indicate that the College's CTE programs sufficiently prepare students for the workplace.

The College assures that the CTE programs meet national, state or regional business and industry standards by involving industry advisory boards for each program as well as completing program reviews and audits or accreditation activities.

**ASSOCIATE OF APPLIED SCIENCE DEGREES
PROGRAM PLACEMENT PERCENTAGES/NUMBER OF GRADUATES**

PROGRAM	2003/Grads	2004/Grads	2005/Grads	2006/Grads
BUSINESS RELATED				
Computer Accounting	88%/20	90%/11	100%/18	86%/8
Computer Science and Information Technology	90%/23	91%/23	94%/24	92%/14
E-Commerce/Marketing	100%/4	100%/8	100%/12	100%/15
Hospitality	100%/9	100%/7	100%/2	100%/2
Management	100%/11	100%/6	100%/5	100%/7
Office Systems Technology	100%/10	93%/16	89%/10	100%/12
Paralegal Studies/Legal Assistant Technology	82%/12	100%/15	100%/15	100%/15
ENGINEERING RELATED				
Civil Engineering Technology	100%/8	100%/8	100%/5	100%/7
Communications Graphics Technology	100%/28	94%/36	94%/22	92%/15
Computer Integrated Drafting & Design Technology	90%/13	100%/8	90%/11	90%/11
Electrical Engineering Technology	83%/6	100%/2	100%/8	88%/8
Geographic Information Systems	100%/3	100%/4	80%/7	100%/5
High Performance Computing	NA	NA	100%/6	100%/2
Interior Design Technology	92%/14	100%/16	100%/27	93%/25
Mechanical Engineering Technology	93%/16	100%/11	91%/12	100%/12
Networking & Communications Systems Technology	100%/1	87%/15	92%/18	92%/15
Video Production Technology	100%/19	90%/11	60%/7	100%/14
Web Development Technology	40%/7	83%/8	100%/10	80%/11
Early Childhood Education	100%/3	75%/5	100%/9	100%/14
General Technology	100%/14	100%/7	100%/11	92%/16
Photography Certificate	100%/5	100%/6	100%/3	100%/2
Supervision Certificate	94%/21	100%/15	100%/15	88%/17

INSTITUTIONAL RATE	2003	2004	2005	2006
% Placed in Major or Continuing Education	94%	95%	96%	95%

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The College also participates in accreditation activities as well as program reviews, academic audits and major field assessments. Below are provided those various activities to indicate the College's dedication to maintaining and or bringing about improvement in the quality of CTE programs leading to an AAS degree.

Accreditation Activities

Program	Accrediting Agency	Accreditation Cycle - Begin Date	Accreditation Cycle - End Date	Next Site Visit
CIVIL ENGINEERING TECHNOLOGY	ABET	2006-07	2011-12	2011
COMPUTER INTEG DRAFT/DESIGN	ABET	2006-07	2011-12	2011
ELECTRICAL ENGINEERING TECH	ABET	2006-07	2011-12	2011
MECHANICAL ENGINEERING TECH	ABET	2006-07	2011-12	2011
COMP SCIENCE & INFO TECH	ACBSP	2002-23	2011-12	2012
COMPUTER ACCOUNTING *	ACBSP	2002-03	2011-12	2012
E-COMMERCE/MARKETING *	ACBSP	2002-03	2011-12	2012
BUSINESS ADMINISTRATION	ACBSP	2002-03	2011-12	2012
OFFICE SYSTEMS TECHNOLOGY	ACBSP	2002-03	2011-12	2012
PARALEGAL STUDIES	ABA	2002	2009	2009

Program Review or Academic Audit Activities

Program	PF 2000-05 Cycle Review Schedule	PF 2005-10 Cycle Review Schedule	Evaluation Type - PR - Program Review or AA - Academic Audit
INTERIOR DESIGN TECHNOLOGY	2000-01	2005-06	PR
NETWORKING & COMM SYS TECH	New program	2007-08	PR
LAN OPERATIONS/MANAGEMENT	New program	2007-08	PR
MEDIA TECHNOLOGIES	New program approved 7/05 with fall 2005 implementation	2008-09	PR
SECURITY ENGINEERING	New program approved 7/05 with spring 2006 implementation	2009-10	PR

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Major Field Assessments

Program *	Test Year PF 2005-10 Cycle
OFFICE SYSTEMS TECHNOLOGY	2005-06
MECHANICAL ENGINEERING TECH	2006-07
PARALEGAL STUDIES	2007-08
COMPUTER INTEG DRAFT/DESIGN	2008-09
COMP SCIENCE & INFO TECH	2008-09
INTERIOR DESIGN TECHNOLOGY	2009-10

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?

As indicated above in #9 and #10, all of these processes, methods and activities will be utilized by the College to evaluate and continuously improve performance of career/technical

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

The College provides very specific services to individuals with disabilities through our Office of Services for Students with Disabilities. (see <http://www.pstcc.edu/departments/swd/>)

The College provides specific services to individuals from economically disadvantage families through our financial aid (see http://www.pstcc.edu/departments/financial_aid/)

The College provides specific services to individuals with limited English Proficiency through our English as a Second Language program(http://www.pstcc.edu/division_street/esl2.htm)

The College provides specific services to individuals who are first-time college attenders in their families. (see <http://www.pstcc.edu/departments/trio/>)

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The College provides services to individuals preparing for non-traditional fields through our Success Coordinator program as well as our advising system and counseling office.

The College does not currently have specific services for single parents or displaced homemakers but includes these populations in the services outlined above

13. Explain the utilization of funds to promote preparation for under-represented genders in nontraditional occupations.

The College currently has in place a number of programs and activities that actively recruit, counsel and advise students concerning career/technical programs available. These include career counseling, academic advising of new and prospective students and financial aid counseling. With the development and implementation of additional dual credit/enrollment opportunities, the College will enhance its programs and activities to place a stronger emphasis on the recruitment of members of under-represented gender groups within occupations of fields of work.

The College, through Perkins Funding, will implement a plan that will target such populations as females in Engineering Technology in an effort to prepare these individuals for nontraditional occupations.

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

The College provides services specifically through its Counseling Services department (<http://www.pstcc.edu/departments/studev/>). The Counseling Services department provides students the opportunity to explore concerns that may affect their academic progress. Counselors also assist students in making decisions regarding their vocational and educational plans. Counselors can assist a prospective or enrolled student in deciding on a major, researching a career change or planning a job seeking strategy. In addition to the Counseling Services department, faculty advisors are provided to students to provide guidance relative to specific CTE majors.

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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.**

The College recruits and retains teachers, faculty, guidance and academic counselors, and administrators based on the needs of the position. A full description of this process is provided in the College's Policies and Procedures at http://www.pstcc.edu/departments/human_resources/hrprocedures.html

- 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 under served populations?**

The College's Office of Institutional Effectiveness, Research and Planning will collect all necessary data. The data will be complete, accurate and reliable. The data will then be utilized as part of the Continuous Improvement system of Assessment to improve programs and services.